READING 380: Comprehension and Vocabulary
….for Middle Level, Secondary Students, and All-Level only
Course Syllabus………. Instructor: Becky Adams

Summer II, 2012, sub-term 4
(Sub-term 4 July 25th-Aug. 9th, 2012)

TIMES and DATES: 100% online
OFFICE: Ed S, Rm 212
OFFICE HOURS (in Ed S room 212):
  • Wednesday, July 25 from 10:00 am -12 pm
  • Thursday, July 26 from 10:00 am -12 pm
  • Monday, July 30 from 10:00 am -12 pm
  • Wednesday, Aug 1 from 10:00 am -12 pm
............... and by appointment

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COURSE INFORMATION

COURSE DESCRIPTION:
This course was designed especially for middle–level, all-level teachers, and secondary content teachers in order to provide specialized instruction in literacy with special emphasis in comprehension and vocabulary to enhance secondary content teaching. The focus of this course is an examination of how your content can be enhanced with literacy strategies that use textbooks, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies.

REQUIRED TEXT:
    o ISBN # 0325004285
    o ISBN # 015607947X
Student Learning Outcomes/Performance Objectives:

During the course of RDG 380, participants will be able to……..

1. select and plan appropriate comprehension reading strategies for diverse students including ESL learners.
2. integrate appropriate strategies for various content areas.
3. develop a variety of comprehension strategies to use for a variety of reading difficulties.
4. demonstrate knowledge of how to effectively integrate 21st Century technologies (Promethean board with ActivInspire software and student response systems – as well as Web 2.0 tools) into lessons and student assignments to engage their students in an appealing digital design.
5. develop understandings of how students learn to be literate and comprehend the variety of texts through appropriate reading (special emphasis on nonfiction) and writing strategies.
6. develop understandings of the importance of 1) fluency to reading comprehension and the importance of providing many opportunities for students to improve their reading fluency  2) the importance of reading for understanding, the components of comprehension, and the need to utilize strategies for improving comprehension  and 3) the importance of writing to communicate and how it is a developmental process that helps young children develop competence in written communication.

Overall Objective:
Participants in this course will develop understandings of how students learn to be literate and comprehend the variety of texts through appropriate reading (special emphasis on nonfiction) and writing strategies. Participants will develop a repertoire of comprehension instructional strategies that will help them incorporate the TEKS and promote successful reading and writing for all their students.

Conceptual Objectives:  (Supported through TEKS and TExES Standards):
Pre-service teacher who successfully complete the course will have demonstrated understanding of how the below objectives relate to L1 and L2 students:

- **Standard VI.** Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve their reading fluency.
- **Standard VII.** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.
- **Standard VIII.** Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

In addition to the teacher knowledge and applications of the above Standards, this course will also focus on the teacher knowledge and applications of all the Language Arts & Reading Standards with respect to the following topics:

- Assessment (1.8s, 2.1s, 10.1s, 10.2s)
- Diversity (1.6k, 1.4s)
- Integrating Technology in instruction (1.10s, 4.12s)
- Integrating Nonfiction Literature (4.4k, 4.3s)
- Involving Parents in Literacy Instruction (1.8s, 2.4s, 4.10s, 10.4s)
Attention will also be paid to the Pedagogy and Professional Responsibilities Standards:

- **Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.
- **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

### COURSE REQUIREMENTS

**Instructional / Methods / Activities Assessments**

1. **Online Class Discussions (6):** 10 points each – Total 60 points (10% of total course grade)
   **Learner Outcome/Performance Objective:** 5. develop understandings of how students learn to be literate and comprehend the variety of texts through appropriate reading (special emphasis on nonfiction) and writing strategies.

   These online discussion topics will be visible to the e-College course shell on assigned days and will remain open until midnight that same day. In order to encourage full class participation, students will be required to post at least 2 responses- sometimes 3 responses. Students are required to return to the discussion forum and read other students’ initial postings to the topic and provide their feedback. Discussion postings must be substantive and the student will not be given full credit, if it is apparent by the professor that students have not spent enough time or effort in writing the responses. For example, “I agree, you are absolutely right” does not constitute a substantive response. The initial response will be worth 5 points and each of the other 2 responses will be 2.5 points (or 5 points if just one response required), making a total of 10 points for each class discussion topic (5 + 2.5 + 2.5 = 10).

2. **Two quizzes** will be given online via e-college – (30 points each; each quiz is 10% of total grade) – multiple choice & true/false
   **Learner Outcome/Performance Objective:** 3. Develop a variety of comprehension strategies to use for a variety of reading difficulties.
   **Assessment Method:** Multiple -Choice and True/False

3. **Literacy History (100 points; 10% of course grade):**
   **Learner Outcome/Performance Objective:** 6. Develop understandings of the importance of 1) fluency to reading comprehension and the importance of providing many opportunities for students to improve their reading fluency 2) the importance of reading for understanding, the components of comprehension, and the need to utilize strategies for improving comprehension and 3) the importance of writing to communicate and how it is a developmental process that helps young children develop competence in written communication.

   You will write an essay recalling your memories of learning to read and write –be sure to address RAFT (role, audience, format, and topic) when composing your paper. ----more detailed information/instructions online under Unit 1.
4. **Strategy notebook (50 points; 10% of course grade):**

   **Learner Outcome/Performance Objectives:** 5. develop understandings of how students learn to be literate and comprehend the variety of texts through appropriate reading (special emphasis on nonfiction) and writing strategies. …..and …….6. Develop understandings of the importance of 1) fluency to reading comprehension and the importance of providing many opportunities for students to improve their reading fluency 2) the importance of reading for understanding, the components of comprehension, and the need to utilize strategies for improving comprehension and 3) the importance of writing to communicate and how it is a developmental process that helps young children develop competence in written communication.

Students have **two choices** for the strategy notebook.

1. Students will compile a notebook of six strategies they believe are most useful for teaching comprehension in **their subject area**. They will select two strategies to use BEFORE reading; two strategies to use DURING reading; and two strategies to use AFTER reading. More specific instructions on strategy notebook are in Unit 8 under the strategy/activity notebook link. This strategy notebook will submitted in a drop box via e-college.

   **OR**

2. Students will compile a notebook consisting of activities and procedures they will use in their prospective classes. These will include, but not be limited to, a letter to parents outlining the expectations of the class, a delineation of the procedures for conducting the class, and other such course-specific information. – at least one reading strategy must be included. More specific instructions on strategy notebook are in Unit 8 under the strategy/activity notebook link. As with the strategy notebook, it will submitted in a drop box via e-college.

5. **Article (or website) bullet-style summary/response** (30 points: 5% of course grade)

   **Learner Outcome/Performance Objective:** 3. Develop a variety of comprehension strategies to use for a variety of reading difficulties.

Locate and obtain a paper copy of a recent journal article/website (no older than 2005 and at least 2 pages in length – or you may use two shorter articles combined) discussing how reading strategies can be used in your content area……or…….you may choose to select an article/website regarding classroom management. You will write a ½ page summary of the article’s main points in bullet format…….and then a 1 page response (essay format) as to how you can apply this information in your teaching career……..you will present this information to us via an online method.

The purpose of the article review is to get students familiar with research and methodologies (best practices) in the reading discipline in addition to collaborating with peers regarding best practices. (these will be shared in class during table-talk time)

The following are subjects that need to be highlighted in the summary:

- What was the name of the article?
- Who is (are) the
author(s)?
- When was the article published and by whom?
- What was the article about?

6. **Two Exams (100 points each - 35% of course grade):**
   
   **Learner Outcome/Performance Objective:** 3. Develop a variety of comprehension strategies to use for a variety of reading difficulties.
   
   Please note that all questions on the examinations will be taken from the text, as well as all information presented in the “information” section for each unit via e-college.

   **Exam 1:** Take via e-college and will cover chapters 1-7 plus all information presented in the “information” section of Unit 1 – Unit 4). Exam will be created from a question pool and will be timed for one hour. Grades will be made available to students following the submission of the exam. Exam questions and answers will be made available to students the day after the exam closes. If you lose Internet connectivity during the exam, log back in immediately and continue on with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the e-College Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

   Exam 1 may be rescheduled, without penalty, only when arrangements have been made in advance of the testing date. Students are expected to inform the instructor within the first week of class if they have conflicts with the exam dates. Make-ups will only be given in the case of verifiable medical or legal excuses. Verifiable means that written documentation is provided (e.g., signed doctors’ notes, court appearance tickets, and newspaper obituaries). The final decision concerning make-up exams rests with the instructor; I reserve the right to make the final decision on granting make-up exams. If no valid excuse (in the opinion of the professor) is presented the exam grade will be a zero.

   **Final Exam:** Take online in e-college – multiple choice & true/false - - (it will cover all chapters plus all information presented in the “information” sections of Unit 1 – Unit 8). In an online discussion format, students will compose questions to be included in a bank of test questions. (these questions comprising the bank will be posted online for study purposes in a threaded discussion section under Unit 8 of e-college). Final exam will be composed of some selected questions from test bank created by this class – plus some questions composed by previous classes. This exam will be viewable by noon on the day after the exam closes.

   **Assessment Method:** Multiple -Choice and True/False

7. **Final Course Reflection ABC book (10 points; 10% of course grade):**
   
   **Learner Outcome/Performance Objectives:** 1. select and plan appropriate comprehension reading strategies for diverse students including ESL learners 2. integrate appropriate strategies for various content areas. 3. develop a variety of comprehension strategies to use for a variety of reading difficulties. 4. demonstrate knowledge of how to effectively integrate 21st Century technologies (Promethean board with ActivInspire software and student response systems – as well as Web 2.0 tools) into lessons and student assignments to engage their students in an appealing digital design. 5. develop understandings of how students learn to be literate and comprehend the variety of texts through appropriate reading (special emphasis on nonfiction) and writing strategies. 6. develop understandings of the importance of 1) fluency to reading comprehension and the importance of providing many opportunities for students to improve their reading fluency 2) the importance of reading for understanding, the components of comprehension, and the need to utilize strategies for improving comprehension
and 3) the importance of writing to communicate and how it is a developmental process that helps young children develop competence in written communication.

You will create a typed ABC book regarding RDG 380 material learned – i.e., - RDG 380 – So What?............it will need to describe how you will take the knowledge learned in this course and apply it in your teaching career. Consider creating your ABC book in ActivInspire as a flipchart – or www.prezi.com - or in Powerpoint (clipart/photos/etc. encouraged) ……..it can also be done in Word. This ABC book is in lieu of a 2 page paper – it requires deeper thought (more higher order thinking skills) to determine your most important information and then organize that information into an ABC book format (rather than just putting down all information in a “essay-style” paper.

Grading

Grades can be reviewed on E-College throughout the semester

If you are having problems with this class, please call me or come and talk to me immediately. I will be better able to help you if you come to me early. Do not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. I cannot randomly change grades because of “guilt trips”.

Late Assignments. Assignments are due on specific dates, as assigned. Assignments will not be accepted after the due date, unless previously authorized by the instructor.

Written Assignments

All assignments must be typed, double space, in legible (preferably times roman) 12 pt font. College level writing is expected. If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the Department of Literature and Languages. They will not assist with spelling. Please make sure someone proofs your assignments. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology in your web-enhanced course.

The following technology is required to be successful in this course.
Internet connection – high speed recommended (not dial - up)
Word Processor (Microsoft Office Word – 2003 or 2007)
Access to University Library site
Access to an Email

Additionally, the following hardware and software are necessary to use eCollege: 

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To
*launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.*

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### ACCESS AND NAVIGATION

**Access and Log in Information**

This course will be utilizing eCollege to enhance the learning experience, eCollege is the Learning Management System used by Texas A&M University- Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu

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### COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the ‘Help’ button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc…).
Course Policies

Professionalism:
*Ground rules for discussions and assignments:* Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. **Respect**
   - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
   - When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
   - Show courtesy.
   - In interpreting others' comments, we should be fair-minded and understanding.

2. **Comfort**
   - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
   - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
   - No question is stupid! We all learn at different paces and by asking questions.

3. **Honesty**
   - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
   - All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)
   - World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

4. **Netiquette**
   5. Threaded discussion participation expectations
   6. Feel free to contact the Help Desk for technical help
   7. The majority of assignments will be submitted to the drop box, discussion threads & journaling via e-college.
   8. Above rules regarding honesty, comfort and respect apply to all online communications via e-college - as well as to in-person communications in class.

If you would like to review an exam set up an appointment with me. If you are having problems with this class, please call me or come and talk to me immediately. I will be better able to help you if you come to me early. Do not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. I cannot randomly change grades because of “guilt trips”.

**Late Assignments.** Assignments are due on specific dates, as assigned. Assignments will not be accepted after the due date, unless previously authorized by the instructor.

**Written Assignments**
*All assignments* must be typed, double space, in legible (preferably times roman) 12 pt font. College level writing is expected. **If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the Department of Literature and Languages.** They will not assist with spelling.
Please make sure someone proofs your assignments. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

Withdrawal Policy

Every student has the right to drop the course without penalty until the drop date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it.

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Student Conduct

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

Academic Integrity

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 on the examination or homework assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:
http://www.plagiarism.org/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
University Policies

Requests for Special Accommodations

Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. An individual instructor cannot decide to make accommodations for you without that Committee’s approval.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services