RDG 4320 Reading in Secondary School Content Areas (online)
Spring 2020

Instructor: Antonio Tijerina M.Ed.
Email: antonio.tijerina@angelo.edu / atijerina@lwisd.org
Office Hours: online

RDG 4320 Reading in Secondary School Content Areas (ONLINE Course)

Candidates must access BLACKBOARD [http://blackboard.angelo.edu] on a regular/daily basis and check their **ASU email several times each week for communication from professors and ASU.

Course Description: A study of reading skills, learning and study of higher level thinking skills development in the content areas. Includes determining the readability of curriculum materials, adapting learning experiences, planning curriculum to accommodate student diversity in reading ability, and assessing student learning. A field experience component is required.

Required Text, Reading Assignments & Materials

- All assignments are posted in each Module on Blackboard. See each Module for deadlines. Download all module schedules and associated grading sheets & information.
- Candidates are expected to complete all Modules and the Field Experience assignments by posted deadlines to be successful in this course. Candidate is responsible for keeping track of points earned during each module and during field experience to insure a passing grade. The candidate must pass both the course component and field experience component of this course independently and combined.
- By August 28, 2018 candidates must access BLACKBOARD for electronic posting of syllabus, grade sheet, assignments, announcements, grading information, etc. and download these documents.
- Contact the ASU Help Desk at (325) 942-2911 to learn about BLACKBOARD and accessing it. http://blackboard.angelo.edu All technical questions are to be addressed to the Help Desk (helpdesk@angelo.edu) or IT Support (ITSupport@angelo.edu).
Method of Instruction: Online

This is an online class. You must have a computer with reliable Internet access and data speed to access and use BLACKBOARD daily. This online course is not a self-paced course. You need to make times in your schedule to "come to class" online, and this should be set in your schedule every week. It is self-paced with due dates for each module and during field experience. Each module will open and close on specific dates. Once a module has closed, assignments will NOT be accepted, unless otherwise directed. BLACKBOARD is utilized for all communication, course content, and class assignments including midterm and final examinations. Reminder: Check BLACKBOARD daily.

Expectations

- Access the course on BLACKBOARD by the first day of the semester to begin the assignments and become familiar with ALL course requirements.
- Candidates are responsible for completing assignments in a timely manner. All assignments due on Blackboard must be submitted by midnight on the due date (See each Module for deadlines and due dates!). All assignments must be submitted in Microsoft Word, 12 points, Times New Roman, double-spaced and use the prescribed method of submission. Minimal headers should exist on submitted papers. Please be sure all work is saved more than once, as it is not the instructor's responsibility if technology issues suddenly occur. No late work will be accepted.
- As teacher candidates you are expected to represent professionalism and to model learning. You are responsible to proofread and correct all documents for proper grammar, spelling, formatting, and punctuation before submitting your work. Points will be deducted for inaccuracies. The ASU Writing Center is available to assist you as needed. A positive attitude, adherence to professional dispositions, effort and preparation are equally important in this course and in the profession you are preparing to join.
- Active participation in all assignments is key to the success of this course. Online courses require time management, initiative, research, and a lot of effort on the part of the student. Candidates must complete all course work on time to effectively complete the course.
- While the instructor recognizes that last minute questions are sure to arise, it is the student's responsibility to plan in advance and to ask questions as needed in a timely manner. *Please allow 12 hours for email responses during the school week and up to 5 days for assignment grading. Due to privacy issues, only ASU email can be utilized when communicating. antonio.tijerina@angelo.edu*
- All work for this course must indicate reflection, insight, and required reading and assignments. Any required discussion posts must be posted by Thursday of each week to allow for student responses. Please use discussion board etiquette as outlined in each discussion.

Attendance

The course component of this course is completed entirely online. Online attendance is determined by meeting the posted deadlines for all assignments. Candidates should notify the professor by email or voice message if they are dropping the course or withdrawing from the university. The course content is provided in an asynchronous, on-line mode, utilizing Blackboard as the delivery medium. There are due dates for all assignments in this course and each module will open and close on specific dates. Once a module is closed, no late assignments from that module will be accepted, so it is important to watch due dates and use your time wisely.
Course Objectives

1. Gaining factual knowledge (terminology, classifications, methods, and trends.)
2. Learning fundamental principles, generalizations, specific teaching strategies, and theories
3. Developing specific skills, competencies, and points of view needed by professional educators.
4. Accumulate, organize, and develop teaching materials and supporting resources.

Learning Outcomes

The following chart lists the learning outcomes for this course. Learning outcomes for this class are based on ASU Undergraduate Learning Goals, TExES Standards and Competencies for Teachers, and NCATE accreditation standards. More information for each of these can be found at the Internet links listed below.

NCATE/CAEP Standards web link:


TExES Standards /Competencies:


TExES EC-12 PPR testing link:


ASU Undergraduate Learning Goals

<table>
<thead>
<tr>
<th>ASU Undergraduate Learning Goals</th>
<th>Module 1 Assignments</th>
<th>Module 2 Assignments</th>
<th>Module 3 Assignments</th>
<th>Module 4 Assignments</th>
<th>Module 5 Assignments</th>
<th>Field Experience &amp; Assignments</th>
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<tbody>
<tr>
<td>1. Liberal knowledge and skills of inquiry, critical thinking, and synthesis</td>
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<tr>
<td>• Apply different methods of inquiry from various perspectives and disciplines to gather information</td>
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<td>• Analyze complex issues and construct logical conclusions</td>
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<tr>
<td>• Use problem-solving and problem-solving skills by synthesizing ideas within and across disciplines</td>
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2. Core Skills

- Comprehend and critically interpret information in written and oral forms
- Communicate information and ideas effectively
- Use technological resources to access and communicate relevant information

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3. Specialized Knowledge

- Demonstrate technical and analytic skills that are appropriate to their fields of study and applicable to future careers
- Acquire research skills and specialized vocabulary for critical discourse
- Demonstrate competencies and achievement appropriate to their fields of study

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4. Social responsibility

- Employ professional and personal judgments based on ethical considerations and societal values
- Understand civic responsibility and leadership
- Demonstrate an understanding of the purpose and value of community service in advancing society

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5. Cultural Identity

- Demonstrate respect for differences among cultures
- Practice the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds.

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

Standard I/Teacher Knowledge

• Content and Pedagogy
  o 1.8k demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
  ▪ Resources
    • 1.6k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
    • 1.6s use various types of materials and other resources to aid in preparing and implementing instruction Designing Coherent Instruction
    • 1.23k the benefits of designing instruction that integrates content across disciplines

Standard III/Teacher Knowledge

• Communication
  o 3.1k the importance of clear, accurate communication in the teaching and learning process;
  o 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
  o 3.3k spoken and written language that is appropriate to students’ ages, interests, and backgrounds

Assignments and Course Evaluation:

See Blackboard for all Module assignments, information, and posted deadlines. All assignments are to be submitted via Blackboard only. All written assignments, presentations, media presentations, etc. must follow the writing style found in the most current edition of the American Psychological Association Publications Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org

Teacher Education Candidates must make a C or better in the Course Component & in the Field Experience Components to meet program requirements.
Summary:

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<th>COURSE COMPONENT-</th>
<th>Percentage %</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>50.0%</td>
<td>80</td>
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<tr>
<td>Quizzes</td>
<td>23.3%</td>
<td>70</td>
</tr>
<tr>
<td>Final Exam</td>
<td>26.7%</td>
<td>50</td>
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</tbody>
</table>

Subtotal = 200

Total = 100%

Final Grade: A=100-90%, B=89-80%, C= 79-70%, F=69-60%

The candidate must receive a passing grade in the Course component and a passing grade in the Field Experience component separately in order to pass RDG 4320.

*Late work will not be accepted unless under extreme situations which will be determined by the professor.

Field Experience Requirement: Candidates will participate in 15/16 clock-hours of Field Experience in an assigned public school classroom as assigned by the field experience office (2 hours per week for 8 weeks). Candidate must receive a passing grade in this field experience component.

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

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, 942-2191, in order to request such accommodations prior to any accommodations being implemented. Candidates are encouraged to make this request early in the semester so that appropriate arrangements can be made.
**Academic Honesty**

Candidates are to be familiar with the ASU Student Handbook and the University Honor Code which includes the “Student Academic Honor Code Statement”


Candidates are to adhere to ASU policy. Angelo State University expects its teacher education candidates to maintain complete honesty and integrity in their academic pursuits and to be responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the ASU Student Handbook. *Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden!* Faculty utilize Internet search links that assist in identifying plagiarized materials.

**Plagiarism link** - Go to this link and read what plagiarism actually is. You are responsible for knowing what plagiarism is and how to make sure you don’t do it.

This is the link:
http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/index.html

**Ethics**

- **ASU Dispositions** for Teacher Education Candidates – all candidates in the Educator Preparation Program (EPP), or who plan to apply for the EPP, must abide by the ASU Disposition statements. See document posted on Blackboard.
- Candidates must also abide by the **Texas Educators’ Code of Ethics**. See document posted on Blackboard and link to Texas Education Agency web site: www.tea.state.tx.us (search Educators’ Code or Teachers for links).
Class Schedule

RDG 4320 online – Blackboard [http://blackboard.angelo.edu](http://blackboard.angelo.edu)

*Plan in advance! Do not wait until the deadline arrives to ask your questions and to ask for help!*

**Remember:** Candidates must access BLACKBOARD on a regular/daily basis and check their **ASU email several times each week for communications from professors and ASU. If you need assistance with doing this call the help desk for assistance. (ASU Help Desk at 325-942-2911)**

**Week 1**
**Module 1: Introduction**
**Monday, Jan. 13, 2020**- You must access the course on Blackboard and begin the introduction and reading and work of Module 1.

*Module 1 OPENS on Monday-Jan. 13, 2020 at 8:00 am and is CLOSED on Sunday Jan. 26, 2020 at 11:59 pm. Make sure you have completed all readings and posted all assignments by the CLOSED date and time.*

**CRITICALLY/HELPFUL Important Information**-
This online course is not a self-paced course. You need to make time in your schedule to “come to class” online every week, and this should be set in your schedule. As this is a three-hour credit course, you should plan for at least three hours of instructional time, reading, and assignments, just as you would for a face-to-face class. There are due dates for all assignments in this course and each module will open and close on specific dates. Once a module has closed, no late assignments from that module will be accepted, so it is important to watch due dates and use your time wisely.

**Module 1** consists of activities to familiarize the candidate with the course description, syllabus, field experience information and requirements, the Code of Ethics and Standard Practices for Texas Teachers, the ASU Disposition for Teacher Education Candidates, and the list of what each candidate had to demonstrate at the time of application to be allowed into the Educator Preparation Program (EPP).
**Week 2-4  Module 2-Developing Strategy Acquisition and Self-Regulation**  
*Module 2 OPENS: Monday-Jan. 27, 2020 at 8:00 am and is CLOSED on Sun.-Feb. 16, 2020 at 11:59 pm.*

Proficient skills in reading and writing are critical for students to be successful in school. Module 2 introduces and begins exploring the importance of middle and high school students need for strong reading comprehension skills in order to access the information necessary to understand the subject matter in their content area texts. One approach/model that will be introduced is Self-Regulation Strategy Development (SRSD). Also, how self-regulation can be taught to, practiced and used effectively by middle school and high school students.

**Week 5-8  Module 3-Reading to Learn**  
*Module 3 OPENS: Monday-Feb. 17, 2020 at 8:00 am and CLOSED on Sun. -March 08, 2020 at 11:59 pm.*

Module 3 continues to explore the concept of good reading comprehension skills being the means for middle and high school students to read and comprehend information gathered form content area texts. Several strategies for increasing middle and high school students comprehension skills are examined along with lesson and materials for teaching these strategies are presented: TRAP for Reading Comprehension. TRAP IDEAS for Summarizing, and Think about Reading with TWA.

**Week 9-12  Module 4-Writing to Learn**  
*Module 4 OPENS: Monday-March 23, 2020 at 8:00 am and is CLOSED on Sun.-April 12, 2020 at 11:59 pm.*

Module 4 explores how effective written expression is a difficult and demanding task for even the most accomplished writers. Yet it is critical for middle school and high school students to effectively express in writing their ideas about the information they are reading in their content area texts. Several strategies for increasing middle and high school students written expression skills are examined along with lesson and materials for teaching these strategies are presented: C-Space for Narrative Writing, STOP & DARE for Persuasive Writing, TWA & PLANS for Informative Writing, and Quick Writes.
Week 13-15 Module 5- Homework
Module 5 OPENS: Monday-April 13, 2020 at 8:00 am and is CLOSED on Sun-May 03, 2020 at 11:59 pm. A chronic problem for students, parents and teachers is covered in Module 5. Homework completion can be one of the most difficult problems to overcome because homework involves both the school and home environments. It is important for teachers to understand the school’s role and parent’s role, as well as how to facilitate an environment where middle and high school students can complete their homework.

Week 16 Final Exam
Final Exam-OPENS: Monday-May 04, 2020 at 8:00 am and CLOSED on Friday-May 07, 2020 at 11:59 pm.