RDG 450.01E   Reading in the Content Areas
Course Syllabus, Fall 2015

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:        Becky Adams, M.Ed.
Office Location:  Education South Rm. 212
Office Hours:     Tues/Thurs 8:30-9:30 and 12:30-2:00 or by appointment
Office Phone:     903-886-5887
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Class will meet in person on selected Wednesdays in Education South Rm. 128.

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 – Choose one (1) depending on your concentration:

Math:   Teaching Reading in Mathematics (2nd edition) by Mary Lee Barton and Clare Heidema, ISBN: 9781893476141

Science:   Teaching Reading in Science (2nd edition) by Mary Lee Barton and Deborah L. Jordon, ISBN: 9781893476035

English Language Arts Reading/Social Studies: Teaching Reading in the Content Areas: If Not Me, Then Who? (2nd edition) by Rachel Billmeyer and Mary Lee Barton
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 3 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. A copy is 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.

RDG 450 Required Activities:

1. Reading in the Content Classroom Pre-Test and Post-Test (25 pts., each): This is an individual exercise to measure your background knowledge and will be assessed the total 25 points (each) upon completion of the pre-test and post-test.

2. Content Storybook Read-Aloud (100 pts): Select a content storybook and plan a read-aloud lesson to share in seminar. Select your content storybook from a school/public library or home resource. Each intern/resident chooses a different content storybook and signs up for the lesson date no later than the second MLED seminar. Guidelines and a rubric for the Content Book Read-Aloud will be covered in seminar. All Content Storybook Read-Alouds will be presented in seminar on the assigned date. Content storybooks must be approved by your instructor or, as appropriate.
3. **Content Learning Strategy (100 pts.):** Plan a Content Learning Strategy lesson to share in seminar. The RDG 450 textbook — *Teaching Reading in Mathematics, Teaching Reading in Science, or Teaching Reading in the Content Areas: If Not Me, Then Who?* — offers a variety of content strategies. Each intern/resident selects a different content strategy and signs up for a lesson date no later than the second MLED seminar. The Content Strategy guidelines and rubric will be discussed in seminar. All presentations are presented in seminar on the assigned date. Strategies for content learning are approved by your instructor or, as appropriate, the MLED seminar leadership team.

4. **Technology/Whole Brain Content Lesson (100 pts.):** Plan a content lesson that incorporates a specific iPAD app and whole brain classroom management technique. MLED seminar will provide the interns/residents with seminar opportunities to practice the iPADs apps. Whole Brain classroom management techniques will be presented in seminar. Each intern/resident selects a different iPAD app and a personal Whole Brain technique to incorporate in the content lesson. Each intern/resident will sign up for a date to share in seminar. The guidelines and rubric for the Technology/Whole Brain Content Lesson will be covered in seminar.

5. **Journal on Diversity in the Content Classroom (50 pts):** Each intern/resident will compile a personal journal that focuses on the English Language Learner (ELL) in the content classroom. The Journal can be print or digital. Materials and resources will be shared with the interns/residents as a whole class and in small teams. The final Journal will be reviewed by your instructor.

**Evaluation Procedures:**

1. Instructor/Seminar Leadership rating and feedback on the specific rubrics for RDG 450 Required Activities listed above.
2. 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.
3. Field Requirements; mentor teacher and liaison input.
4. Teaching rationale/philosophy
5. In-class & field assignments determined through ongoing needs.
6. A “Professional Portfolio”.
Grading: Grades will be determined by a combination of:

- RDG 450 Required Activities totaling 400 points.
- 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 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 in 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

✓ 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 may 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
  - 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 1-866-656-5511 or helpdesk@online.tamuc.org.
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

Interaction with Instructor Statement: I will be available to students before, during, and after seminar as well as in the schools. I also may be contacted through email, text, and phone.

Instructor: Becky Adams, M.Ed.
E-mail: Becky.Adams@tamuc.edu
US Mail: Curriculum & Instruction Department
Texas A&M University-Commerce
P.O. Box 3011, Commerce, TX 75429
Office: Education South - 212
Telephone: 903-886-5887
FAX: 903.886.5581
Office Hours: Tues/Thurs 8:30-9:30 and 12:30-2:00 and by appointment

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) or 720-931-3847 (direct), to speak with eCollege Technical Support Representative (available 24 hours a day, 7 days a week)

- **Email**: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative (available 24 hours a day, 7 days a week)

- **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…)
Professionalism:

*Ground rules for discussions and assignments:* Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. *Respect*
   - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
   - When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
   - Show courtesy.
   - In interpreting others' comments, we should be fair-minded and understanding.

2. *Comfort*
   - Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
   - I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
   - No question is stupid! We all learn at different paces and by asking questions.

3. *Honesty*
   - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
   - All work you submit must be your own. If you use someone’s words or work other than your own please use the appropriate citation. (See APA Manual)
   - World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
   - Netiquette
   - Threaded discussion participation expectations
   - Feel free to contact the Help Desk for technical help
   - The majority of assignments will be submitted to the drop box, discussion threads & journaling via e-college.
   - Above rules regarding honesty, comfort and respect apply to all online communications via e-college - as well as to in-person communications in class.

If you would like to review an exam set up an appointment with me. If you are having problems with this class, please call me or come and talk to me immediately. I will be better able to help you if you come to me early. Do not come to me at the end of the semester, unhappy with your grade, asking for a way to change it.
Late Assignments.
Assignments are due on specific dates, as assigned. Assignments will not be accepted after the due date, unless previously authorized by the instructor.

Written Assignments
All assignments must be typed, double space, in legible (preferably times roman) 12 pt font. College level writing is expected. If you feel insecure about your writing abilities you may want to seek assistance from the writing lab in the Department of Literature and Languages. They will not assist with spelling. Please make sure someone proofs your assignments. Excessive grammar, spelling and vocabulary errors will result in a lower grade. You should demonstrate mastery of organizing, structure and editing.

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.

Student Conduct
All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

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. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. 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.

Texas A&M University-Commerce further does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "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

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
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)

Calendar – will be given to students on first seminar August 14th.