



RDG 450.001: Reading in the Content Areas

COURSE SYLLABUS: Fall 2012

This is a field-based course of MLED internship. It is taught in a weekly seminar fashion along with MLED 402, MLED 403, MLED 435 and ELED 452 (3 semester hours each).

Instructor: Mona McWhorter, M.Ed.

Office Location: Sowers Education South

Office Hours: Wednesday 6:00-7:00 pm; Friday 3:00-4:00 pm or by appointment

Cell/Office Phone: 214-926-3953

Office Fax: 903-886-5581

University Email Address: Mona.McWhorter@tamuc.edu

COURSE INFORMATION

Course Description:

Building a Community of Readers: This course focuses on schema theory, metacognitive theory, critical theory, reader response theory, transactional theory and social cultural theory as each apply to teaching reading at the middle levels. Comprehension processes for both narrative and expository text will be explored. Comprehension and vocabulary strategies to support struggling readers will be learned. Pre-service teachers completing this course will gain a better understanding of the specialized needs of the English learner (EL). This will include basic information about how the EL acquires the target language and processes information at various proficiency levels.

Required Texts:

Depending on your concentration (choose one):

Math: Teaching Reading in Mathematics (2nd edition) by Marry Barton and Clare Heideman

ISBN: 9781893476042

Or

Science: Teaching Reading in Science (2nd edition) by Marry Barton and Clare Heideman ISBN: 9781893476035

Or

ELAR/Social Studies: Teaching Reading in the Content Areas: If Not Me, Then Who? 2nd Edition (Spiral-bound) by [Rachel Billmeyer](#) (Author), [Mary Lee Barton](#) (Author) Spiral-bound: 172 pages Publisher: Mid-continent Regional Educational Laboratory; 2 edition (January 31, 1998) ISBN-10: 1893476057 ISBN-13: 978-1893476059



Student Learning Outcomes/Performance Objectives:

As a result of successfully completing this course, participants will have:

1. A general understanding of the learning theories that impact learners in middle-level classrooms (schema, metacognitive, critical, reader response, transactional, socio-cultural, constructivism, automaticity, and attitude)
2. Increased understanding of student and teacher roles in literacy activities and literacy integration into content area subjects. Strategies designed specifically for various content areas will be modeled and discussed.

3. Knowledge of a range of effective strategies to promote student interaction with narrative and expository text. The implementation of effective strategies for the EL will also be modeled and discussed. Students will have multiple exposures to multicultural literature while working in cooperative groups to make predictions about text.
4. Knowledge of a range of children's trade books and other technologies to enhance literacy experiences will be introduced.
5. Students Knowledge of B-D-A strategies that assist middle-level readers
6. Knowledge of various teaching approaches and appropriate strategies
7. Knowledge of some aspects of evaluation and assessment

4-8 Reading Standards:

- Standard I – Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.
- Standard II – Foundations of Reading: Teachers of students in grades 4-8 understand the reading process and its sequential and recursive nature.
- Standard III – Word Analysis Skills and Reading Fluency: Teachers of students in grades 4-8 understand the importance of word analysis skills and reading fluency and provide many opportunities for students to practice and improve their work analysis skills and reading fluency.
- Standard IV – Reading Comprehension: Teachers of students in grades 4-8 understand of reading for understanding and can teach students strategies for improving their understanding.
- Standard V – Written Language: Teachers of students in grades 4-8 understand that writing is a developmental process and provide instruction that helps students develop written skills.
- Standard VI – Study and Inquiry Skills: Teachers of students in grades 4-8 understand the importance of study and inquiry skills as tools for learning and promote students use of apply study skills and inquiry skills.
- Standard VII – View and Representing: Teachers of students in grades 4-8 understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop both skills.
- Standard VIII – Assessment of developing Literacy: Teachers of students in grades 4-8 understand the basic principles of assessment and uses a variety of assessment practices to plan and implement instruction.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Required Seminar Courses:

Internship: MLED 402, MLED 403, MLED 435, RDG 450, ELED 452 (all 3 semester hours each)

Residency: MLED 404, MLED 410, SPED 480, ELED 425 (all 3 semester hours each)

1. Attendance— on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. A weekly *Reflection Journal* of informal observation, reflections, and/or writing to learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
4. Six formal lesson evaluations: 2 by each of the two mentors and 2 by liaison
5. Weekly completion of Individual Teacher Education Plan (ITEP) – includes plans, goals and seminar news.
6. Lesson Plans of full-time teaching

7. Technology integration
8. A *Portfolio* for assessment of growth as a teacher in the following proficiencies: a) Equity in Excellence for All Learners, b) Learner-centered Knowledge; c) Learner-centered Instruction, d) Learner-centered communication, and e) Learner-centered professional development. **Copy due at mid-term and final conference.**
9. Register for TExES PPR Exam after passing 4-8 content area TExES.
10. Certification – All students should meet with their advisor to be sure all requirements are met.
11. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments:

This course consists of a series of activities, experiences/observations in the field, and assessments to assist you in achieving the outcomes/objectives for the course and instructional units. The student will consistently work on various combinations of assignments, activities, field experiences/observations, discussions, readings, research, etc.

Evaluation Procedures:

1. Attendance. Much of the work in this course is accomplished in collaborative work groups. Punctuality, dependability, and the ability to accomplish group goals are ways to demonstrate the professionalism required for success in a field-based teacher education program.
2. Field Requirements; mentor teacher and liaison input.
3. Teaching rationale/philosophy
4. In-class & field assignments determined through ongoing needs.
5. A “Professional Portfolio”.

Grading:

Grades will be determined by a combination of:

- Mentor teachers' and liaison judgments about the effectiveness of the student's classroom lesson plans and instruction as implemented.
- Self reflection and liaison judgments about the their student's intellectual involvement and engagement during lessons.
- Self, peers' and mentor's and liaison judgments about the impact of technology applications.
- Professional portfolio

Special note:

This is a field-based course. Be sure that you are documenting throughout your portfolio your efforts to teach using best practices in pedagogy and assessment. Input from your mentor teachers and liaison will be considered in determining the final grade for the course. Keep the following descriptors in mind:

Grade/descriptor: A = exceptional B = commendable C = developing D = minimal
F = unsatisfactory

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this web enhanced 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 suggested 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.

ACCESS AND NAVIGATION

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@tamocommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: I value collegial relationships with my students. Contact information is listed on the first page of this syllabus.

eCollege 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. The following are features on eCollege available for student use:

- **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...).

UNIVERSITY PROCEDURES/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](#)

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*).

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.

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. 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. *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>

Student work will be expected to show evidence of creativity and the use of critical thinking skills. Copying or merely restating someone else's work is not adequate for college level assignments. If an original work is directly or indirectly quoted, it must be so noted. In other words, please cite your references carefully and consistently. To do otherwise is plagiarism.

Any plagiarism is grounds for a zero on the submitted work.

Remember that you are responsible for your learning. I will help you as much as possible, but you must let me know that you are having problems or questions that you cannot answer. As your instructor, I am available to help you in any way possible. Please feel free to call me at home or on my cell (before 10:00 p.m. please).

Written assignments:

- All written assignments are to be typed and are expected to exhibit professional quality.
- You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive errors in grammar, spelling, and vocabulary will result in the **reduction of your score by at most a letter grade.**
- Student work is expected to be well-written, logical, and easy-to-read and follow.

- Assignments should be double spaced, use 12 pt. font size, and uploaded to the appropriate dropbox. Assignments e-mailed or otherwise submitted after the due date will not be accepted.

Professionalism:

- You are expected to demonstrate professional behavior in all that you do. This includes but is not limited to refraining from outbursts, communicating appropriately, taking responsibility, and demonstrating initiative. **Also be courteous to your classmates as they express thoughts, opinions, and ideas through discussions and presentations.**
- As we proceed through the course, we will disagree from time to time about a variety of subjects. It's okay to disagree; it's not okay to be disagreeable. Prepare to present your disagreements in reasoned and reasonable ways.
- Thoughtful participation in class discussions is expected. This requires reading the assignments and thinking about them **(before they are due)**. For each deviation from professional behavior, your final grade and/or assignment will be lowered by 15%.

Assignment due dates:

- All assignments will be submitted on time. This means the time and date the assignment is due. You are more than welcome to turn in assignments early.
- Late assignments will not be accepted.

Calendar - TBA

Undergraduate Graduation Checklist

<http://www.tamu-commerce.edu/registrar/pdfs/UndergradChecklist.pdf>