

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

RDG 031.04 – Developmental Reading
(Tuesday 5:00pm – 7:50pm)

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. Kwoka

www.kwoka@houston.rr.com

713.582.4894

Office Hours:

By Appointment only

Important Class Dates:

First Class	Aug. 21
Holiday – Labor Day	Sept. 3
Main Idea Test	Oct. 2
Mid Term Exam	Oct. 16
Inference Test	Nov. 14
Thanksgiving Break	Nov. 21 – 23
Critical Thinking Test	Nov. 27
Nelson/Denny Test	Dec. 4
Finals Week	Dec. 10 – 13 (Final Exam date and time to be announced later)

Required Text Packet:

1. Smith, Brenda K. *Bridging the Gap: College Reading*, 9th ed, Longman, 2007.
2. *MyReadingLab* Internet Access Card
3. Longman Reader's Journal
4. Webster Handy College Dictionary

Required Materials:

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

Grading:

1. Homework – 20%
2. Quizzes & 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 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 1 _____ 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.

NOTE: Read University Requirements and Options for RDG031 Chart carefully. You must complete all requirements that relate to your THEA or equivalent test score.

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	<p>Students receive a grade (A-F) that does not count toward the SHSU GPA or academic credit hours. To complete RDG 031 successfully, you must fulfill the three requirements below.</p> <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	<p>Students receive a grade (A-F) that does not count toward the SHSU GPA or academic credit hours. To complete RDG 031 successfully, you must fulfill the three requirements below.</p> <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

**Three Hour Class – Once a week
(Tuesday 5:50 – 8:20pm)**

WEEK 1

Class 1 – 8/21

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

H.W.:

Read Ch. 1 – Active Learning, pp. 1-22
Fill in all blanks, pp. 8, 12, & 13
Familiarize yourself with Ex. 1.1, p. 17 and be ready to discuss in class on Tuesday, 8/28
Complete Exs. 1.2 & 1.3 on p. 21-22
Complete MyReadingLab Diagnostic Test and print results for your Reading Binder
Complete MyReadingLab Pre-Test and print results for your Reading Binder
Reading Road Trip 1 – New Orleans, LA/Active Reading Strategies – Complete practice exercises (3) and mastery tests (3)

WEEK 2

Class 2 – 8/28

Collect *HW* and discuss
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”
Introduce Psychology Selection “Critical Period Hypothesis”

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
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
Reading Road Trip 2 – Mt. Rushmore, SD/Memory & Concentration – Complete practice exercises (3) and mastery tests (3)

WEEK 3

Class 3 – 9/4

HW discussion and quizzes on “Superman & Me” and “Critical Period Hypothesis”
Discuss computer skills in “Search the Net,” pp. 31-36
Discuss Concept Preps for Computer Science and Psychology
Introduce Chapter 2 – Vocabulary Power Point (Discuss ideas and do exercises)
Complete Ex. 2.2, 2.3, 2.4, 2.6, 2.7, and 2.8
Introduce Chapter 3 – Reading and Study Strategies Power Point Presentation
Introduce History Selection “Tejanos at the Alamo”
Introduce Sociology Selection “Unity in Diversity”

H.W.:

Complete Ex. 2.5, pp. 70-73, Ex. 2.9 – 2.16, pp. 79-90
Read Chapter 3 – Reading and Study Strategies, pp. 97-115
Complete Ex. 3.1-3.4, pp.101-114
Read History Selection 1 “Madame C. J. Walker,” 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
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 3 – Library of Congress/Washington, D.C./Vocabulary – Complete practice exercise (3) and mastery tests (3)
Reading Road Trip 4 – Grand Canyon, Arizona/Reading Textbooks – Complete practice exercises (3) and mastery tests (3)

WEEK 4

Class 4 – 9/11

HW discussion and quizzes on “Madame C. J. Walker” and “Unity in Diversity”
Discuss Chapter 3 – Reading and Study Strategies (Discuss, expand, and do exercises)
Introduce Chapter 4 – Main Idea Power Point (Discuss, expand, and do exercises)
Complete Ex. 4.1 & 4.2
Introduce Psychology Selection “Monkey Love”
Introduce Short Story Selection “On the Sidewalk, Bleeding”
Introduce and discuss Search the Net

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
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 5 – St. Louis Arches, Missouri/Supporting Details – Complete practice exercises (3) and mastery tests (3)

WEEK 5

Class 5 – 9/18

HW discussion and quiz on “Monkey Love” and “On the Sidewalk, Bleeding”
Chapter 4 – Main Idea (Discuss, expand, and do exercises)
Complete & Discuss Ex. 4.7
Introduce Chapter 12 Test Taking Power Point (Discuss, expand, and do exercises)
Complete Ex. 12.1, pp. 572-574

H.W.:

Read Ch. 4. pp. 175-195
Do Ex. 4.8 – 4.11 pp. 178-194
Reading Road Trip 6 – Maine Woods/ Main Ideas – Complete practice exercises (3) and mastery tests (3)
Reading Road Trip 7 – Hollywood, California/Test Taking – Complete practice exercises (3) and mastery tests (3)
Review Chapter 4 for Main Idea Test

WEEK 6

Class 6 – 9/25

Chapter 4 – Main Idea (Discuss, expand, and do exercises)
Main Idea Test – MultipleChoice
Introduce Criminal Justice Selection 3 “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 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
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
Reading Road Trip 8 – New York Harbor/Patterns of Organization – Complete practice exercises (3) and mastery tests (3)
Print and complete **Midterm Review** from Blackboard Website

WEEK 7

Class 7 – 10/2

HW discussion and quizzes on “Female Police Officers” and “What I Did for Love”
Chapter 5 – Patterns of Organization (Discuss, expand, and do exercises)
Discuss Exs. 5.2 - 54
Introduce History Selection 2 “Women in History”
Discuss Reader’s Journals
Introduce Chapter 11 – Rate Flexibility Power Point (Discuss, expand, and do exercises)
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 9 – Indianapolis Speedway, Indiana/Reading Rate – Complete practice exercises (3) and mastery tests (3)
Complete Midterm Review and **Study** for Midterm

WEEK 8

Class 8 – 10/9

Midterm

Chapter 11 – Rate Flexibility (Discuss, expand, and do exercises)
Introduce Business Selection 3 “Why Is Papa John’s Rolling in the Dough?”

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

WEEK 9

Class 9 – 10/16

Discuss Midterm

HW discussion and quizzes 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”
Introduce Communications Selection 1 “Influence of Magazines”

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
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 (3) and mastery tests (3)
Reading Road Trip 11 – Spring Break in Florida/Outlining & Summarizing – Complete practice exercises (3) and mastery tests (3)

WEEK 10

Class 10 – 10/23

HW discussion and quizzes on “Nutrition, Health, and Stress and quiz on “Influence of Magazines”

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

Complete Ex. 7.1, p. 333, & Ex. 7.3, pp. 335-337

Introduce Short Story Selection “Ah Bah’s Money”

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

Discuss **Inference Test**

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

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 (3) and mastery tests (3)

WEEK 11

Class 1 – 10/30

HW discussion and quizzes on “A Dip in the Pool” and “Learning to Read: Malcolm X”

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

Complete & Discuss Exs. 7.8-7.11

Review Chapter 12 – Test Taking Strategies Power Point

Discuss **Inference Test**

H.W.:

Read Ch. 7, pp. 361-384

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

Review Chapter 12 – Test Taking, pp. 597-622

Study for Inference Test

WEEK 12

Class 1 – 11/6

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

Inference Test – Multiple Choice

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?”

Introduce Communications Selection 2 “Gender Gap in Cyberspace”

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?”

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”

Reading Road Trip 13 – Getty Museum, California/Purpose & Tone – Complete practice exercises (3) and mastery tests (3)

WEEK 13

Class 13 – 11/13

HW discussion and quizzes on “What Is the Quarterlife Crisis?” and “Gender Gap in Cyberspace”

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

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

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

Complete & Discuss Exs. 9.1 & 9.2, pp. 480-484

Introduce Essay Selections 1 & 2: “The Importance of Being Beautiful” and “Study Links Cell Phones to Brain Damage”

H.W.:

Read Ch. 9, pp. 479-506

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

Complete Exs. 9.6 & 9.7, pp. 490-496, and complete “Applying the Four-Step Method for Critical Thinking,” pp. 461-462

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

Complete Preview, Integrate Knowledge, Skill Development, and Check your Comprehension 1-7

Read Essay Selection 2 “Study Links Cellphones to Brain Damage,” pp. 480-484

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 (3) and mastery test (5)

Study for Critical Thinking Test

11/21 - 11/23 - Holiday - Thanksgiving Break

WEEK 14

Class 14 – 11/27

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

Complete & Discuss Ex. 9.8

Critical Thinking Test

Discuss Final Exam

H.W.:

Complete Final Exam Study Guide

Reading Road Trip 15 – Wall Street/Graphics and Visuals – Complete practice exercises (3) and mastery tests (3)

WEEK 15

Class 15 – 12/4

HW discussion and quiz on “Technology and the Environment”

Discuss Exs. 10.5-10.9

Final Exam

Nelson/Denny Test

H.W.:

Study, Study, Study for Final Exams

****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 phones and keep them in your back pack, purse, 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. Please make wise choices. Any unwise choices will result in points being lost and/or you being asked to leave class. I know you will strive for excellence. Working together, we will all learn.

