RDG 450.71E - Building a Community of Readers
Course Syllabus, Fall 2012

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COURSE INFORMATION

Materials - Textbooks, Readings, Supplementary Readings:

Textbook Required for Mathematics Specialty Certification:
ISBN 978-1-893476-14-1

Textbook Required for Science Specialty Certification:

On-line Resources:
www.middleweb.com

English Language Arts and Reading TEKS available on-line at
http://ritter.tea.state.tx.us/teks/110tokc.htm

Texas Educator Standards available at
www.sbec.state.tx.us/SBECOnline/standtest/educstan.asp

Texas Examination of Educator Standards (TexES) at
http://www.excet.nesinc.com/
Course Description:
This course focuses on schema theory, metacognitive theory, reader response theory, transactional theory, and social cultural theory as each applies to teaching reading in the content areas at the middle levels. Vocabulary, informational text, reflection, and comprehension strategies will examined and instruction will focus on using strategies to develop reading proficiency in the content areas. Comprehension processes for both narrative and expository text will be explored for traditional text and the emerging technologies that encompass literacy. Demonstration of effective strategies to support struggling readers and experience with reading assessments will be included.

This course is designed to be taught through face-to-face lectures and class participation. Students will interact with one another as they explore assigned readings, lectures, and activities.

Objectives:
Conceptual Objectives: (Supported through TEKS and TexES Standards)

\[ \text{Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.} \]

\[ \text{Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.} \]

\[ \text{Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.} \]

\[ \text{Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.} \]

\[ \text{Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.} \]

\[ \text{Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.} \]

Attention will also be paid to the Pedagogy and Professional Responsibilities Standards:

\[ \text{Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.} \]

\[ \text{Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.} \]

\[ \text{Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.} \]

\[ \text{Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.} \]
Student Learning Outcomes/Objectives

During the course of RDG 450, learners will:

1. Demonstrate knowledge of effective strategies to promote student comprehension with narrative and expository text through strategy presentations.
2. Demonstrate knowledge of strategies useful in assisting ESL and struggling middle-level readers through strategy presentations.
3. Examine the interrelatedness and mutually supportive aspect of reading and writing
4. Participate in a variety of activities that will foster knowledge of vocabulary development and comprehension and the part each plays in the development of literacy skills.
5. Participate in a variety of activities that develop an understanding of literacy integration into the content areas.
6. Demonstrate understanding of the course materials through objective examinations.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course consists of a variety of assignments, activities and assessments to help you in achieving the outcomes/objectives for the course.

1. Reading Response Papers to 3 Text Reading Assignments (3 @ 100 points each)
   Learning Outcome #3 Examine the interrelatedness and mutually supportive aspect of reading and writing
   Learning Outcome #6 Demonstrate understanding of the course materials through objective examinations.

2. Quizzes (4 @ 100 points each)
   Learning Outcome #6 Demonstrate understanding of the course materials through objective examinations.

There will be 4 quizzes covering reading assignments and classroom discussions.

3. Literature Project (100 points)
   The student will choose an appropriate child's book to facilitate teaching either a math or a science principle. The student will write a lesson plan that demonstrates how they will use the book. The lesson must include the following: how you will engage the children in the learning, how the children will explore the principle with hands-on activities, how the children will explain what they have learned, how the children and you will evaluate what they have learned. There also must be a writing component to the lesson. It can be included in one of the steps mentioned above.
   Your objective will be to bridge reading with science or math. The learning should be an
enjoyable reading and content area learning experience that demonstrates a mutual support of both the content area material and reading.

4. Strategy Presentations (2@100 points each)
   - **Learning Outcome #1** Demonstrate knowledge of effective strategies to promote student comprehension and vocabulary development with narrative and expository text.
   - **Learning Outcome #2** Demonstrate knowledge of effective strategies useful in assisting ESL and struggling middle level readers.
   - **Learning Outcome #4** Participate in a variety of activities that will foster knowledge of vocabulary development and comprehension and the part each plays in the development of literacy skills.
   - **Learning Outcome #5** Participate in a variety of activities that develop an understanding of literacy development in the content area.

2 Strategies will be chosen from the examples in the book.

Presentations will be done with the Smart Board.

5. Final Essay Exam (100 points)
   - **Learning Outcome #5** Participate in a variety of activities that develop an understanding of literacy development in the content area.
   - **Learning Outcome #6** Demonstrate understanding of the course materials through examinations.

6. Attendance (10 classes@25 points each)
   - Present and on time-25 points
   - Present but late-15 points
   - Present but leave early-15 points

**Grading**

Total points for the semester – 1320

A=1215-1320
B=1056-1214
C=924-1055
D=792-923
F=<792

You can calculate your grade by dividing your points earned by the total possible points you could have earned to date.

| TECHNOLOGY REQUIREMENTS |
This class is not a web-enhanced class.

**ACCESS AND NAVIGATION**

Not applicable to this class.

**COMMUNICATION AND SUPPORT**

Interaction with Instructor:

You may contact me any time at my home email. I will check my email daily about noon. 
kbashlock@embarqmail.com

I am also available at:
Home Phone: 903-489-0184
Cell Phone: 903-681-1595

I will use your myLeo account when I need to contact you. Please check your account often.

**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures**

Attendance:
Attendance at all class meetings is required and is essential to your success in this class. Failure to attend class will impact your grade. If you must miss a class, you are expected to contact a class member to obtain notes and announcements. You also should contact me by phone or e-mail. This is your responsibility.

Please arrive to class on time. Being late disrupts the class and the instructor. It also means that you have missed what has already taken place in class. Leaving early creates the same problems.

Professionalism:
Demonstrate professionalism by:

- attending all classes
- paying attention
- participating actively and constructively
- being responsible and prepared
- being an equal partner in group work
- showing enthusiasm and interest in being a teacher
- turning off cell phones/IPODS
arriving to class on time

Written Assignments:
All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators MUST BE PERFECT. Begin that practice now!
Written assignments should be:
- double spaced
- 12 point font size
- revised for clarity and meaning
- edited for accuracy in grammar and mechanics
- saved on computer disk or copied on paper for your records

Academic Integrity/Honest Statement: This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to:
1. Turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance;
2. Turning in another person’s work, in part or in whole, as your own;
3. Copying from professional works without citing them; and
4. Any form of cheating on exams.
Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an F in the course, or will be brought before a higher level of governance for possible dismissal from the university.

University Specific Procedures:

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

Disclaimer:
The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend
class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

**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). If you display disruptive behavior, you may be asked to leave class and/or drop the class.

**Financial Aid Support:** You will be dropped from class if you have not paid the balance due on your accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans. You may want to check in to this by contacting the Bursar’s Office for more details.

**MyLeo:** As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has of contacting you and informing you of important information. It is available to you 24/7 at: https://leo.tamu-commerce.edu/login.aspx.