Office Hours:  
Mon: 10:30 am – 12:00 pm; 3:30-5:00 p.m.  
Tues: 3:30-5:30 p.m.  
Wed: 10:30 am – 12:00 pm; 3:30-4:15 pm.  
Thurs: 3:30-5:30 p.m.  
Others: By appointment  

RDG 3332 - Content Area Reading  

Day, Time & Location of Course:  
RDG 3332.010 TR 2:00 – 3:15 pm, CARR EFA Rm 191  

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

LEARNING OUTCOMES:
Competencies & Standards

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

TEXES Competencies – EC-6

<table>
<thead>
<tr>
<th>Domain 1 – English Language Arts &amp; Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Standard VI: Reading Fluency – Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Standard XI: Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

Standard XII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate and produce.

**TExES Competencies – 4th-8**

Standard III – Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

Standard IV: Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

Standard VI: Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Standard VII: Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

**Angelo State University Academic Outcomes & Undergraduate Learning Goals**

[https://www.angelo.edu/academic_outcomes_assessment/student-achievement-data.php](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](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/](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](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](http://www.apa.org).

**Reading Assignments:** On Blackboard

**ASU OP10.04 Academic Regulations Concerning Student Performance**

[http://www.angelo.edu/opmanual/#s10](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>Test</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100 pts</td>
<td>A = 900 – 1000 points</td>
</tr>
<tr>
<td>Content Literature</td>
<td>100 pts</td>
<td>B = 800 - 899 points</td>
</tr>
<tr>
<td>Unit Plan &amp; Lsn</td>
<td>100 pts</td>
<td>C = 700 - 799 points</td>
</tr>
<tr>
<td>Inquiry/Research</td>
<td>50 pts</td>
<td>D = 600 - 699 points</td>
</tr>
<tr>
<td>Glossary/Vocabulary</td>
<td>80 pts</td>
<td>F = 0 - 500 points</td>
</tr>
<tr>
<td>Lsn Plans (2)</td>
<td>50 pts</td>
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</tr>
<tr>
<td>Exams</td>
<td>300 pts</td>
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<tr>
<td>Homework/DiscBrd</td>
<td>220 pts</td>
<td></td>
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<tr>
<td></td>
<td>1000 pts</td>
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</tbody>
</table>

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

**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

WEEK 1
Jan 14 & 16  Introduction to course/syllabus/requirements & expectations; reading genres; learning with tradebooks

WEEK 2
Jan 21  Meet at ASU Library/ILC for Class
Jan 23  Chapter 1 – Literacy WITHIN the Disciplines

WEEK 3
Jan 28  Meet at Tom Green County Library (2:05 – 3:15 pm)
Jan 30  Chapter 2 – Reading WITHIN the Disciplines: History & Social Studies; TEKs for content areas

WEEK 4
Feb 4 & 6  Chapter 2 – Reading WITHIN the Disciplines: Science
Tradebook/Literature Discussion: Social Studies

WEEK 5
Feb 11 & 13  Chapter 3 – Writing WITHIN the Disciplines
Tradebook/Literature Discussion: Science

WEEK 6
Feb 18 & 20  Chapter 4 – Inquiry WITHIN the Disciplines
Tradebook/Literature Discussion: Health/Physical Education

WEEK 7
Feb 25 & 27  Planning Lessons; Bloom's Taxonomy (writing lesson objectives)
ELPS & lesson planning (before, during, after)
Guest Presentation: Technology

WEEK 8
Mar 3 & 5  Read-Aloud Lesson Sharing
Tradebook/Literature Discussion: Mathematics

SPRING BREAK – March 9 – 13 – ENJOY

WEEK 9
Mar 17 & 19  Chapter 5 – Collaborative Learning
Tradebook/Literature Discussion: Fine Arts/Music

WEEK 10
Mar 24 & 26  Chapter 5 - continued collaborative learning
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*