



**EDCI 517.01W Reading and Learning in K-12 Content Areas
ONLINE COURSE SYLLABUS: Spring 2015**

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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

On-Line Resources:

TEKS for Language Arts and Reading available on-line at
<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

English Language Arts and Reading Information from the Texas Education Agency available on-line at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

English Language Proficiency Standards available on-line at
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Course Description:

This course is designed for graduate students in the alternative certification 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:

By the conclusion of the course, the student will demonstrate a working knowledge of the following outcomes:

1. The learner will evaluate the needs of students and connect them with the goals of the teacher and the curricular demands of subject areas;

2. The learner will analyze curriculum and instruction by using varied resources to enable all students to become successful readers and writers;
3. The learner will demonstrate how to assist students with acquiring the knowledge, skills, and ability to comprehend expository text, and to interact with and use teacher directed and reader-based content reading strategies;
4. The learner will employ techniques to encourage the development and use of higher-order thinking skills in all students;
5. The learner will develop effective instructional strategies through the integration of teaching and technology; and
6. The learner will design reading and literacy instruction in the content areas that will enable all students to reach educational goals and achievements.

ELA/Reading Standards:

Standard 1. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

Standard 4. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. 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.

Standard 10. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Standard 11. Reading, Research, and Inquiry Skills: Teachers understand the importance of research and inquiry skills to students' academic success that provides students with instruction that promotes their acquisition.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- 1.1s plan lessons that reflect an understanding of students' developmental of students in different age groups; characteristics and needs;
- 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and

appropriate instruction; learning needs, including the needs of English language learners;

1.3k characteristics and instructional needs of students with varied backgrounds,

1.4s plan instruction that motivates students to want to learn and achieve; and

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.10k how lesson content and skills connect with other disciplines and within the discipline;

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13k the importance of developing instructional goals and objectives that can be assessed

1.15k the importance of aligning instructional goals with campus and district goals.

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21k the importance of planning lessons and structuring units so that activities achieve, and engage students in learning;

1.23s provide students with opportunities to explore content from many perspectives

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

Standard II. Domain II.

The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

2.5k the necessity of communicating teacher expectations for student learning

2.6k how classroom routines and procedures affect student learning and achievement;

2.7k how to organize student groups to facilitate cooperation and productivity;

2.6k how classroom routines and procedures affect student learning and

2.7s organize and manage groups to ensure that students work together cooperatively and productively;

2.8s schedule activities and manage class time in ways that maximize student

2.9k procedures for managing transitions; learning;

- 2.10k routines and procedures for managing and using materials, supplies, and 2.9s manage transitions to maximize instructional time; technology;
- 2.11k noninstructional duties (e.g., taking attendance) and procedures for materials, supplies, and technology;
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.18s organize the physical environment to facilitate learning;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment; and
- 2.22k physical accessibility as a potential issue in student learning; and

Standard III. Domain 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.

- 3.1k the importance of clear, accurate communication in the teaching and learning process;
- 3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;
- 3.3k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions
- 3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;
- 3.12k characteristics of effective feedback for students;
- 3.13k the role of timely feedback in the learning process; and
- 3.14k how to use constructive feedback to guide each student's learning.
- 3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and
- 3.16k situations in which teacher flexibility can enhance student learning.
- 3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;
- 3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;
- 3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.19s adjust instruction based on ongoing assessment of student understanding; and
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.

The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);
- 4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and
- 4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.
- 4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and
- 4.5s maintain supportive and cooperative relationships with colleagues;
- 4.8s communicate effectively and appropriately with other educators in varied contexts;
- 4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);
- 4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and
- 4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.
- 4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;
- 4.17s serve as an advocate for students and the profession;
- 4.18s maintain accurate records; and
- 4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

COURSE REQUIREMENTS

Instructional / Methods / Tasks / Projects / Assessments

This course occurs in a digital learning environment designed with a module format. All modules will be open the first day of class with due dates for each module's reading task, discussion, quiz and performance task. You will be expected to read assigned material, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects by the due date. **Late work will not be accepted.** Therefore you need to demonstrate a level of time management that allows you to meet due dates as posted.

Participate in all online group/class discussions. There will be an opportunity to work as an individual, with a partner or in a group of 3-4 students. Working with a partner or in a group requires you to follow my CCC: collaboration, cooperation, and completion. This means, as an adult learner, you will collaborate with another student or students in a cooperative manner to complete a quality product. I truly believe two minds are better than one so I encourage

partnerships or groups. However, I WILL NOT mediate should an issue arise pertaining to CCC; you are expected to find a resolution. You will always have the choice to opt out of the partnership or group and work as an individual. Therefore, you are expected to show a level of professionalism and stay actively engaged with your partner or the group through communication and contributions to complete the project.

Read required textbook. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; as an online course you are expected to read/reflect for meaning.

Reflections: throughout the course, the student may be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

Written tasks: Completion of all discussions/reflections and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. Projects are to be completed and turned in according to the due date posted in eCollege. Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with a late due date determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

Grading

I make it a personal goal to grade module assignments within one week after due dates. eCollege provides you with a current grade average so you can monitor your course grade at any time during the semester.

Grading:

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

TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred)
- Microphone for VoiceThread and classlive sessions throughout the semester.
- Speakers so you can hear me and others during our classlive sessions (when scheduled) and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you can email me via my preferred email: jennifer.sennette@tamuc.edu.

You may also use eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about module assignments, course due dates, etc.), please contact me through the "Virtual Office" under Course Home in eCollege. If you have a personal issue contact me through my preferred email: jennifer.sennette@tamuc.edu.

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the digital learning environment (eCollege) and your digital learning community. This includes your successful completion of each module and I will provide grade feedback. If you are having difficulty do not wait until the day before the due date to contact me.

1. All course/content questions should be posted on Virtual Office in order to avoid duplication of questions and answers. I check Virtual Office daily Monday – Friday. Emails of a personal nature should be sent to my **Preferred** email address: jennifer.sennette@tamuc.edu Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line.
2. **Check the eCollege link of this course EVERYDAY.** You may have questions and I have answered them in eCollege.
3. **Check your official TAMUC email EVERYDAY. I sometimes send additional information via email and the way to find this out is through your official TAMUC email.**

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:

Citizenship: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

Late work: Late work is not accepted. You will have plenty of notification and time to complete all module assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

Plagiarism: Plagiarism WILL NOT be tolerated and will result in an automatic F in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Attendance: This is an online class therefore attendance is up to you! You will be given the opportunity to participate with a partner or in a group to complete projects. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions (when scheduled), will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check Announcements or your email messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester. I will not conduct another ClassLive for missed attendance.

Scholarly Expectations: All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. You are expected to submit documents that have been through drafts and edited.

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
(Due Dates subject to change)

Schedule for Spring 2015: Module topics/dates are tentative and subject to change.

Requirements for each module will include a Reading Assignment and the following Assignments: Performance Project, Discussion, and Quiz. Course modules will open on the first day of class, however, pay attention to the due dates that are different for each module.

All modules open the first day of class.

Module 1 - 21st Century Literacy

January 20 - Reading and Assignments Due

Module 2 – Tools for Learning and Knowing

February 16 - Reading and Assignments Due

Module 3 – Creativity and Cultural Diversity

March 16 - Reading and Assignments Due

Module 4 – Diagnostic Teaching

April 13 - Reading and Assignments Due

Module 5 – Content Area Resource Anthology

May 29 - Performance Project Due