RDG 3332.010  REVISEd Syllabus Reading in the Content Area – SEE PG 9  SPRING 2020  Bustos

ASU College of Education
Teacher Education Department
RDG 3332– Content Area Reading
Course Syllabus – SPRING 2020

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Email: charlene.bustos@angelo.edu
Office: CARR 114

Office Hours: ONLINE

RDG 3332 - Content Area Reading

Day, Time & Location of Course:
RDG 3332.010  ONLINE

Course Description
This course provides an examination of reading and writing processes across the content areas with an emphasis on planning instruction, implementing strategies, and selecting materials for the elementary classroom.

Methods of Instruction:
Lecture, group interactions, projects, Blackboard

Materials Required


A 3-ring binder

Materials Needed

Requirements
Candidates are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Candidates are expected to check BLACKBOARD and ASU email on a regular basis each week. Candidates are expected to attend class, complete reading assignments prior to each class period, complete assignments each week, and take tests/exams as scheduled.
**Course Requirements**

Attendance
Complete reading assignments prior to class
Participate in class activities/discussions
Completion of projects: textbook analysis, group inquiry, content unit
Glossary/Vocabulary by Standard(digital)

**Attendance, Participation and Preparation Policies**

Attendance at, preparation for, and participation in each class are mandatory. Course content is presented through demonstration and practice with frequent candidate debriefing. Homework assignments are designed to require a minimum of two hours outside of class for each class hour.

**COURSE OBJECTIVES:**

Gaining factual knowledge (terminology, classifications, methods, trends)
Learning fundamental principles, generalizations, or theories
Learning how to find and use resources for answering questions or solving problems

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**LEARNING OUTCOMES:**

**Competencies & Standards**

<table>
<thead>
<tr>
<th>Goals, Competencies &amp; Standards</th>
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<tbody>
<tr>
<td><strong>ASU Undergraduate Learning Goals</strong></td>
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<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
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<td>2. Core skills</td>
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<td>3. Specialized knowledge</td>
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<td>4. Social responsibility</td>
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<tr>
<td>5. Cultural Identity</td>
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</tbody>
</table>

**INTASC Standards**

| Standard #1: Learner Development – a, b, d, e, i |
| Standard #2: Learning Differences - g, h, j |
| Standard 3: Learning Environments – o |
| Standard 4: Content Knowledge – g |
| Standard #7: Planning for Instruction – a, b, c, g, h, j, n, q |
| Standard #8: Instructional Strategies – p |

**TEEXS Competencies – EC-6**

**DOMAIN I – English Language Arts & Reading:**

Standard I: Oral Language – Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard IV: Literacy Development and Practice – Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.

Standard VI: Reading Fluency – Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII: Reading Comprehension – Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.
Angelo State University Academic Outcomes & Undergraduate Learning Goals
https://www.angelo.edu/academic_outcomes_assessment/student-achievement-data.php
(link to pdf for learning goals)
https://www.angelo.edu/content/files/24669-learning-goals-as-of-2-27-09

InTASC STANDARDS:

Texas Educator Standards:
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

ASU OP10.04 Academic Regulations Concerning Student Performance
http://www.angelo.edu/opmanual/#s10

Assignments See Blackboard for assignment information.
All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition (6th) of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org.

Reading Assignments: On Blackboard

ASU OP10.04 Academic Regulations Concerning Student Performance
http://www.angelo.edu/opmanual/#s10

Course Evaluation and Grading
Grading includes neatness, organization, creativity, and appropriateness of material to course content. Assignments should reflect your professional best as an educator and will be graded accordingly. Please edit for grammar and punctuation! Errors of 5 or more will result in a
Assignments are due at the beginning of the class period. Late work is **NOT** accepted—**NO WORK** will be accepted after the original due date. Assignments receiving 70% or below may be re-submitted for grading, with 90% as the highest grade possible.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100</td>
<td>A = 900 – 1000 points</td>
</tr>
<tr>
<td>Content Literature</td>
<td>100</td>
<td>B = 800 - 899 points</td>
</tr>
<tr>
<td>Unit Plan &amp; Lsn</td>
<td>100</td>
<td>C = 700 - 799 points</td>
</tr>
<tr>
<td>Inquiry/Research</td>
<td>50</td>
<td>D = 600 - 699 points</td>
</tr>
<tr>
<td>Glossary/Vocabulary</td>
<td>80</td>
<td>F = 0 - 500 points</td>
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<tr>
<td>Lsn Plans (2)</td>
<td>50</td>
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<tr>
<td>Exams</td>
<td>300</td>
<td></td>
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<tr>
<td>Homework/DiscBrd</td>
<td>220</td>
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<tr>
<td>Total</td>
<td>1000</td>
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**Assignments:**

1. **Content Literature Component (100 pts):**

Candidates are expected to read children’s and adolescent books relating to social studies, science, math, health, the fine arts (art, dance, music), and English/language arts—at various reading levels (EC-8). Students will meet in Discussion Groups to discuss the books read in a specific content area. Each content area requires a 5A checklist or annotated bibliography.

2. **Textbook Evaluation (50 pts):**

Candidates will complete an in-depth examination of a content area textbook used in Texas schools in grades 3-8. This examination will include textual features, organizational patterns, readability formulas and checklists. Students will be expected to evaluate the instructional value of the text and plan for its use in instruction.

3. **Interdisciplinary Content Area Unit Plan and Scripted Lesson (100 pts):**

Each candidate will prepare an interdisciplinary unit plan over a topic that is commonly taught in grades 3-8 math, science, or social studies. This unit is the culminating course project and is intended to demonstrate student mastery of course content and strategies. The unit plan must be a minimum of **10 days** in length and must include text selections from both textbooks and trade books (children’s/adolescent literature). From this plan, the candidate will select **ONE** lesson to prepare in a totally scripted manner.

4. **Group Project (Inquiry/Research Lesson) 50 pts):**

Candidates will work in groups of 3 or 4 to research a particular “topic” of their interest (science, social studies, math), then complete the “Critical Attributes of Research TEKs” template. In a “reflective” summary, each group member will indicate what they learned about “teaching research.”

5. **Glossary/Vocabulary - (80 pts):** According to the strategies covered in RDG 3332, you will prepare a digital Glossary/Vocabulary by Standard, and locate EC-6/4-8 TEKs that apply.
6. Exams – (300 points)
Three exams are planned throughout the course of the semester. These exams will take multiple formats, including multiple choice, matching, fill in the blank, listing, identification, application, and short essay.

7. Homework & Discussion Boards: Variety throughout the semester.

Attendance Policy
Candidates are to adhere to ASU policy OP 10.04 and Unit policy. http://www.angelo.edu/opmanual/#s10

Class attendance is a professional responsibility. Please be on time and plan to stay the entire class period. Attendance will be taken during each class period. There are no “excused” absences in this class as you are allowed two before any loss of attendance points. Each absence after the third absence results in 15 points off of Attendance Points.

ASU OP10.19 Student Absence for Observance of Religious Holy Day
http://www.angelo.edu/opmanual/#s10

ASU OP 10.15 Providing Accommodations for Students with Disabilities
http://www.angelo.edu/opmanual/#s10
Persons seeking accommodations must contact the Student Life Office, Room 112 University Center, 942-2047, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty: Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook. Prepared materials found on the Internet are not allowed.

Specific conditions for courses taught in the Department for Teacher Education: At the first incident of plagiarism, the student will receive a zero (0) for the plagiarized assignment while this infraction will be noted on the student’s records. Should there be a second occurrence of plagiarism, the student will receive a final grade of “F” for the course and another infraction report will be added to the student’s permanent records.

**Please see below for further guidance on Plagiarism.

Plagiarism
Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is a literary theft. Since you will be evaluated using the ASU Department of Teacher Education – Candidate Professional Dispositions (a copy will be provided to you), please note the specifics under the “Ethics” section, which references the Code of Ethics for Texas Teacher Educators.
In your papers for this course, it is unacceptable to copy word for word without quotation marks and the source of the quotation. Quotes should be used sparingly as it is expected that you summarize the information in your own words while giving credit to the source. Resources to help you understand this policy better are available at the ASU Writing Center. [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php)

**College of Education Electronic Communication Devices Policy:** Cell phones, pagers, and other electronic communication devices are to be TURNED OFF during class time. IF you need to leave it on due to family emergency situations, please leave on VIBRATE.

**Title IX at Angelo State University:**

The University prohibits discrimination based on sex, which includes pregnancy, sexual orientation, gender identity, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination including: sexual assault, sex-based discrimination, sexual exploitation, sexual harassment, public indecency, interpersonal violence (domestic violence and/or dating violence), and stalking. As a faculty member, I am a Responsible Employee meaning that I am obligated by law and ASU policy to report any allegations I am notified of to the Office of Title IX Compliance.

Students are encouraged to report any incidents of sexual misconduct directly to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator at:

**Michelle Boone, J.D.**  
*Director of Title IX Compliance/Title IX Coordinator*  
Mayer Administration Building, Room 210  
325-942-2022  
michelle.boone@angelo.edu

You may also file a report online 24/7 at [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form).  

If you are wishing to speak to someone about an incident in confidence you may contact the *University Health Clinic and Counseling Center at 325-942-2173* or the *ASU Crisis Helpline at 325-486-6345.*  
For more information about Title IX in general you may visit [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

**Other Items** Web Sites  
[www.apa.org](http://www.apa.org)  
American Psychological Association  
[http://blackboard.angelo.edu/](http://blackboard.angelo.edu/)  
Blackboard access at ASU  
[www.tea.state.tx.us](http://www.tea.state.tx.us)  
Texas Education Agency

**State Board of Education - Texas Education Agency (TEA)** -  
[http://www.tea.state.tx.us](http://www.tea.state.tx.us)

**Texas Essential Knowledge & Skills (TEKs)** -  

**TENTATIVE SCHEDULE**
<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>Jan 14 &amp; 16</th>
<th>Introduction to course/syllabus/requirements &amp; expectations; reading genres; learning with tradebooks</th>
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</thead>
<tbody>
<tr>
<td>WEEK 2</td>
<td>Jan 21</td>
<td>Meet at ASU Library/ILC for Class</td>
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<td>Jan 23</td>
<td>Chapter 1 – Literacy <em>WITHIN</em> the Disciplines</td>
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<tr>
<td>WEEK 3</td>
<td>Jan 28</td>
<td>Meet at Tom Green County Library (2:05 – 3:15 pm)</td>
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<td>Jan 30</td>
<td>Chapter 2 – Reading <em>WITHIN</em> the Disciplines: History &amp; Social Studies; TEKs for content areas</td>
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<tr>
<td>WEEK 4</td>
<td>Feb 4 &amp; 6</td>
<td>Chapter 2 – Reading <em>WITHIN</em> the Disciplines: Science</td>
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<td>Tradebook/Literature Discussion: Social Studies</td>
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<tr>
<td>WEEK 5</td>
<td>Feb 11 &amp; 13</td>
<td>Chapter 3 – Writing <em>WITHIN</em> the Disciplines</td>
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<td>Tradebook/Literature Discussion: Science</td>
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<td>WEEK 6</td>
<td>Feb 18 &amp; 20</td>
<td>Chapter 4 – Inquiry <em>WITHIN</em> the Disciplines</td>
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<td>Tradebook/Literature Discussion: Health/Physical Education</td>
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<tr>
<td>WEEK 7</td>
<td>Feb 25 &amp; 27</td>
<td>Planning Lessons; Bloom’s Taxonomy (writing lesson objectives)</td>
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<td>ELPS &amp; lesson planning (before, during, after)</td>
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<td><strong>Guest Presentation:</strong> Technology</td>
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<tr>
<td>WEEK 8</td>
<td>Mar 3 &amp; 5</td>
<td>Read-Aloud Lesson Sharing</td>
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<td>Tradebook/Literature Discussion: Mathematics</td>
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<td><strong>SPRING BREAK – March 9 – 13 – ENJOY®</strong></td>
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<tr>
<td>WEEK 9</td>
<td>Mar 17 &amp; 19</td>
<td>Chapter 5 – Collaborative Learning</td>
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<td>Tradebook/Literature Discussion: Fine Arts/Music</td>
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<tr>
<td>WEEK 10</td>
<td>Mar 24 &amp; 26</td>
<td>Chapter 5 - continued collaborative learning</td>
</tr>
</tbody>
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WEEK 11
Mar 31 & Apr 2

*Presentations* of Group Inquiry/Research Projects

WEEK 12
Apr 7 & 9

Review of strategies for comprehension; developing vocabulary & concepts
Tradebook/Literature Discussion: English Language Arts/Reading

WEEK 13
Apr 14 & 16

Chapter 6 – Review "This IS Disciplinary Literacy"

WEEK 14
Apr 21 & 23

*Presentations* of Integrated Units

WEEK 15
Apr 28

*Presentations of Integrated Units (continued)*
Discuss Glossary/Vocabulary & Notebooks

Apr 30

Review for Final Exam

WEEK 16
May 5th

FINAL EXAM:  **Tues, May 5th, 1:00 – 3:00 pm**
March 23-March 31- Module 1
Inquiry Research Plan
Integrated Unit – First Portion
Mathematics

April 1 -April 14 - Module 2
Comprehension Skills & Strategies
Fine Arts & ELA – Lessons & Literature
EXAM

April 15 - April 26 - Module 3
Vocabulary Concepts
Health & PE – Lessons & Literature

April 27 – May 5 - Module 4
Disciplinary Literacy
Integrated Unit – Complete Project

May 5- Final

I will post each Module assignment on Sunday evenings. I am learning about some of the BlackBoard tools. I will have short informational videos and sessions with you during this time.