

**Course Syllabus: RDG 343.01W**  
**Reading Instruction Beyond the Primary Grades**  
**Spring 2014**



**Basic Information:**

**Instructor:** Dr. J. Michelle Huffman Assistant Professor of Education  
E-mail: [jhuffman@tamut.edu](mailto:jhuffman@tamut.edu) Phone: 903-434-8355

**Office Hours:** Monday 10:00-12:00, Tuesday 9:00-12:00, Wednesday 9:00-12:00 and also available by appointment.

**Textbook:** Vacca, Richard T., Vacca, Jo Anne L., and Mraz, Maryann (2011)  
Content Area Reading: Literacy and Learning Across the Curriculum, 11th Edition, Boston: Pearson Education, Inc.

**Course Delivery:** Web-based

**Course Goal:**

This course will enable undergraduate students to understand how to use reading concepts and techniques to teach content area subjects. To gain this understanding, the following topics will be addressed:

- The critical role teachers play in helping students comprehend and respond to information and ideas in text.
- Responding to literacy needs of struggling readers and writers by scaffolding instruction.
- The use of vocabulary and comprehension strategies that encourage talking and working together in an effort to respond to linguistic and cultural differences.
- The use of instructional practices involving the use of trade books in content areas to help extend and enrich the curriculum.
- Encouraging active student engagement with content area textbooks.
- Activation of student prior knowledge and generating interest so that students read with purpose and anticipation.

- The use of technology to facilitate, deepen or extend learning in the content area classroom.
- Becoming knowledgeable about reading related professional organizations and publications that teachers commonly use to inform their classroom instruction.
- Guiding reader-text interactions through instructional strategies.
- The use of writing to facilitate learning.
- Study strategies that help students make connections and think deeply about ideas encountered in texts.

### **Course Objectives:**

RDG343 Students, upon completion of this course, will be able to:

- Locate information sources to inform content instruction in the classroom.
- Locate, identify and present characteristics of and resources for differentiating instruction for students with dyslexia.
- Describe techniques that incorporate reading and writing strategies into the content area classroom.
- Plan content area lessons that activate prior knowledge, encourage student engagement, and extend student learning.
- Prescribe literacy support for struggling readers and writers within their content area that incorporates appropriate vocabulary and comprehension strategies.
- Access and incorporate appropriate technology designed to assist struggling readers and writers in the content area classroom, particularly students with dyslexia.

### **Course Requirements:**

This course will follow a “web-based” format. Students must have access to the internet to complete web-based assignments, discussion requirements, and class projects (see requirements on last pages of syllabus).

### **Assignments:**

#### **A. Response to Reading/Viewing:**

Each week, you will be required to read chapters or articles or perhaps watch videos. For each assigned reading/viewing, you will complete a "Response to Reading/Viewing" (R2RV) activity to demonstrate your understanding or application of the material. Each R2RV activity will be worth 10 points. Instructions for each can be found in this section.

**Late assignments will not be accepted.**

#### **B. Online “Minds On” Discussions:**

Each student has been placed in a small discussion group. Discussion groups have been assigned various scenarios, discussion prompts, or hypothetical situations taken from the "Minds On" sections at the end of each chapter. You can find your group number and access your discussion assignment by clicking on "Group Work" on the side tool bar. Then click on the group name that appears. Your group members' names will appear next. Under group members' names, there is a box called "Group Tools". Click on "Group Discussion" to access your discussion assignments. New discussions will be added throughout the semester.

**Late discussion submissions will not be accepted.**

### **Course Projects:**

Each student will complete projects over the following topics:

- Differentiating Instruction for Struggling Readers in Your Content Area
- Dyslexia: Characteristics, Strategies, and Resources
- Writing in the Content Areas

Instructions, due dates, and resources will be provided.

***Late assignments will not be accepted.***

### **Examinations**

In this course you will take four online exams. There will be a three day testing window for each, beginning at 10 a.m. on the first day, ending at 11:59 p.m. on the last day. You will have one hour and fifteen minutes to take the exam once you've begun. Exams will contain multiple choice, matching, short answer, and essay questions.

Exam windows are as follows:

Exam #1: (Chapters 1, 2, and 3) February 12-14

Exam #2: (Chapters 4, 5, and 6) March 12-14

Exam #3: (Chapters 7, 8 and 9) April 9-11

Exam #4: (Chapters 10, 11, and 12) May 5-7

### **How Your Grade is Earned:**

Assignments:

R2R/V (10 pts. per chapter):	110 pts.
Online Discussion: (5 pts. /Chapter)	60 pts.

Projects:	
3 Projects @ 50 pts. Each	150 pts.
.Exams:	
4 @ 100 pts./exam	400 pts.
<b>Total:</b>	<b>720 pts.</b>

A = 648-720 pts.  
 B = 576-647 pts.  
 C = 504-575 pts.  
 D = 432-503 pts.  
 F = Below 432 pts.

**Attendance:**

This class will be conducted in a web-based delivery format. You will stay in regular contact with me and class members via e-mail and through the on-line discussion board. We will not meet as a group during this course. You are encouraged to make an appointment if you feel the need to discuss the concepts presented in this course.

**Academic Honesty:**

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and copying or undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of “F” in the course and/or disciplinary action. The student is responsible for reading and understanding the University Policy on Academic Integrity, found on the A&M-  
 Texarkana website: [www.tamut.edu](http://www.tamut.edu).

**Students with Disabilities:**

Students with disabilities are responsible for contacting me to discuss appropriate modifications and accommodations. Additionally, students are responsible for providing documentation of a disability to me and to the Texas A&M University–Texarkana Office of Disabilities. According to the TAMU System policy, modifications or accommodations can be provided only when the student provides the appropriate written documentation of a disability.

**Drop Policy:**

To drop this course after the census date (see [semester calendar](#)), a student must complete the Drop/Withdrawal Request Form, located on the University website <http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar’s Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an “approval” to drop, but rather confirmation that the student has discussed the

drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email [Registrar@tamut.edu](mailto:Registrar@tamut.edu), mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

Drop/Withdraw deadlines for the Spring 2014 semester		
Session	Drop without a grade	Last day drop/withdraw
Spring 2014	January 29	April 11

### Student Technical Assistance

Solutions to common problems and FAQ's for this course are found at this link:

<http://www.tamut.edu/webcourses/index.php?pageid=37>

If you cannot find an answer there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>

Blackboard Helpdesk contacts: Office hours are M – F, 8 am to 5 pm.



### Texas A&M-Texarkana email account

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

*\*\*Have this email account sent to the email account that you use the most often. The FAQs on the home page tell you how to do this.*

### Technical Requirements:

#### Minimum Windows PC Requirements:

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses

- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97
  - Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0\_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.
  - Some online courses may also require a CD ROM (8x minimum, higher recommended)
  - Blackboard has certified the following browsers for computers running Windows Operating Systems:
    - ✓ Internet Explorer 8 or 9 (IE is not supported on Windows XP)
    - ✓ Mozilla Firefox 3.6+
    - ✓ Google Chrome

**Minimum Apple Macintosh Requirements:**

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97
  - Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.
  - Some online courses may also require a CD ROM (8x minimum, higher recommended)
  - Blackboard has certified the following browsers for computers running Macintosh Operating Systems:
    - ✓ Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
    - ✓ Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
    - ✓ Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
    - ✓ Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

**I-OS and Android Devices**

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



To access Texas A&M University - Texarkana, there is an individual license fee of \$1.99 per year or \$5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.

### **Note to Students**

I am glad that you are taking this course since it is your plan to become a teacher. It is my hope that you catch the urgency of **every** student learning to comprehend what they read. Teachers hold the key to the future of their students in this area. Every teacher is a reading teacher no matter what content they teach. Many of you will find strategies that you WISH *someone* had taught you before now. You can be that someone for your students.

Expecting your best,  
Dr. Huffman