

SAM HOUSTON STATE UNIVERSITY
College of Education
Language, Literacy, and Special Populations Department

RDG 031.02 – Developmental Reading
(Monday & Wednesday (12:00 – 1:20pm))

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the need of our communities' diverse learners.

Teacher Information:

Mrs. Melissa Burgess
Email: mlb024@shsu.edu
Phone: (281)788-1225

Virtual Office: BlackBoard

Office Hours:

By Appointment. We can also utilize the chat board on BlackBoard as my virtual "office."

Important Class Dates:

First Class	Aug. 20
Holiday – Labor Day	Sept. 3
Main Idea Test	Sept. 24
Mid Term Exam	Oct. 8
Inference Test	Oct. 29
Critical Thinking Test	Nov. 14
Thanksgiving Break	Nov. 21 – 23
Nelson/Denny Test	Nov. 26
Final Exam	Dec. 5
Student/Teacher Conference	Dec. 10 – 13

Required Text Packet:

1. Smith, Brenda K. *Bridging the Gap: College Reading*, 9th Ed., Longman, 2008.
2. MyReadingLab – Internet Access Card
3. Longman Reader's Journal
4. Webster Handy College Dictionary

Required Materials:

- | | |
|--------------------------|---------------------|
| 1. 1.5" Binder w/Pockets | 4. Highlighter(s) |
| 2. 10 Dividers | 5. Stapler |
| 3. Loose Leaf Paper | 6. Three-hole punch |

Grading:

1. Homework – 20%
2. Quizzes, Reading Binder, Reading Road Trips, – 30%
3. Tests & Exams – 50%

Purpose:

The purpose of RDG 031 is to facilitate student development of reading strategies and study skills to be successful in their academic endeavors at the university level.

NOTE: Passing the state mandated test is an excellent indicator that you are learning, but success on the test no longer allows automatic exit from RDG 031. You must **COMPLETE** the semester with a grade of "C" or better to pass the course.

Course Objectives:

RDG 031 is designed to help students:

- **Essential Objective** - Learn to analyze and critically evaluate ideas, arguments, and points of view while reading
- **Important Objective** – Gain factual knowledge: vocabulary, main idea, inference, point of view, and critical thinking strategies to become a better reader
- **Important Objective** - Learn to apply course material to improve critical thinking, problem solving, and decision making before, during and after reading

Academic Integrity: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Attendance:

One major factor of being successful in your university studies is class attendance. Students are expected to be on time for class and stay until the end of class. Per the Sam Houston State University Undergraduate Catalogue, students are allowed three hours (3 classes) of absences during the semester. If you are absent more than three hours allowed by the university, your grade will be dropped five points on your final grade for each hour of absence above three hours.

If you are tardy to class or leave class early three times, you will receive one absence. (Ex. Being late twice and leaving early once will count as one absence.) If you miss more than 20 minutes of one class, whether arriving late or leaving early, you will be charged with one absence. You will receive a zero for all work missed in your absence.

If you know you will be absent, turn your homework early, and it will be graded. Late homework will not be accepted unless you have an unexpected absence. All homework missed due to absences must be turned in at the beginning of class on the day you return.

If a test is given on a day you miss class, you must make up the test during the same week as the test was given. For example, if you miss a test on Monday or Wednesday, you must make up the test by Friday of the same week. You must schedule a time with me to come to the Reading Center to make up the test. No make up tests will be given during class time.

If you are absent:

Although daily assignments are on your syllabus, you should call someone about items that were assigned in class that are not on the syllabus. If you do miss a class, you are responsible for getting the homework for the next class period. To do so, call or email a classmate. Write down the names, phone numbers, and email addresses of two people in this class.

Classmate 1 _____ Ph. _____ Email _____

Classmate 2 _____ Ph. _____ Email _____

Although daily assignments are on your syllabus, you should call someone about items that were assigned in class that are not on the syllabus. Come to class prepared, and you will be the beneficiary of your hard work and dedication.

SHSU Religious Holidays Absence Policy

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

SHSU Disabilities Policy

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center during the first week of the semester. Once you have registered, please talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential.

NOTE: No accommodations can be made until you have completed the necessary paperwork at the Counseling Center.

University Requirements for RDG 031

State Assessment	Score	Eligible Courses	Requirements
ACCUPLACER ASSET COMPASS THEA	Less than 70 Less than 37 Less than 73 Less than 216	RDG 031	Students receive a grade (A-F) that <u>does not</u> count toward the SHSU GPA or academic credit hours. To complete RDG 031 successfully, you must fulfill the three requirements below. <ol style="list-style-type: none"> 1. Attain a “C” or better in course work 2. Complete 15 computerized tutorials spending at least 15 hours in the Reading Center, 3. Score at least a 10th grade level on Nelson-Denny Reading Comprehension Test.
ACCUPLACER ASSET COMPASS THEA	70-77 37-40 73-80 216-229	RDG 031	Students receive a grade (A-F) that <u>does not</u> count toward the SHSU GPA or academic credit hours. To complete RDG 031 successfully, you must fulfill the three requirements below. <ol style="list-style-type: none"> 1. Attain a “C” or better in course work 2. Complete 15 computerized tutorials spending at least 15 hours in the Reading Center,

Tentative Schedule:**15 week semester****90 minute class – Twice a week
(Monday & Wednesday, 12:00 – 1:20pm)****WEEK 1****Class 1 – 8/20**

Introductions – Course and Students
Syllabus and Textbook Overview
Introduce Preface & Chapter 1 Active Learning

H.W.:

Read Ch. 1 – Active Learning, pp. 1-22
Fill in all blanks, pp. 8, 12, & 13
Familiarize yourself with Ex. 1.1 and be ready to discuss in class on Wednesday, 8/22
Complete Exs. 1.2 & 1.3 on p. 20-21
Complete MyReadingLab Diagnostic Test and print results for your Reading Binder
Complete MyReadingLab Pre-Test and print results for your Reading Binder

Class 2 – 8/22**Discuss *HW***

Discuss Ch.1 – Active Learning; Ex. 1.1, 1.2, 1.3, and other related items
Discuss review, study, and remember what you read
Discuss answering questions in book.
Discuss studying expectations for quizzes for longer reading selections (comprehension and vocabulary)
Discuss expectations for Concept Preps and **thoughtfully** completing review questions
Introduce Education Selection 1 “Superman and Me”

H.W.:

Read Education Selection 1 “Superman and Me,” pp. 23-27
Complete Skill Development, pp. 23-24, 27 & 30-31, Comprehension 1-15 and Vocabulary 1-10, pp. 27-30
Read Search the Net, pp. 31-36
Reading Road Trip 1 – New Orleans, Louisiana/Active Reading Strategies – Complete practice exercises (3) and mastery tests (3)

WEEK 2**Class 1 – 8/27**

HW discussion and quiz on “Superman and Me”
Discuss computer skills in “Search the Net,” pp. 31-36
Introduce Chapter 2 – Vocabulary Power Point (Discuss, expand, and do exercises)
Complete Ex. 2.2, 2.3, 2.4, 2.6, 2.7, and 2.8
Introduce Psychology Selection “Critical Period Hypothesis”

H.W.:

Read Search the Net, pp. 31-36
Read Psychology Selection Reading “Critical Period Hypothesis,” pp. 37-41
Complete Skill Development, pp. 38, 41, & 43; Comprehension 1-15 and Vocabulary 1-10, pp. 42-44
Read concept Prep for Psychology, pp. 47-48; and **thoughtfully** complete review questions, p. 48
Complete Ex. 2.5, pp. 70-73, Ex. 2.9 – 2.16, pp. 79-90
Reading Road Trip 2 – Mt. Rushmore, South Dakota/Memory & Concentration–Complete practice exercises (3) and mastery tests (3)

Class 2 – 8/29

HW discussion and quiz “Critical Period Hypothesis”
Chapter 2 – Vocabulary (Discuss, expand, and do exercises)
Introduce Chapter 3 – Reading and Study Strategies Power Point

H.W.:

Read Chapter 3 – Reading and Study Strategies, pp. 97-115
Complete Ex. 3.1-3.4, pp.101-114
Reading Road Trip 3 – Washington, D.C./Vocabulary – Complete practice exercise (3) and mastery tests (3)

WEEK 3

Class 1 – 9/3

NO CLASS – Labor Day Holiday

Class 2 – 9/5

Chapter 3 – Reading and Study Strategies (Discuss, expand, and do exercises)

Introduce History Selection “Madame C. J. Walker”

H.W.:

Read History Selection 1 “,” pp. 116-120

Complete Skill Development & Integrate Knowledge, p. 117; Comprehension 1-15 and Vocabulary 1-10, pp. 121-123

Read Concept Prep for History, p. 124; and **thoughtfully** complete review questions, p. 125

WEEK 4

Class 1 – 9/10

HW discussion and quiz on “Madame C. J. Walker”

Chapter 3 – Reading and Study Strategies (Discuss, expand, and do exercises)

Introduce Sociology Selection 2 “Unity in Diversity”

H.W.:

Read Sociology Selection 2 “Unity in Diversity,” pp. 126-130

Complete Skill Development & Integrate Knowledge, p. 127; Comprehension 1-15 and Vocabulary 1-10, pp. 132-134

Read Concept Prep for Anthropology, p. 135; and **thoughtfully** complete review questions, p. 136

Reading Road Trip 4 – Grand Canyon, Arizona/Reading Textbooks – Complete practice exercises (4) and mastery tests (4)

Class 2 – 9/12

HW discussion and quiz on “Unity in Diversity”

Introduce Chapter 4 – Main Idea Power Point (Discuss, expand, and do exercises)

Complete Ex. 4.1 & 4.2

Introduce Psychology Selection “Monkey Love”

H.W.:

Read Ch. 4, pp. 151-173

Complete Exs. 4.3 – 4.6, pp. 156-173

Read Psychology Selection 1 “Monkey Love,” pp. 196-201

Complete Preview, pp. 196-197; Skill Development 1-4, Comprehension 1-15 and Vocabulary 1-10, pp. 202-205

Read Concept Prep for Psychology, pp. 206-207 and **thoughtfully** complete review questions, p. 207

Reading Road Trip 5 – St. Louis Arch, Missouri/Supporting Details – Complete practice exercises (4) and mastery tests (4)

WEEK 5

Class 1 – 9/17

HW discussion and quiz on “Monkey Love”

Chapter 4 – Main Idea (Discuss, expand, and do exercises)

Introduce Short Story Selection “On the Sidewalk, Bleeding”

H.W.:

Read Ch. 4, pp. 175-195

Do Ex. 4.8 – 4.11 pp. 178-194

Read Short Story Selection 2 “On the Sidewalk, Bleeding,” pp. 208-215

Complete Preview, pp. 208-209; Skill Development 1-3, Comprehension 1-15 and Vocabulary 1-10, pp. 215-218

Read Concept Prep for Literature, pp. 219-220, and **thoughtfully** complete review questions, p. 220-221

Reading Road Trip 6 – Maine Woods/Main Idea – Complete practice exercises (4) and mastery tests (4)

Class 2 – 9/19

HW discussion and quiz on “On the Sidewalk, Bleeding”

Introduce Chapter 12 Test Taking Power Point (Discuss, expand, and do exercises)

H.W.:

Reading Road Trip 7 – Hollywood/Test Taking Strategies – Complete practice exercises (5) and mastery tests (5)

Review Chapter 4 for Main Idea Test

WEEK 6

Class 1 – 9/24

Main Idea Test – MultipleChoice

Introduce Criminal Justice Selection 3 “Female Police Officers”

H.W.:

Read Criminal Justice Selection 3 “Female Police Officers,” pp. 222-226

Complete Preview, p. 223; Skill Development 1-3, Comprehension 1-15 and Vocabulary 1-10, pp. 226-229

Complete Search the Net, p. 229

Class 2 – 9/26

HW discussion and quiz on “Female Police Officers”

Introduce Chapter 5 – Patterns of Organization Power Point (Discuss, expand and do exercises)

Discuss & Complete Ex. 5.1

Introduce Narrative Selection 1 – “What I Did for Love”

H.W.:

Read Ch. 5, pp. 233-256

Complete Exs. 5.2 - 5.4, pp. 239-253

Read Narrative Selection 1 – “What I Did for Love,” pp 257-262.

Complete Preview, pp. 257-258; Skill Development 1-2, Comprehension 1-15 and Vocabulary 1-10, pp. 262-265

Print **Midterm Review** from Blackboard Website and begin answering questions

WEEK 7

Class 1 – 10/1

HW discussion and quiz on “What I Did for Love”

Chapter 5 – Patterns of Organization (Discuss, expand, and do exercises)

Introduce History Selection “Women in History”

Discuss Reader’s Journals

Discuss **Midterm Review**

H.W.:

Complete Ex. 5.5, pp. 254-256

Read History Selection 2 “Women in History,” pp. 266-270

Complete Journal Entry for a Textbook 1 – Reader’s Journal for “Women in History”

Read Concept Prep for Art History, pp. 275-276, and **thoughtfully** complete review questions on p. 276-277

Reading Road Trip 8 – New York Harbor/Patterns of Organization – Complete practice exercises (5) and mastery tests (5)

Complete Midterm Review and Study for Midterm Exam

Class 2 – 10/3

HW discussion and quiz on “Women in History”

Introduce Chapter 11 – Rate Flexibility Power Point (Discuss, expand, and do exercises)

Discuss **Midterm Review**

H.W.:

Study for Midterm

WEEK 8

Class 1 – 10/8

Midterm

H.W.:

Read Business Selection 3 “Why Is Papa John’s Rolling in the Dough?” pp. 278-283

Complete Journal Entry for a Textbook 2 in Reader’s Journal for “Why Is Papa John’s Rolling in the Dough?”

Read Concept Prep for Business, p. 287, and **thoughtfully** complete review questions, p. 288

Reading Road Trip 9 – Indianapolis Speedway, Indiana/Reading Rate – Complete practice exercises (5) and mastery tests (5)

WEEK 8 (continued)

Class 2 – 10/10

HW discussion and quiz on “Why Is Papa John’s Rolling in the Dough?”

Introduce Chapter 6 – Organizing Textbook Information Power Point (Discuss, expand, and do exercises)

Complete & Discuss Ex. 6.1

Discuss Annotating, Outlining, and Mapping

Introduce Health Selection 2 “Nutrition, Health, and Stress

H.W.:

Read Ch. 6, pp. 293-312

Read Health Selection 2 “Nutrition, Health, and Stress,” pp. 326-331

Annotate, outline, and map the “Nutrition, Health, and Stress,”

Complete Preview, pp. 326-327; Comprehension 1-15 and Vocabulary 1-10, pp. 334-336

Read Concept Prep for Health, pp. 337-338, and **thoughtfully** complete review questions, p. 338

WEEK 9

Class 1 – 10/15

HW discussion and quiz on “Nutrition, Health, and Stress”

Introduce Communications Selection “Influence of Magazines”

H.W.:

Read Communications Selection “Influence of Magazines,” pp. 313-317

Complete Journal Entry for an Essay or Article 1 (p. 81) in Reader’s Journal for “Influence of Magazines”

Annotate, Outline, and map “Influence of Magazines”

Complete Preview, pp. 313-314; Comprehension 1-15 and Vocabulary 1-10, pp. 319-321

Reading Road Trip 10 – Seattle, Washington/Note Taking & Highlighting – Complete practice exercises (5) and mastery tests (5)

Reading Road Trip 11 – Spring Break in Florida/Outlining & Summarizing – Complete practice exercises (5) and mastery tests (5)

Class 2 – 10/17

HW discussion and quiz on “Influence of Magazines”

Introduce Chapter 7 – Inference Power Point Presentation (Discuss, expand, and do exercises)

Complete Ex. 7.1 & Ex. 7.3

Introduce Short Story Selection 1 “A Dip in the Pool”

H.W.:

Read Ch. 7, pp. 351-360

Complete Exs. 7.4 – 7.7, pp. 356-360

Read Short Story Selection 1 “A Dip in the Pool,” pp. 385-388

Complete Journal Entry for Literature 1 (p. 133) in Reader’s Journal for “A Dip in the Pool”

Read Concept Prep for Philosophy and Literature, pp. 393-394, and **thoughtfully** complete review questions, p. 395

WEEK 10

Class 1 – 10/22

HW discussion and quiz on “A Dip in the Pool”

Complete & Discuss Exs. 7.8-7.11

Review Chapter 12 – Test Taking Strategies Power Point

Introduce Narrative Nonfiction Selection 2 “Learning to Read: Malcolm X”

H.W.:

Read Ch. 7, pp. 361-384

Complete Ex. 7.12-7.19, pp. 370-384

Read Narrative Nonfiction Selection 2 “Learning to Read: Malcolm X,” pp. 383-387

Complete Journal Entry for an Essay or Article 2 in Reader’s Journal for “Learning to Read: Malcolm X”

Read Concept Prep for Political Science, pp. 413-414, and **thoughtfully** complete review questions on p. 414-415

Reading Road Trip 12 – Great Lakes Region/Inference – Complete practice exercises (5) and mastery tests (5)

Class 2 – 10/24

HW discussion and quiz on “Learning to Read: Malcolm X”

Chapter 7 – Inference (Discuss, expand, and do exercises)

Discuss **Inference Test**

H.W.:

Study for Inference Test

WEEK 11

Class 1 – 10/29

HW discussion

Inference Test – Multiple Choice

H.W.:

NOT TONIGHT!!!

Class 2 – 10/31

Introduce Chapter 8 – Point of View Power Point Presentation (Discuss, expand, and do exercises)

Complete & Discuss Exs. 8.1 & 8.2

Discuss ESL: Making Sense of Figurative Language

Begin ESL: Making Sense of Figurative Language Ex. 1, p. 624

Introduce Essay Selection 1 “What Is the Quarterlife Crisis?”

H.W.:

Read Ch. 8, pp. 419-437

Complete Ex. 8.3 – 8.6, pp. 426-437

Complete ESL: Making Sense of Figurative Language Exs. 2-6, pp. 625-629

Read Essay Selection 1 “What Is the Quarterlife Crisis?” pp. 449-452

Complete Journal Entry for an Article or Essay 3 in Reader’s Journal for “What Is the Quarterlife Crisis?”

Reading Road Trip 13 – Getty Museum, California/Purpose and Tone – Complete practice exercises (5) and mastery tests (5)

WEEK 12

Class 1 – 11/5

HW discussion and quiz on “What Is the Quarterlife Crisis”

Chapter 8 – Point of View (Discuss, expand, and do exercises)

Introduce Communications Selection 2 “Gender Gap in Cyberspace”

H.W.:

Read Ch. 8, pp. 440-447

Complete & Discuss Exs. 8.7 – 8.9, pp. 440-447

Read Communications Selection 2 “Gender Gap in Cyberspace,” pp. 458-461

Complete Journal Entry for an Article or Essay 4 in Reader’s Journal for “Gender Gap in Cyberspace”

Class 2 – 11/7

HW discussion and quiz on “Gender Gap in Cyberspace”

Introduce Chapter 9 – Critical Thinking Power Point Presentation (Discuss, expand, and do exercises)

Complete & Discuss Exs. 9.1 & 9.2

Introduce Essay Selection “The Importance of Being Beautiful”

H.W.:

Read Ch. 9, pp. 479-490

Complete Exs. 9.2-9.5, pp. 484-490

Read Essay Selection 1 “The Importance of Being Beautiful,” pp. 507-511

Complete Preview & Integrate Knowledge, pp. 507-508

Complete Skill Development; Think Critically & Check your Comprehension 1-6, pp. 511-513

Reading Road Trip 14 – American Southwest/Critical Thinking – Complete practice exercises (5) and mastery test (5)

WEEK 13

Class 1 – 11/12

HW discussion and quiz on “The Importance of Being Beautiful”

Chapter 9 – Critical Thinking (Discuss, expand, and do exercises)

Complete & Discuss Exs. 9.6 & 9.7

Introduce “Study Links Cellphones to Brain Damage”

H.W.:

Complete Exs. 9.8, pp. 499-504

Read Essay Selection 2 “Study Links Cellphones to Brain Damage,” pp. 515-517

Complete Skill Development: Think Critically, pp. 517-518

Complete Check your Comprehension, p. 519

Study for Critical Thinking Test

Class 2 – 11/14

Critical Thinking Test

H.W.:

Organize Reading Binder

_____ **WEEK 14** _____

Class 2 – 11/19

Introduce Chapter 10 – Graphic Illustrations Power Point Presentation (Discuss, expand, and do exercises)

Complete Exs. 10.1 – 10.4

Introduce Sociology Selection 3 “Technology and the Environment”

H.W.:

Read Sociology Selection 3 “Technology and the Environment,” pp.564-568

Complete Skill Development Graphics, pp. 568-569; Comprehension 1-15, and Vocabulary 1-10, pp. 570-572

Reading Road Trip 15 – Wall Street, New York/Graphics and Visuals – Complete practice exercises (5) and mastery tests (5)

Print Final Exam Review

November 21st - 23rd Holiday - Thanksgiving Break

_____ **WEEK 15** _____

Class 1 – 11/26

Nelson/Denny Test

H.W.:

Work on Final Exam Review

Class 2 – 11/28

HW discussion and quiz on “Technology and the Environment”

Complete Ex. 10.5-10.9

H.W.:

Complete Final Exam Review

_____ **WEEK 16** _____

Class 1 – 12/3

Reading Center Time

Binder Development Time

H.W.:

Review for Final Exam

Class 2 – 12/5

Final Exam

_____ **FINALS WEEK, December 10-13** _____

Student/Teacher Conference: There will be a sign-up sheet to schedule a time for you to come to the Reading Center for your student/instructor conference about your learning and abilities. The conferences will take approximately 15 minutes, and they will be scheduled throughout Finals Week.

****NOTE****

Our class is a place where everyone deserves the opportunity to learn. The learning environment is most beneficial for you and your classmates when mutual respect is displayed by all students and the instructor. To receive the most benefit from class, all students should honor these few requests.

1. Turn off cell phone and keep in purse, back pack or pocket.
2. Refrain from engaging in side conversations.
3. Refrain from making negative remarks.
4. Come to class prepared and ready to participate.
5. Have a positive learning attitude.

Self-control is one key to success at the university level. I know you will strive for excellence. Working together, we will all learn.