Department of Elementary Education  
RDG 390.501 Content Area Reading and Writing  

Spring 2019

Instructor: Elizabeth B. Gound  
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Office Phone: 936 468 – 2001

Course Time & Location: Online  
Office Hours: MWF By Appointment  
  T  11-2  
  TH 1-2 ONLINE

Credits: 3 semester hours  
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Alt. Email: goundbeth@gmail.com

Prerequisites: RDG 318

I. Course Description: Content Area Reading and Writing – Examination of reading, writing, speaking and listening processes to learn subject matter across the curriculum to meet the needs of all students.

Topics of discussion include vocabulary acquisition and instruction, fluency, and comprehension skills and the differentiation of instruction to meet the needs of all students including ELL, Special Education, and GT students.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

This course is aligned with the mission of the College of Education (COE), which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The COE theme is “preparing professional educators who positively impact learning for all students.” In the COE at Stephen F. Austin State University, we are committed to the following core values:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

The Program Learning Objectives and Student Learning Objectives in this course align with the mission of preparing competent professionals and values of academic excellence, life-long learning, collaboration, openness, integrity, and service as you learn to instruct middle level learners. The Program Learning Objectives are aligned to the Association for Middle Level
Education (AMLE) and the TEExES PPR and MLG 4-8 Content Standards. All content and assignments are aligned to these standards; this was assured as faculty aligned the curriculum during 2012-2014.

Program Learning and Student Learning Outcomes:

PLO 2 The teacher candidates will understand and use the central concepts, tools of inquiry, standards, research and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject areas (AMLE 2; InTASC 4,5,7,8).

Element A: Subject Matter Content Knowledge
Element B: Implications of Young Adolescent Development for Middle Level Curriculum, Instruction and Schooling

- SLO 2.1 Candidates will understand reading comprehension as an active process of constructing meaning.
  - SLO 2.1.1 Assessment - Chapter 2 Quiz (ELAR 4/8 4.2k, 4k, 5k)
- SLO 2.2 Candidates will understand factors affecting students’ reading comprehension such as oral language development, word analysis skills prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts.
  - SLO 2.2.1 Assessment - Chapter 4 Quiz (ELAR 4/8 1.2s; 3.7s)
- SLO 2.3 Candidates will understand the relationship among extensive reading, vocabulary development, and reading comprehension.
  - SLO 2.3.1 Assessment - Chapter 4 Quiz (ELAR 4/8 4.5k)
- SLO 2.4 Candidates will understand the use of metacognitive skills in reading comprehension
  - SLO 2.4.1 Assessment - Chapter 3 Quiz (ELAR 4/8 4.19k)
  - SLO 2.4.2 Assessment – Charter Grade 4 or 5 Reading Workshop including metacognitive skill strategies mini lesson Observation Checklist (video or face to face) (ELAR 4/8 4.6k)
- SLO 2.5 Candidates will understand comprehension skills and strategies for understanding interpreting different types of written materials, including narratives, expository texts, technical writing and content-area textbooks.
  - SLO 2.5.1 Assessment - Chapter 3 Quiz (ELAR 4/8 2.9k; 4.11k, 12k, 18k, 16s, 17s)
- SLO 2.6 Candidates will understand how to interpret and evaluate information presented in various formats such as maps, tables, and charts
  - SLO 2.6.1 Assessment - Survey Content Area Textbook (ELAR 4/8 4.13k,13s)
- SLO 2.7 Candidates will understand the importance of locating the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources.
PLO 4 The teacher candidates will understand, use, and reflect upon the major concepts, principles, theories and research related to data-informed instruction and assessment, and they will employ a variety of strategies for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents (AMLE 4; InTASC 2,3,6,7,8).

Element B: Middle Level Instructional Strategies

- SLO 4.1 Candidates will apply strategies for decoding and determining the meaning of increasingly complex words including: One-Pagers. Frayer Model, Word Walls, Vocabulary Preview, Vocabulary O, Tossed Terms
  - SLO 4.1.1 Assessment - Journal Reflection shows application of vocabulary strategies in content area classroom (ELAR 4/8 2.8s; 4.11s)
- SLO 4.2 Candidates will model instructional strategies and practices for promoting students’ word analysis skills and reading fluency including Reader’s Theater, Patterned- Partner Reading
  - SLO 4.2.1 Assessment - Model Strategies with Partner (ELAR 4/8 3.7s, 4.2s, 4s; 4.16s)
- SLO 4.3 Candidates will learn a variety of informal and formal procedures for assessing in an ongoing basis students’ word analysis skills and reading fluency.
  - SLO 4.3.1 Assessment - Burke Reading Survey (ELAR 4/8 4.21k)
- SLO 4.4 Candidates will compare and contrast the different purposes for reading and associated strategies.
  - SLO 4.4.1 Assessment - Reading Strategies Notebook (ELAR 4.12k, 15k)
- SLO 4.5 Candidates will know a range of strategies that students can use to facilitate comprehension before, during and after reading including Demonstrations, Discrepant Events, Visual Displays, and Thought Provoking Questions (Anticipatory) and QtA, ReQuest, QAR, SQRQCQ
  - SLO 4.5.1 Assessment - Design an Anticipatory Set Using a Middle Level Text in their Content Area [ELAR 4/8 4.2k, 3k, 4k, 5k, 14k, 15k, 4s; PPR 1.16k, 11s(TS3Biili); 2.3s(TS1Di); 3.4k, 4s(TS1Dii), 5s, 6s(TS1Dii), 10s; 3.8s]
  - SLO 4.5.2 Assessment - Model Questioning Strategy to class [PPR 3.4k, 3.4s(TS1Dii), 5s]
- SLO 4.6 Candidates will know how to apply strategies for helping students comprehend abstract content and ideas in written material by using manipulatives, examples, and diagrams
  - SLO 4.6.1 Assessment - Teaching a mini-lesson in their content area using strategies learned in the course [PPR 1.10s(TS1Ei), 20s(TS1Bii); 3.8s, 9s(TS1Eiii), 10s]
• SLO 4.7 Candidates will understand study and inquiry skills and their significance for student learning and achievement such as: using text organizers, taking notes, outlining, drawing conclusions, applying test-taking strategies; previewing; setting purposes for reading; locating, organizing, evaluating, and communicating information; summarizing information; using multiple sources of information; interpreting and using graphic sources of information including Concept Maps, Tree Diagrams, Matrices, and Flow Diagrams
  o SLO 4.7.1 Assessment - Design a graphic organizer in content area and present to class. [ELAR 4/8 6.1k, 2k, 3k, 1s, 2s, 3s, 4s; PPR 1.20k; 3.5k, 6k, 7k]
• SLO 4.8 Candidates will understand instructional practices that promote students’ acquisition and use of study and inquiry skills across the curriculum including Cornell Notes, Split Page Note-taking, and Journaling
  o SLO 4.8.1 Assessment - Journal Scavenger Hunt (ELAR 4/8 5.2s, 3s, 5s 6s; 6.1k, 2k, 2s, 3s)
• ESL SLO 4.9 Candidates will explain classroom discourse for English learners and promote cognitive academic language proficiency
  o ESL SLO 4.9.1 Assessment: Chapter 1 Quiz (ESL SLO 3.3; Texas ESL ST IV, V; TESOL 31, 3b, 3c) (ELAR 4/8 4.19k)
• SLO 4.10 Candidates will understand different methods and purposes for instructional grouping
  o SLO 4.10.1 Assessment – Plan and demonstrate a content –area literacy strategy that requires grouping students [PPR 1.21s(TS1Cii]

Element C: Middle Level Assessment and Data-informed Instruction
• SLO 4.11 The candidate will understand the role of assessment, characteristics, and uses of formal and informal literacy assessments.
  o SLO 4.11.1 Assessment - Quiz 1 (ELAR 4/8 4.21k) (PPR 1.25k)
• SLO 4.12 Candidates will understand continuous monitoring and how to use formative, summative, and self-assessments.
  o SLO 4.12.1 Assessment - Quiz 1 (ELAR 4/8 6.1s, 8.2k)
  o SLO 4.12.2 Assessment - Candidates will reflect on the role of informal assessment in their future classrooms through a class discussion post.
  o SLO 4.13 Candidates will understand how to use assessment to determine when a student needs additional help or intervention to bring the students’ performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS)
    o SLO 4.13.1 Assessment – Chapter 1 Quiz (ELAR 6.3k, 1s, 2s, 4s)
    o SLO 4.13.2 Assessment - Candidates will read and respond to a scenario involving a student, who through ongoing assessment, has been identified as having specific needs regarding study and inquiry skills. The candidate will create an instructional plan to address this student’s needs, and will communicate the plan in writing to the family/caregiver of the student. (ELAR 4/8 6.2s, 4s)
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Weekly Journal Reflections**: 90 points
   Teacher candidates will respond to 9 (9@10 points each) journal prompts.
2. **Chapter Quizzes**: 70 points
   Teacher Candidates will be given 7 (7@10 points each) short quizzes throughout the semester. These quizzes will each be worth 10 points.
3. **Discussions**: 100 points (10@10 points each)
   Questions will be in the modules. Students must post to the discussion and respond to at least two classmates’ posts in order to receive full credit.
4. **Various Dropbox assignments throughout the course**: 80 points (4 @ 10 points each & 2 @ 20 points each)
5. **Strategy Assignments**: 280 points
   Teacher Candidates will choose 7 (7@ 40 points each) different strategies listed in the 50 Instructional Routines to Develop Content Literacy textbook. A template is provided for you to complete these assignments, and they will be the “meat” of what we do in this course. I believe that this will benefit you the most when you have your own classrooms and face struggling readers. These strategies should include content area text or lesson information applied to each strategy. A grading rubric will be applied to grade these assignments.
6. **Final**:
   The final in this class will be a reflective essay quiz over the concepts covered this semester.
7. **Professionalism/Participation**: 70 points
   Professionalism Grade is based on completing 100% of assignments in a timely manner and conducting yourself as a professional. Time spent in D2L is monitored.
8. **Reading Tool Kit**: 200 points
   Your Reading Tool Kit will be the culmination of your strategy assignments contained in an organized notebook. It will also contain a collection of articles and handouts from the course. You will apply three strategies to a lesson plan that will be included in this binder. This can be in the form of a binder, or an electronic binder (www.livebinder.com). I prefer electronic submission, although I will allow a hard copy. It will be your responsibility to bring it to my office. A grading rubric is used to grade the notebook.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Possible Points</th>
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<tbody>
<tr>
<td>Journal Reflections</td>
<td>9 at 10 points each</td>
<td>90</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>7 at 10 points each</td>
<td>70</td>
</tr>
<tr>
<td>Dropbox Various Assignments</td>
<td>4 at 10 points each</td>
<td>40</td>
</tr>
<tr>
<td>Discussions</td>
<td>2 at 20 points each</td>
<td>40</td>
</tr>
<tr>
<td>Professionalism/participation</td>
<td>11 at 10 points each</td>
<td>110</td>
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<tr>
<td></td>
<td>70 points</td>
<td>70</td>
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</tbody>
</table>
Dropbox Strategy Assignments  |  7 at 40 points each  |  280
Reading Tool Kit Notebook  |  200 points  |  200
Final Exam  |  100 points  |  100
Totals  |  |  1000

Grading Scale:
A  900-1000 points
B  800-899 points
C  700-799 points
F below 700 points

V. Tentative Course Outline/Calendar:

All assignments are due by 11:30 p.m. on the due dates. Most Discussions and Journals are due on Thursdays. Assignments and Quizzes are due on Sundays. Pay close attention to the Two-week module dates, as these will vary.

<table>
<thead>
<tr>
<th>Module Opens</th>
<th>Topic/Module</th>
<th>Readings</th>
<th>Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Jan 22</td>
<td>Before Class Begins</td>
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<tr>
<td>Week 1</td>
<td>Literacy Matters SLO 4.3.1, 4.4, 2.1 SLO 2.6.1, 4.10, 2.5</td>
<td>-All articles in module -All pages in module</td>
<td>-Discussion “Drop Everything &amp; Read” 10pts -Dropbox-Journal #1 10pts -Begin assembling your Reading Toolkit</td>
<td>Jan 27, Sun 11:30 PM</td>
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<tr>
<td>Week 2</td>
<td>Making Content Area Strategies Work for You – Assessment SLO 4.11, 4.12, 4.13</td>
<td>-Chap. 1 in Improving Adolescent Literacy (IAL) text. -All pages and articles in module</td>
<td>-Dropbox-Journal #2 10pts -Discussion-Informal Assessment 10pts -Dropbox-Scenario Letter Assignment 20pts -Quiz #1 10pts</td>
<td>Jan 31, Thurs 11:30PM</td>
</tr>
<tr>
<td>Week 3-4 2 week module</td>
<td>Questioning Strategies SLO 4.5, 4.3, 4.5.2</td>
<td>-Chap. 2 in IAL text -All articles in module -All pages in module</td>
<td>-Discussion-Cold Calling 10pts -Dropbox-Journal #3 10pts -Dropbox-Higher Order Questions 10pts -Discussion-Socratic seminar 10pts -Dropbox-Questioning strategy for RTK 40pts -Quiz #2 10pts</td>
<td>Feb 10, Sun 11:30 PM</td>
</tr>
<tr>
<td>Weeks</td>
<td>Module</td>
<td>Topic</td>
<td>Assignments</td>
<td>Due Date</td>
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| 5-6   | 2 week module | Deepening Interactions with Texts-Read Aloud and Shared Reading | - Chap. 3 IAL Text  
- All articles in module  
- All pages in module | Mar 3, Sun 11:30 PM |
| 7-8   | 2 week module | Vocabulary Strategies | - Chap. 4 IAL text  
- All articles in module  
- All pages in module | Mar 17, Sun 11:30 PM |
|       |         | Spring Break Mon 18-Fri 22 | Enjoy! |         |
| 9     |         | Anticipatory Strategies | - All articles in module  
- All pages in module | Mar 31 Sun 11:30 PM |
| 10    |         | Graphic Organizers | - Chap. 5 IAL text  
- All articles in module  
- All pages in module | Apr 7, Sun 11:30 PM |
| 11    |         | Making and Taking Worthy Notes | - Chap 6 IAL  
- All articles in module  
- All pages in module | Apr 14, Sun 11:30 PM |
| 12-13 | 2 week module | Purposeful Writing to Learn | - Chap. 7 IAL  
- All articles in module  
- All pages in module | Apr 28, Sun 11:30 PM |
|       | Including Easter Break (Fri – Sun) | | | |
Week 14 | Reading Tool Kit | Complete and Organize your Reading Tool Kit Binder with Complete Lesson Plan. **Due Sunday, April 28** | May 5, Sun 11:30 PM

Week 15 | Final Exam | Final will open on Mon | Final closes Mon, May 13 11:30 PM

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**


**Preparation Resources**
The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.
JOURNALS
Exceptional Children, Council for Exceptional Children.
Instructor, Scholastic, Inc.
Journal of Adolescent and Adult Literacy, International Reading Association.
Language Arts, National Council of Teachers of English.

Reading Research Quarterly, International Reading Association.
The Elementary School Journal, University of Chicago Press.
The Reading Teacher, International Reading Association.
Voices from the Middle, National Council of Teachers of English.

OTHER RESOURCES
TExES English Language Arts and Reading 4–8 (117) 66
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

Additional Information:

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due upon request from your school. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texes.ets.org/registrationBulletin](http://www.texes.ets.org/registrationBulletin))
<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Marten at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Expectations:
1. Future teachers are held accountable for correct spelling and grammar usage. Spelling and correct grammar are expected at all times, on all assignments. Points will be deducted for incorrect spelling and poor grammar. If you are experiencing difficulty with standard English and the conventions of speaking and writing, you should seek assistance at the campus Academic Resource Center. Call 468-4108. You may also visit the following website for assistance in writing: www.columbia.edu/acis/bartleby/strunk
2. All submitted work must be typed unless the instructor provides a (i.e. class assignments). Handwritten work will not be accepted.
3. In order to pass this course ALL WORK must be completed and submitted to the instructor.
4. Students are expected to read all assignments and be prepared to participate in all class discussions. Participation will be noted according to the depths and comprehension of your responses on the discussion boards. Participation will contribute to your final grade.

Professionalism:
Enthusiastic completion of the course activities is of utmost importance in demonstrating commitment to becoming a responsible teacher. Mastery and professional products reflect quality work and reflect on the work you will produce as a teacher. Attitude and confidentiality are essential in determining the teacher’s potential as a successful educator.
Completing assignments in a timely manner and meeting deadlines also reflect on your professionalism. Late assignments will receive a reduction of grade at the discretion of the instructor and all assignments must be completed to pass the course. Late assignments will also impact your professionalism grade. Attendance at face-to-face meetings is also mandatory. Please contact the instructor immediately if problems arise.