



**Reading and Learning in the Content Area
EDCI 597 & RDG 415
Summer II 2012**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

McLaughlin, M. (2010). *Content Area Reading: Teaching and Learning in an Age of Multiple Literacies*. Pearson Education, Inc.

Note: This class does not use Myeducationlab. If you order the textbook online use the following ISBN: 978 0205 48 6618

Course Description:

This course is designed for graduate students in the emergency permit program seeking initial teacher certification. The focus is on reading comprehension, concept development and strategies for interacting with expository materials. The role of the teacher, the text, and the student are examined in the learning process. Text analysis methods, teacher directed strategies, reader-based strategies, and literature are discussed as appropriate for all elementary and secondary grade levels.

Student Learning Outcomes:

Reading and Learning in the Content Areas will provide teachers with the skills necessary to:

1. evaluate the needs of students and connect them with the goals of the teacher and the curricular demands of subject areas;
2. adapt curriculum and instruction by using varied resources to enable all students to become successful readers and writers;
3. teach students to acquire the knowledge, skills, and ability to comprehend expository text, and to interact with and use teacher directed and reader-based content reading strategies;
4. encourage the development and use of higher-order thinking skills in all students;
5. develop effective instructional strategies through the integration of teaching and technology; and

6. design reading and literacy instruction in the content areas that will enable all students to reach educational goals and achievements.

COURSE REQUIREMENTS

- Written assignments must be well-written, typed, and error-free.
- Assignment Due Dates: All assignments are due on the date they are assigned. NO EXCEPTIONS. You are a professional and must present yourself responsibly.
- Specific assignment details will be given for each assignment.
- Modules – Four modules. Points assigned to tasks in each module.(total points subject to change)
You will work through each module in eCollege. Specific assignments will be given at the beginning of each module. If you are not familiar with eCollege you will need to take the tutorial which you can access through eCollege. I will not teach the components of eCollege.

Chat Room. There will be an assigned chat room at the beginning of each module to cover background information (if needed) and tasks to be completed for that module. It is important to "be there" for the chat; if not it is your responsibility to read the topics covered in the chat and contact another class member for any clarification.

Learning Tools. This course is project/performance based and requires that you read, write, listen, speak (through chats and discussions) and view. You are expected to read all chapters and other assigned readings in order to understand the concepts and complete the tasks. You are expected to complete all tasks, turn in quality written work on time and exhibit all other aspects of professionalism required by your profession. You are expected to participate in all discussion threads and chats. You are expected to have a working knowledge of technology and how to select appropriate material for tasks. You will earn these points.

Grading scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 60%	F

TECHNOLOGY REQUIREMENTS

This is a web-based course meaning we will not meet face-to-face. The tasks for each Module will be completed and submitted in eCollege.

The following information has been provided to assist you in preparing to use technology successfully in this course:

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)

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).

Your 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.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, 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

COMMUNICATION AND SUPPORT

In this course communication will occur using:

- Email – This should be used for personal communication such as an absence or concern specific to your needs.
- eCollege Virtual Office – This should be your first communication tool for course content questions. Another student may have the same question.
- eCollege Announcements – This will be used if changes are made to Module Tasks or if additional content has been provided.
- phone – If you have further questions please call and leave a message on my home phone voice mail. My home phone number is listed in this syllabu.

eCollege Student Technical 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.**

- 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 AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

2. Professionalism

- Demonstrate professionalism by: (a) participating online (b) paying attention, (c) participating actively and constructively, (d)and being responsible and prepared. Your grade will be adjusted based upon these criteria (see grading section).
- All students enrolled at the University **WILL** follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

3. Written Assignments

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing.. Begin that practice now! Therefore, if you need extra help, the **writing center in the Hall of Languages, Room 103 (903-886-5280) can assist you.**

Written Assignments should be:

- *double spaced
- *1" top and left side margins, 1" bottom and right side margins
- *12 point font size, Times New Roman or Arial
- *referenced in APA current edition style
- *revised for clarity and meaning
- *edited for accuracy in grammar and mechanics
- *saved on flash drive or copied on paper for your records

Writing Assistance-The Writing Center in the Communications Skills Center is dedicated to helping writers take advantage of all opportunities for learning inherent in the writing process. Tutors are available to assist you with any area of writing.

Plagiarism of writings and/or other materials in any form will result in a grade of "F" for the course and may result in your dismissal from the program. Please cite your references carefully and consistently! Remember, you could be asked to leave or drop out completely, if you are caught plagiarizing.

Suggested sites:

<http://www.plagiarism.org>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Drop a Course

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."

Incompletes

If an incomplete is warranted due to a special need (determined by instructor), you only have access to your eCollege course for two weeks following the final day of the term.

Administrative Withdrawal

I reserve the right to administratively drop a student for excessive absences.

University Specific Procedures:

ADA Statement

Students with Disabilities:

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

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Module I July 9-17 (online) - Teaching in the 21st Century

McLaughlin textbook: Chapters 1-3

Literacy History (50 points)

Three Discussion Threads (25 points each discussion/75 points total)

Module II July 18-25 (online) – Thinking While Reading/Vocabulary Development/Writing to Learn

McLaughlin textbook: Chapters 4-6, Chapter 7, Chapter 10 pp. 157-171 Informal Writing

Thinking While Reading (75 points)

Growing Knowledge through Vocabulary Development (75 points)

Writing to Learn (75 points)

Discussion Thread and Chat Room are open to discuss your projects.

Module III July 26-31 (online) – Other Considerations

McLaughlin textbook: Chapters 8, 9, 10 pp. 171-177, 11, 13

Textbook Evaluation (60 points)

SIOP Discussion (50 points)

Poetry, Drama, Art, Music (80 points)

Discussion Thread and Chat Room are open to discuss projects.

Module IV August 1-August 8 (online) – Content Area Resource Anthology (CARA)

Follow the guidelines on p. 192 Fig. 11.6 to complete your CARA. You do not need to discuss your topic with me.

The CARA Rubric (p. 193 Fig. 11.7) will be used to grade your final product minus the presentation requirement.

CARA format:

Title Page with your name

Contents Page – read the description on p. 192

Reflective Introduction – read the description on p. 192

Poems (3) – read the description on p. 192 (include the poem if it is short)

Name of Poem

Source (APA citation)

Summary

Teaching Idea (you may use a creative and innovative teaching idea from your course text or other sources or original idea)

Books (3) combination of trade books (which can include picture books) and or chapter books – read the description on p. 192 (substitute trade books for picture books)

Name of book

Source (APA citation)

Summary

Teaching Idea (you may use a creative and innovative teaching idea from your course text or other sources or original idea)

Informational Articles (3) – read the description on p. 192 (Do not include a copy of the article)

Name of article

Source (APA citation)

Summary

Teaching Idea (you may use a creative and innovative teaching idea from your course text or other sources or original idea)

Websites (3) – read the description on p. 192

Name of website

Source

Summary

Teaching Idea (you may use a creative and innovative teaching idea from your course text or other sources or original idea)

Videos, DVDs, and CD-ROMs (3 videos, DVDs or CD-ROMs) – read the description on p. 192

Name of video, DVD, or CD-ROM

Source (APA citation)

Summary

Teaching Idea (you may use a creative and innovative teaching idea from your course text or other sources or original idea)