



RDG 380.01W & 02W COMPREHENSION AND VOCABULARY in MLED & HS COURSE SYLLABUS: Spring 2019

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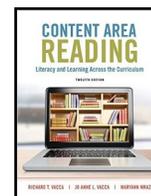
COURSE INFORMATION

Materials

Textbook(s) Required:

Vacca, R., Vacca, J., & Mraz, M. (2016). *Content area reading: Literacy and learning across the curriculum* (12th Edition). Boston: Pearson.

Print ISBN-13: 978-0135224502. eText ISBN: 978-013468831



<https://www.vitalsource.com/products/content-area-reading-richard-t-vacca-v9780134068831>

The links take you to CourseSmart.com. The cost of the eBook is considerably less with a rental charge. You can also find the book through other eBook websites as well as purchase a print copy.

- *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 quizzes and class projects.

Course Description:

This course builds upon the theoretical foundations of reading and literacy. The preservice teacher will explore ways to integrate reading and writing instruction into content areas. The focus of the course is an examination of the application of learning strategies to various disciplines and grade levels. Attention will be given to the use of textbooks and applicable learning materials. The course deals also with cognition, reading comprehension,

comprehension strategies, vocabulary strategies, formal assessments, and informal assessment strategies.

Student Learning Outcomes/Objectives:

1. Students will understand the rationale behind the integration of reading, writing, listening, and thinking experiences in the school curriculum.
2. Students will become familiar with a variety of philosophical, historical, and implementational differences among the major approaches to teach reading in content areas and demonstrate knowledge of the major concepts, methods, and issues in content area literacy.
3. Students will be able to articulate their own beliefs and philosophies regarding the teaching of reading in content areas and to understand the importance of peer collaborative interactions in learning.
4. Students will build a repertoire of techniques for instruction in reading and learning activities.
5. Students will learn to use a variety of activities, teaching techniques, and learning strategies.
6. Students will begin to build a strategy file to use as a resource for teaching methods, strategies, and classroom materials.
7. Students will learn and employ a variety of methods for evaluation of student learning and texts.
8. Students will be knowledgeable of local, state, and national mandates governing dyslexia and other language disorders and learn how to provide multisensory instruction to students with dyslexia.

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

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

ESL Standards by TExES:

- **Competency 003:** The teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.
- **Competence 005:** The teacher understands how to promote ESL students' literacy development in English.
- **Competence 006:** The teacher understands how to promote ESL students' content-area learning, academic-language development and achievement across the curriculum.
- **Competence 009:** The teacher understands factors that affect ESL students' learning and implements strategies for creating effective multicultural and multilingual learning environment.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Since RDG 380 is an online course and utilizes **D2L (Brightspace)**, an 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 quizzes and discussions.

Instructional Methods/Activities/Assessments

This course occurs in a digital learning environment designed in module format. Each module runs 3-4 weeks during which time you will be expected to read assigned materials, participate in discussions and group tasks, reflect on the your knowledge growth and complete all assigned tasks/projects. Each module opens and closes on a certain date and once a module closes it will not be opened again. Therefore you need to demonstrate a level of time management that allows you to meet deadlines as posted.

1. Class Contributions: **230 Points (29% of total course grade)**

- Throughout the semester, you will participate in individual or group activities, which are designed to help you increase your knowledge and experiences concerning content area literacy. Your contributions will consist of taking an active part in online activities (e.g., discussion of specific assigned readings, sharing relevant trends seen in schools, etc...).
 - READ/DISCUSS professional readings and SHARE with peers.
 - Actively participate in online professional literature discussions.
 - See the **Rubric** for Online Discussion Answer **and** Guidelines for Online Discussion and Responding Peer's Posting.
- Post your discussion answers to respond to the discussion questions [Possible points (20 points x 10 Discussion Threads) = 200 points]
 - Respond to classmates' postings [Possible points (3 points x 10 Discussion Threads) =30 points]

2. Class Introduction Activities: **10 Points (1% of total course grade)**

- | | |
|----------------------------------|---|
| • Getting Started Exercise | 1 |
| • Intro Message and Photo Upload | 4 |
| • Course Introduction Quiz | 5 |

3. Literacy History: **10 points (1% of total course grade)**

This is the first reflection assignments asking to write a reflection on your literacy history, and it will be longer than the other reflections placed in each module, and so is worth more points. The assignment is described on the handout that includes the prompts. **Reflections should be narrative essay, typed, double-spaced (no bigger than 12 font), and at least three pages.**

4. **5 Reflections: 25 points (5 points each): (3% of total course grade):**

You will be assigned to write a reflection on a prompt designed to encourage you to think about yourself as a teacher and a learner. The prompts are starting points for considering the educational experience. **The reflections should be narrative essay, typed, double-spaced (no bigger than 12 font), and at least two pages.**

5. **Written Responses to Journal Article: 15 points: (2% of total course grade)**

Each student will read and respond to **one journal article** provided by the instructor. The article will be assigned and distributed online and students will be responsible for writing a reflection about the article. **The article review should be narrative essay, typed, double-spaced (no bigger than 12 font), and at least three pages.** The review must clearly show what the writer THINKS (not just summaries). The review may include **questions, comments, descriptions of relevant personal experiences**, etc.

6. Quizzes: 100 points (13% of total course grade)

There will be quizzes in each module. Quizzes will include True/False and multiple choice questions. These quizzes will attempt to probe your knowledge of content area literacy and instruction issues examined through assigned readings, online discussions, presentations, and assignments. The quizzes will cover the reading materials and materials presented in online class.

7. Performance Tasks: 300 points (38% of total course grade)

You will have several opportunities to build lesson plans and teaching resources through performance tasks such as Internet Project (IP), Strategy Resource Files, and Assessment, which will include the best practices in your content area. You may work as an individual, with a partner, or group of 3-4 members. Partners or groups should stay together (if possible) for the semester.

8. Performance Project: 100 points (13% of total course grade)

Your performance project will be to put all your work from the semester together. This will be more than doing a presentation, rather you will present what you have learned in this course in a manner that exemplifies your knowledge and expertise and will creatively demonstrates your understanding of course goals and reviews course content. You may work as an individual, with a partner, or group of 3-4 members.

Grading

PERFORMANCE STANDARDS

POINTS	PERCENT	GRADE	STANDARD
790-711	100%-90%	A	Superior
710-632	89% - 80%	B	Above Average
631-553	79% - 70%	C	Average Performance
552-474	69% - 60%	D	Below Average
473 and Below	Below 59%	F	Unsatisfactory

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the

Device	Operating System	Browser	Supported Browser Version(s)
			iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Running the browser check will ensure your internet browser is supported.
 - Pop-ups are allowed.
 - JavaScript is enabled.
 - Cookies are enabled.
- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 (24 hours and 7 days a week) or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

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). I check my emails daily Monday through Friday.
- **D2L:** Please keep your eyes on Announcements for the latest news for the course.
- **Phone:** Students may call me at my office number if there is a need to contact me (**903-468-3236**).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Course Specific Procedures:

1. Participation & Communication:

- a. I expect each of you to be active and thoughtful participants within the learning environment (D2L) and your digital learning community. This includes successfully completing each module. Participate in all online group/class discussions. There will be opportunities to become an active member of a group to complete a project. You are expected to show a level of professionalism and be stay actively engaged with the group through communication and contributions to complete the project. If you are having difficulty, do not wait until the day before the module closes to contact me.
- b. 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. I check it daily Monday - Friday. A reply will be sent within 24 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!! in the subject line.
- c. Or if you want to talk via video conference call **Zoom.com** - a free internet conference service that you can use to chat live. I have a video camera and can also transmit my video via Zoom.com. To access the program, go to www.zoom.com and create an account.
- d. 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.
- e. **Reflections:** throughout the course, the student will be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted for a grade, others will be for personal reflection and kept by the student.
- f. **Written tasks:** Completion of all written tasks and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. Tasks/projects are to be completed and turned in according to the schedule posted in D2L. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.
- g. **Late work:** Late work **WILL NOT** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with late due date determined by the instructor. You will have plenty of notification and time to complete course tasks/projects. If you know you are going to be out of town and unable to access a computer, plan ahead.
- h. **Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Students Guide Handbook, Policies and Procedures, Conduct).

- i. **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 Ithenticate 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.
- j. **Attendance:** This is an online class therefore attendance is up to you! You may be required to work as a team via various tasks/projects. The quality of your contributions and regular participation activities 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.
- k. **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.
- l. All assignments should be typed, professionally written, and presented (i.e., free of errors in mechanics, grammar, and spelling). **Each assignment should include 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 (6th Edition)**. All work submitted should be your own work.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Schedule for Fall 2016: Module topics/dates are tentative and subject to change.

Module 1: Getting Started (1 week)

January 14 – Module opens

January 20 – Module closes

Module 2: Literacy in the Diverse Classroom (3 weeks)

January 21 – Module opens

February 10 – Module closes

Module 3: Vocabulary and Comprehension (4 weeks)

February 11 – Module opens

March 10 – Module closes

Module 4: Planning and Assessment (3 weeks)

March 11 – Module opens

April 7 – Module closes

Module 5: Writing Across the Curriculum (4 weeks)

April 8 – Module opens

May 5 – Module closes