



## RDG 540 41E READING IN CONTENT AREAS COURSE SYLLABUS: Spring 2013

**Instructor:** Kay Hong-Nam, Ph.D., Assistant Professor

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**Office Hours:** Commerce: Thu. 11:00am-3pm

Mesquite: Mon. 3:30pm-4:30pm, or by appointment

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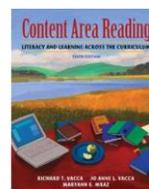
**Course Hour & Classroom:** Monday 4:30-7:10pm, Mesquite Campus

### COURSE INFORMATION

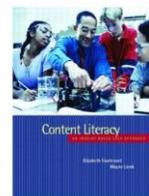
#### Materials – Textbooks, Readings, Supplementary Readings:

##### **Textbook(s) Required:**

1. Vacca, R., & Vacca, J. (2011). *Content Area Reading: Literacy and Learning Across the Curriculum* (10th Edition). Boston: Allyn and Bacon. ISBN-13: 978-0137035113



2. Sturtevant, E. G. & Linek, W. M. (2004). *Content Literacy: An Inquiry-Based Case Approach*. Columbus, OH: Pearson, Merrill, Prentice-Hall.



3. TDSI Case Study. To begin, register online at <http://www.tolerance.org/tdsi/user/register>. Then click on the link for the case study.
4. Multiple handouts and individualized reading assignments.

##### **Optional Text:**

APA. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

**\*\* Textbook Readings.** Given the vast amount of information that is available in the area of content area literacy for teachers, we will not have enough time to “cover” all of the readings in the assigned books and articles—chapter by chapter or article by article. Consequently, we will depend on you to COMPLETE ALL ASSIGNED READINGS and be prepared to discuss them in class in a timely manner. Please note that all assigned readings are critically important for successfully completing exams and class projects.

**Course Description: RDG 540.** Prescriptive Reading in Content Area Classrooms. **Three semester hours.**

This course is intended to help teachers understand the relationship between literacy instruction and content area study. Particular emphasis is given to the reading and study of expository materials at all levels of the curriculum. The major areas of study include levels of thinking and questioning, textbooks, assessments, factors in learning, reader strategies, and teacher strategies. The instructional strategies discussed are appropriate for all grade levels and all content areas.

**Course Goals:**

1. Reflect upon, understand, and appreciate the need for literacy instruction in content areas.
2. Reflect upon, understand, and appreciate the need for helping English Language Learners (ELLs).
3. Apply knowledge of the relationships among content, process, and affect in the development of literacy instruction in content areas.
4. Identify, interpret, and understand how to utilize standardized tests, informal assessments, text analysis instruments, and evaluation processes when selecting texts, planning, and teaching content area subjects.
5. Design, present, critique, revise, and reflect upon content reading lessons that incorporate before during, and after reading strategies.
6. Integrate metacognitive concepts into teaching so that learners can become independent.
7. Evidence reflective decision-making, critical self-evaluation, and an increasing degree of control over one's own learning and teaching.

**Reading Specialist Standards (Texas Education Agency):**

<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allreadspec.pdf>

**Standard I.** Components of Reading: The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard II.** Assessment and Instruction: The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

**Standard III.** Strengths and Needs of Individual Students: The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

**Standard IV.** Professional Knowledge and Leadership: The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

<b>COURSE REQUIREMENTS</b>
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**Course Expectations and Requirements:**

**1. Attendance:** RDG 540 is web-enhanced course. The face-to-face class meets officially from 4:30 to 7:10 PM and online class meets on ECollege every other week. Attend all classes. For the face-to-face class, arrive on time and remain until class is dismissed. For the online class, log in eCollege everyday and respond to any new postings. Do not wait until the last day to post your answers and respond to other

postings. Class attendance and participation are extremely important. If you cannot make it to class on time, discuss this with the instructor after the first class to create a make-up plan. Should absences occur, the student is responsible for obtaining class notes, handouts, and related materials from a classmate. Students are expected to attend every class session.

If you must miss a class due to an unforeseen excused absence or professional responsibility, email or phone the instructor before class. Then create a written make-up proposal and submit it within one week of the occurrence via email. Do not complete the proposed make up work until you receive approval from the instructor. **Each unexcused absence will lower your final grade by one letter. Missed assignments, lack of make-up work, etc. will also negatively impact your final grade.** For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student's Guidebook.

- **Suggested Make Up Assignment for an Excused Absence:** Prepare a **dialogue journal for the readings** you missed discussing. Then, prepare an **additional reaction paper** on a self-selected professional journal article concerning issues pertinent to teaching and learning and pertaining to your discipline, content area, grade level, and/or professional responsibilities. Each reaction paper must be one to two typed pages, conform to APA 6th edition, and include: a content summary of the article, your reaction to its contents, and a discussion of how you will implement what you learned (include a copy of each article). **Articles selected must be approved by the instructor prior to writing reaction papers.**

**2. Preparation, Participation, and Professionalism:** Bring your books to each class session. Complete assignments prior to class, as all work is due at the beginning of class. Formal assignments should be typed in APA 6<sup>th</sup> edition format, weekly "During" assignments can be in a format of your choice. Be prepared to discuss, question, analyze, critique, and debate readings, research, and other class assignments. Voluntarily participate regularly in class and group discussions. Demonstrate professional behavior in all you do. Lack of preparation, participation, and/or professionalism (please see the Code of Student Conduct in the Texas A&M University Commerce Student's Guidebook) may result in removal from class or lowering of your final grade. Plagiarism may result in dismissal from your degree program.

**3. Reflective Self Analysis and Autobiography (15% of Final Grade):** Complete a reflective self-analysis and create a written autobiography of learning in content areas that will be shared with your peers and the instructor. Criteria will be shared and revised on the first night of class.

**4. Group Lesson Plan and Chapter Presentation (15% of Final Grade):** Become a topic expert and discussion facilitator on one or two lessons by preparing and innovatively facilitating learning through anticipation, realization, and contemplation of chapter readings using unique before during, and after reading strategies. Each group (maximum of 2 people) will develop a lesson on a chapter from the Vacca textbook. A lesson will consist of:

- key concepts
- before, during, and after strategies
- visual aids
- support material such as strategy frames, games, etc.
- references.

A hard copy of the lesson plan will be given to the instructor prior to the before reading presentation of the lesson to the class. Each group will present their chapter lesson to the class. Appropriate aid(s) for enhancing understanding should be used. Student prior knowledge should be activated, background information built, several strategies should be modeled, and the lesson should actively engage the class. All of this information may come from your textbooks or be obtained from other sources. The before reading presentation and during reading assignment should take approximately 15-20 minutes, the after reading discussion and presentation should be approximately 40 to 50 minutes.

**5. Choose one of the following individualized assignments (25% of Final Grade):**

**Individual Project:** Submit an individual proposal that integrates course objectives and meets your individual needs. A written proposal will be submitted to the instructor by the second day of class for approval. **Proposals must be approved by the instructor prior to beginning the project.** Some

examples are: reading a professional book and reporting on it, preparing an in-service for faculty, preparing a presentation for a professional conference, adapting and/or developing strategies for use as a college instructor, etc. Criteria for the project will be individually developed and submitted to the instructor prior to midterm. This project will be shared with peers and the instructor.

- **Integrated Unit with Lesson Plans and Support Material:** Prepare an in depth conceptual unit that integrates various curricular areas and content reading strategies into one unit that you will use in your classroom. A format will be provided but suggestions for an alternative format that will work better for you in your classroom will be considered. Alternate formats must have instructor approval. This unit will be shared with peers and the instructor.
- **Strategy Resource File:** Create a teaching/learning strategy resource file that you can use in your content area or grade level (minimum of 25 strategies). Record the “what, when, and why” for teaching each strategy to students. A form will be provided but suggestions for an alternative format that will work better for you in your classroom will be considered. Alternate formats must have instructor approval. This file will be shared with peers and the instructor.
- **Strategy Application Log:** Implement 5 content learning strategies in your classroom. Create a log that includes lesson plans, a journal entry on how implementing each strategy impacted your teaching and your students’ learning, provide ideas on how to adjust the strategy for future use, and include samples of student work. This log will be shared with peers and the instructor.
- **Journal Reaction Papers:** Prepare 10 reaction papers on self-selected professional journal articles pertaining to your content area and or grade level concerning issues pertinent to the teaching of strategies in content areas or specific to grade levels. Each reaction paper must be two or more typed pages, conform to APA 6th edition, and include: a content summary of the article, your reaction to its contents, and a discussion of how you will implement what you learned in your classroom (include a copy of each article). **Articles selected must be approved by the instructor prior to writing reaction papers** (this requirement is designed to help you develop “crap detectors”). These reaction papers will be shared with peers and the instructor.
- **Prepare a dialogue journal** for a special interest book or books that you selected and have had approved by the instructor. On the first page of the journal write an introduction for the book/s that includes your rationale for selection. While reading complete your dialogue journal. At the end of the journal write a book review including a critique of the content and explain how you will apply what you have learned to your current or future practice. You will present your “end of journal” book review as a handout to seminar participants during the gallery walk.

**6. Individual and Cross Case Analyses (10% of Final Grade):** Analyze **eight case studies** using the format provided in Chapter 1 of the Sturtevant book. Share your finding for each case with your peers and supplement your analysis. After all cases are analyzed, conduct a cross case analysis using the format provided in Chapter 9 of the Sturtevant book. Share your findings with your peers and supplement your analysis. All individual case analyses and the cross case analysis are to be stapled together in sequential order and handed in.

**7. Final Synthesis Presentation (10% of Final Grade):** This can be a group (maximum 4 people) or individual effort that creatively demonstrates your understanding of course goals and reviews course content. Criteria for content and presentation will be developed in class.

**8. Final Written Evaluation (25% of Final Grade):** Prepare a final written evaluation that addresses each course goal, evaluates each expectation/requirement, and suggests a final grade for the course. An electronic format including criteria will be provided

#### **Course Evaluation:**

Criteria for each requirement will be generated by the participants and supplemented by the instructor. The following holistic scoring format will be adapted for each course requirement:

**5 = Highly Impressive** - well above average in thought, organization, and professional choices as evidenced by products handed in. In control of own decision-making and learning processes.

**4 = Commendable** - in command of thought, organization, and professional choices as evidenced by products handed in. Developing good control of own decision-making and learning processes.

**3 = Average** - probably functional in terms of thought, organization, and professional choices as evidenced by products handed in; but in need of more instruction. Developing some control of own decision-making and learning processes.

**2 = Developing** - somewhat lacking in thought, organization, and responsibility as evidenced by products handed in. Not consistently aware of professional choices. Little control of own decision-making and learning processes. In need of some remediation.

**1 = Questionable** - lacking in thought and organization as evidenced by products handed in. Lack of awareness of professional choices. Little to no control of own decision-making and learning processes. In need of major remediation.

**0 = Not Attempted** – no product handed in to document work.

### Grading:

Final course grades will be determined jointly by the student and the instructor based on the student's self evaluation, the instructor's judgment, and the following scale:

A	A Final Average Score of 4.50
B	A Final Average Score of 3.50
C	A Final Average Score of 2.50
D	A Final Average Score of 1.50
F	A Final Average Score of less than 1.50

## ADDITIONAL RESOURCES

### Suggested Practical Application Resource Books for Strategy Resources:

Bromley, K., Irwin-DeVitis, L., & Modlo, M. (1995). *Graphic organizers*

Chamot, A. U., Barnhardt, S., & El-Dinary, P. B. (1999). *The learning strategies handbook*. New York: Longman.

Frank, C. B., Grossi, J. M., & Stanfield, D. J. (2006). *Applications of reading strategies within the classroom*

Herrell, A., & Jordan, M. (2002). *50 active learning strategies for improving reading comprehension*

Johns, J. L., & Berglund, R. L. (2002). *Strategies for content area learning*

Johns, J. L., & Berglund, R. L. (2006). *Strategies for content area learning*

Johns, J. L., Lenski, S. D., & Berglund, R. L. (2006). *Comprehension and vocabulary strategies for the elementary grades*

Lublimer, S. (2005). *Getting into words: Vocabulary instruction that strengthens comprehension*

McKenna, M. C. (2002). *Help for struggling readers: Strategies for grades 3-8*

Sturtevant, E. G., & Linek, W. M. (2004). *Content Literacy: An Inquiry-Based Case Approach*

Sadler, C. R. (2001). *Comprehension strategies for middle grade learners*

Stephens, E. C., & Brown, J. E. *A handbook of content literacy strategies*

Tierney, R., & Readence, J. (2000). *Reading strategies and practices: A compendium*

Tierney, R., Readence, J., & Dishner, E. K. (1990). *Reading strategies and practices: A compendium*

Tompkins, G. E. (2004). *50 Literacy Strategies Step by Step*

Tompkins, G. E., & Blanchfield, C. (2004). *Teaching vocabulary: 50 creative strategies, grades K-12*

Tompkins, G. E., & Blanchfield, C. (2008). *Teaching vocabulary: 50 creative strategies, grades K-12*

Vogt, M., & Echevarria, J. (2008). *99 ideas and activities for teaching English learners with the SIOP model*. Boston, Pearson.

Wood, K. D., & Taylor, D. B. (2006). *Literacy strategies across the subject areas*

Wormeli, R. (2005). *Summarization in any subject: 50 techniques to improve student learning*. Alexandria, VA: ASCD.

### Suggested Special Interest Books for Dialogue Journal:

- Akerson, V. L. (2007). *Interdisciplinary language arts and science instruction in elementary classrooms: Applying research to practice*
- Allington, R. Johnston, P. (2002). *Reading to learn: Lessons from exemplary fourth-grade classrooms*
- Alvermann, D. E., Hinchman, K. A., Moore, D. W., Phelps, S. E., & Waff, D. R. (2006). *Reconceptualizing the literacies in adolescents' lives*
- Anderson, R. S., Grant, M. M., & Speck, B. W. (2008). *Technology to teach literacy: A resource for K-8 teachers*
- Benson, C., & Christian, S. (2002). *Writing to make a difference: Classroom projects for community change*. New York: Teachers College Press.
- Block, C. C., Rodgers, L. L., & Johnson, R. B. (2004). *Comprehension process instruction*. New York: Guilford.
- Chandler-Olcott, K., & Hinchman, K. A. (2005). *Tutoring adolescent literacy learners: A guide for volunteers*
- Columba, L., Kim, C. Y., & Moe, A. J. (2005). *The power of picture books in teaching math and science*
- D'Acquisto, L. (2006). *Learning on display: Student-created museums that build understanding*
- Eagleston, M. B., & Dobler, E. (2007). *Reading the web: Strategies for internet inquiry*
- Erickson, L. G. (2003). *Applied literacy in the middle grades: Introducing children to authentic inquiry*
- Faltis, C. J., & Coulter, C. A. (2008). *Teaching English learners and immigrant students in secondary schools*
- Haynes, J. (2007). *Getting started with English language learners: How educators can meet the challenge*
- Irvin, J. L., Meltzer, J., & Dukes, M. (2007). *Taking action on adolescent literacy: An implementation guide for school leaders*
- Ivey, G., & Fisher, D. (2006). *Creating literacy-rich schools for adolescents*
- Lublimer, S. (2005). *Getting into words: Vocabulary instruction that strengthens comprehension*
- Mackey, M. (2007). *Literacies across media: Playing the text*
- McDonald, N. L., & Fisher, D. (2006). *Teaching literacy through the arts*
- McKee, J., & Ogle, D. (2005). *Integrating instruction: Literacy and science*
- McKenney, J. M. (2005). *Literacy strategies for improving mathematics instruction*
- Moore, D. W., & Hinchman, K. A. (2003). *Starting out: A guide to teaching adolescents who struggle with reading*
- Moran, M. C. (2007). *Differentiated literacy coaching: Scaffolding for student and teacher success*
- Ogle, D., Klemp, R., & McBride, B. (2007). *Building literacy in social studies: Strategies for improving comprehension and critical thinking*
- Posamentier, A. S., Jaye, D., & Krulik, S. (2007). *Exemplary practices for secondary math teachers*
- Rasinski, T. R., & Padak, N. D. (2000). *Effective reading strategies: Teaching children who find reading difficult*
- Shin, F. H., & Krashen, S. D. (2008). *Summer reading: Program and evidence*
- Simpkins, M., Cole, K., Tavalin, F., & Means, B. (2002). *Increasing student learning through multimedia projects*
- Stix, A., & Hrbek, F. (2006). *Teachers as classroom coaches: How to motivate students across the content areas*
- Swan, E. A. (2003). *Concept-oriented reading instruction: Engaging classrooms, lifelong learners*
- Sweet, A. P., & Snow, C. E. (2003). *Rethinking reading comprehension*
- Tomlinson, C. A., & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: ASCD.
- Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*
- Wagner, R. K., Muse, A. E., & Tannenbaum, K. R. (2007). *Vocabulary acquisition: Implications for reading comprehension*
- Walpole, S., & McKenna, M. C. (2004). *The literacy coach's handbook: A guide to research-based practice*
- Walpole, S., & McKenna, M. C. (2007). *Differentiated reading instruction: Strategies for primary grades*
- Willis, J. (2006). *Research-based strategies to ignite student learning*

### **Suggested Books on English Language Learners for Individual Project Dialogue Journal Option:**

- Ariza, E. N. W. (2006). *Not for ESOL teachers: What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. Boston: Pearson.
- Boyd-Batstone, P. (2006). *Differentiated early literacy for English language learners: Practical strategies*. Boston: Pearson.

- Cruz, B. C., & Thornton, S. J. (2009). *Teaching social studies to English language learners*. New York: Routledge.
- Echevarria, J., & Graves, A. (2007). *Sheltered content instruction: Teaching English language learners with diverse abilities*. Boston: Pearson.
- Echevarria, J., Vogt, M., & Short, D. J. (2008). *Making content comprehensible for English learners: The SIOP model* (3<sup>rd</sup> ed.). Boston: Pearson.
- Echevarria, J., Vogt, M., & Short, D. J. (2010). *Making content comprehensible for elementary English learners: The SIOP model*. Boston: Pearson.
- Echevarria, J., Vogt, M., & Short, D. J. (2010). *Making content comprehensible for secondary English learners: The SIOP model*. Boston: Allyn & Bacon.
- Echevarria, J., Vogt, M., & Short, D. J. (2010). *The SIOP mode for teaching mathematics to English learners*. Boston: Pearson.
- Freeman, Y. S., & Freeman, D. E. (2009). *Academic language for English learners and struggling readers: How to help students succeed across content areas*. Portsmouth, NH: Heinemann.
- Haley, M. H., & Austin, T. Y. (2004). *Content-based second language teaching and learning: An interactive approach*. Boston: Pearson.
- Kersaint, G., Thompson, D. R., & Petkova, M. (2009). *Teaching mathematics to English learners*. New York: Routledge.
- Rea, D. M., & Mercuri, S. (2006). *Research-based strategies for English language learners: How to reach goals and meet standards, K-8*. Portsmouth, NH: Heinemann.
- Reiss, J. (2005). *Teaching content to English language learners: Strategies for secondary school success*. White Plains, NY: Longman.

### **Bibliography:**

- Allen, R. H. (2002). *Impact teaching: Ideas and strategies for teachers to maximize student learning*. Boston: Allyn and Bacon.
- Allington, R. L., & Johnston, P. H. (2002). *Reading to learn: Lessons from exemplary fourth-grade classrooms*. New York: Guilford.
- Baines, L., & Kunkel, A. (2003). *Teaching adolescents to write: The unsubtle art of naked teaching*. Boston: Allyn and Bacon.
- Barell, J. (2003). *Developing more curious minds*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Block, C. C., & Mangieri, J. N. (2003). *Exemplary literacy teachers: Promoting success for all children in grades K-5*. New York: Guilford.
- Costa, A. L. (2001). *Developing minds: A resource book for teaching thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Daniels, H., & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann.
- Drake, S. M., & Burns, R. C. (2004). *Meeting standards through integrated curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Dyson, A. H. (2003). *The brothers and sisters learn to write: Popular literacies in childhood and school cultures*. New York: Teachers College Press.
- Erickson, L. G. (2003). *Applied literacy in the middle grades: Introducing children to authentic inquiry*. Boston: Allyn and Bacon.
- Erlauer, L. (2003). *The brain-compatible classroom: Using what we know about learning to improve teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Feathers, K. M. (1993). *Infotext: Reading and learning*. Toronto: Pippin.
- Ferguson, D. L., Ralph, G., Meyer, G., Lester, J., Droege, C., Guðjónsdóttir, H., Sampson, N. K., & Williams, J. (2001). *Designing personalized learning for every student*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Fisher, D., & Frey, N. (2004). *Improving adolescent literacy: Strategies that work*. Upper Saddle River, NJ: Pearson.
- Fox, B. J. (2003). *Word recognition activities: Patterns and strategies for developing fluency*. Upper Saddle River, NJ: Pearson.
- Gabler, I. C., & Schroeder, M. (2003). *Constructivist methods for the secondary classroom: Engaged minds*. Boston: Allyn and Bacon.
- Given, B. K. (2002). *Teaching to the brain's natural learning systems*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Goslin, D. A. (2003). *Engaging minds: Motivation & learning in America's schools*. Lanham, MD: Scarecrow Press.

- Gunter, M. A., Estes, T. H., & Schwab, J. (2003). *Instruction: A models approach* (4<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Herrell, A., & Jordan, M. *50 active learning strategies for improving reading comprehension*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Hull, G., & Schultz, K. (2002). *Schools out: Bridging out-of school literacies with classroom practice*. New York: Teachers College Press.
- Irvin, J. L., Buehl, D. R., & Klemp, R. M. (2003). *Reading and the high school student: Strategies to enhance literacy*. Boston: Allyn and Bacon.
- Johns, J. L., & Berglund, R. L. (2002). *Strategies for content area learning*. Dubuque, IA: Kendall/Hunt.
- Langer, G. M., Colton, A. B., & Goff, L. S. (2003). *Collaborative analysis of student work*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Luce-Kapler, R. (2004). *Writing with, through, and beyond the text: An ecology of language*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McLaughlin, M., & Allen, M. B. (2002). *Guided comprehension: A teaching model for grades 3-8*. Newark, DE: International Reading Association.
- Moline, S. (1995). *I see what you mean: Children at work with visual information*. York, ME: Stenhouse.
- Morrow, L. M., Gambrell, L. B., & Pressley, M. (2003). *Best practices in literacy instruction*. New York: Guilford.
- Moss, B. (2003). *Exploring the literature of fact: Children's nonfiction trade books in the elementary classroom*. New York: Guilford.
- O'Tuel, F. S., & Bullard, R. K. (1993). *Developing higher order thinking in the content areas K-12*. Pacific Grove, CA: Critical Thinking Press & Software.
- Pressley, M., Dolezal, S. E., Raphael, L. M., Mohan, L., Roehrig, A. D., & Bogner, K. (2003). *Motivating primary-grade students*. New York: Guilford Press.
- Posamentier, A. S. (2003). *Math wonders to inspire teachers and students*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rose, D. H., Meyer, A., Strangman, N., & Rappolt, G. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sadler, C. R. (2001). *Comprehension strategies for middle grade learners: A handbook for content area teachers*. Newark, DE: International Reading Association.
- Simkins, M., Cole, K., Tavalin, F., & Means, B. (2002). *Increasing student learning through multimedia projects*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Swan, E. A. (2003). *Concept-oriented reading instruction: Engaging classrooms, lifelong learners*. New York: Guilford.
- Sweet, A. P., & Snow, C. E. (2003). *Rethinking reading comprehension*. New York: Guilford.
- Taylor, R., & Collins, V. D. (2003). *Literacy leadership for grades 5-12*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades K-5*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2003). *Differentiation in practice: A resource guide for differentiating curriculum grades 5-9*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Torp, L., & Sage, S. (2002). *Problems as possibilities: Problem-based learning for K-16 education* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Wolfe, P. (2001). *Brain matters: Translating research into classroom practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

## TECHNOLOGY REQUIREMENTS

Since RDG 540 is a web-enhanced course and utilizes eCollege, intermediate level of experience using a computer is required. This includes the ability to receive and submit electronic course materials; ability to use a word processing program; ability to send and receive e-mail; ability to upload and download files; ability to participate in online exams and discussions.

✓ **Recommended Technical Specifications:**

- You will be able to access the course materials using your campus or home computer as long as you are able to connect to the **Internet** (dial-up is not recommended). I recommend using the latest version of Internet Explorer as your Web browser.
- We will be using some **Adobe portable document format (PDF) files, word processors (Microsoft Office Word, 2003, 2007, or 2010)**. To access these files you must have a free "acrobat" reader on your computer. You can download the reader in either PC or MAC versions from: [www.adobe.com/products/acrobat/readstep.html](http://www.adobe.com/products/acrobat/readstep.html)
- We will be also using an **e-mail program** as a communication tool.

## ACCESS AND NAVIGATION

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.tamuc.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@tamuc.edu](mailto:helpdesk@tamuc.edu).

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.

## COMMUNICATION AND SUPPORT

- You have *\*many\** different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.
  - **E-mail:** Please use university email ([kay.hongnam@tamuc.edu](mailto:kay.hongnam@tamuc.edu)). I check my emails daily Monday through Friday.
  - **ECollege:** Please keep your eyes on ECollege Announcements for the latest news for the course.
  - **Phone:** Students may call me at my cell number (940-594-8969) or office number (903-468-3262) if there is a need to contact me.
- **University 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](mailto: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 Specific Procedures:**

**Course Expectations:**

Students enrolled in RDG 540 are expected to meet the following requirements:

1. Attend all classes and arrive on time.
2. Turn in assignments on the dates noted on the class schedule.
3. Exhibit professional behavior.
4. Participate in class discussions, presentations, and group work.
5. Treat instructor and fellow students with respect.

**Professionalism:**

- An important part of this course is your demonstrated ability to grow as a professional educator. As such, you are expected to submit work that represents your own best effort. You are responsible for turning in all required assignments in a timely manner. Assignments must conform to university policies governing academic dishonesty. In addition, as a professional educator, you are constantly seen as a model for your students; therefore, it is imperative that you strive to communicate well both orally and in writing.
- Demonstrate professionalism by: (a) attending **ALL** classes, (b) paying attention, (c) participating actively and constructively, (d) being responsible and prepared, (e) being an equal partner in group work, (f) showing enthusiasm and interest in being a teacher, and following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline (pg 38-39) in the student's guidebook. Your grade will be adjusted based upon these criteria (see grading section).
- **Cell phones/IPODs** must be turned off during class time. If you are expecting an emergency call, let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone rings, pick it up and leave the room.
- **Leaving During Class:** This is not acceptable behavior, as you are here to learn. When you are gone from class, you are missing both the lecture and the class discussion. If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a timely manner with you returning to class quietly and quickly.

**Assignment Guidelines:**

- All assignments should be typed, professionally written, and presented (i.e., free of errors in mechanics, grammar, and spelling). **Each assignment should include a cover page with the student's name, the course and section number, the title, and the date.** When citing or quoting an author, include appropriate citation information using APA style (6<sup>th</sup> edition). All work submitted should be your own work.
- **ALL ASSIGNMENTS MUST BE TURNED IN DURING CLASS ON THE DUE DATE. If you fail to do this, 50% of your points will be deducted from the total points. If it is two days or more late you will receive NO credit. NO EXCEPTIONS.**

**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@tamuc.edu](mailto:StudentDisabilityServices@tamuc.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 Student's Guidebook at:

<http://www.tamu-commerce.edu/studentlife/guidebook2008-2009.pdf>

Refer to the section on Rules and Procedures. **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

**Note:**

In case of inclement weather, cancellation of classes will be announced on KETR 88.9 FM. Note that cancellation of Metroplex classes will follow Mesquite ISD closures, **not the Texas A&M-Commerce Campus**. Please check your email immediately for instructor verification of class cancellation and check eCollege for alternative assignments.