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

RDG 031.06 – Developmental Reading
(Tuesday & Thursday 12:30 – 1:50pm)

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:
Mr. Wally Barnes
Email: wbb001@shsu.edu
Phone: 936/294-3114
Office: Farrington Office 109

Office Hours:
Mon. Wed. 8:00am – 9:00am & 1:00pm – 5:00pm
Tu. – Th. 8:00am – 9:00am & 3:30pm – 5:00pm
Fri. 8:00am – 9:00am & 11:30am – 2:00pm

Important Class Dates:
First Class Aug. 21
Holiday – Labor Day Sept. 3
Main Idea Test Sept. 20
Mid Term Exam Oct. 4
Inference Test Oct. 25
Critical Thinking Test Nov. 13
Thanksgiving Break Nov. 21 – 23
Nelson/Denny Test Dec. 4
Final Exam Dec. 6
Student/Teacher Conference Dec. 10 – 13

Required Text Packet:
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 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.
<table>
<thead>
<tr>
<th>State Assessment</th>
<th>Score</th>
<th>Eligible Courses</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCUPLACER</td>
<td>Less than 70</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>ASSET</td>
<td>Less than 37</td>
<td></td>
<td>1. Attain a “C” or better in course work</td>
</tr>
<tr>
<td>COMPASS</td>
<td>Less than 73</td>
<td>RDG 031</td>
<td>2. Complete 15 computerized tutorials spending at least 15 hours in the Reading Center,</td>
</tr>
<tr>
<td>THEA</td>
<td>Less than 216</td>
<td></td>
<td>3. Score at least a 10th grade level on Nelson-Denny Reading Comprehension Test.</td>
</tr>
<tr>
<td>ACCUPLACER</td>
<td>70-77</td>
<td>RDG 031</td>
<td>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.</td>
</tr>
<tr>
<td>ASSET</td>
<td>37-40</td>
<td></td>
<td>1. Attain a “C” or better in course work</td>
</tr>
<tr>
<td>COMPASS</td>
<td>73-80</td>
<td></td>
<td>2. Complete 15 computerized tutorials spending at least 15 hours in the Reading Center,</td>
</tr>
<tr>
<td>THEA</td>
<td>216-229</td>
<td></td>
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Tentative Schedule:

15 week semester
90 minute class – Twice a week
(Tuesday & Thursday 2:00 – 3:20pm)

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 and be ready to discuss in class on Thursday, 8/23
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 – 8/23
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
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 – 8/28
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 – 8/30
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 – 9/4
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 3 (continued)

Class 2 – 9/6
\textit{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”
\textbf{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 \textbf{thoughtfully} complete review questions, p. 136
Reading Road Trip 4 – Grand Canyon, Arizona/Reading Textbooks – Complete practice exercises (4) and mastery tests (4)

WEEK 4

Class 1 – 9/11
\textit{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”
\textbf{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 \textbf{thoughtfully} complete review questions, p. 207
Reading Road Trip 5 – St. Louis Arch, Missouri/Supporting Details – Complete practice exercises (4) and mastery tests (4)

Class 2 – 9/13
\textit{HW} discussion and quiz on “Monkey Love”
Chapter 4 – Main Idea (Discuss, expand, and do exercises)
Introduce Short Story Selection “On the Sidewalk, Bleeding”
\textbf{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 \textbf{thoughtfully} complete review questions, p. 220-221
Reading Road Trip 6 – Maine Woods/Main Idea – Complete practice exercises (4) and mastery tests (4)

WEEK 5

Class 1 – 9/18
\textit{HW} discussion and quiz on “On the Sidewalk, Bleeding”
Introduce Chapter 12 Test Taking Power Point (Discuss, expand, and do exercises)
\textbf{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

Class 2 – 9/20
\textbf{Main Idea Test – MultipleChoice}
Introduce Criminal Justice Selection 3 “Female Police Officers”
\textbf{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
WEEK 6

Class 1 – 9/25
 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”  
HW:  
Read Ch. 5, pp. 233-256  
Complete Exs. 5.2 - 5.4, pp. 239-253  
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

Class 2 – 9/27
 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  
HW:  
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

WEEK 7

Class 1 – 10/2
 HW discussion and quiz on “Women in History”  
Introduce Chapter 11 – Rate Flexibility Power Point (Discuss, expand, and do exercises)  
Discuss Midterm Review  
HW:  
Study for Midterm

Class 2 – 10/4
 Midterm  
HW:  
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

Class 1 – 10/9
 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”  
HW:  
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 8 (continued)**

**Class 1 – 10/11**

*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)

**WEEK 9**

**Class 1 – 10/16**

*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

**Class 2 – 10/18**

*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)

**WEEK 10**

**Class 1 – 10/23**

*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*

**Class 2 – 10/25**

*HW* discussion

*Inference Test – Multiple Choice*

*H.W.*:

*NOT TONIGHT!!!
WEEK 11

**Class 1 – 10/30**  
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)

**Class 2 – 11/1**  
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”

WEEK 12

**Class 1 – 11/6**  
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)

**Class 2 – 11/8**  
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
WEEK 13

Class 1 – 11/13
Critical Thinking Test
H.W.: Organize Reading Binder

Class 2 – 11/15
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”
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

THANKSGIVING WEEK

Class 1 – 11/20
Reading Center Time
Binder Development Time

November 21st – 23rd Holiday – Thanksgiving Break

WEEK 14

Class 1 – 11/27
Nelson/Denny Test
H.W.: Work on Final Exam Review

Class 2 – 11/29
H.W discussion and quiz on “Technology and the Environment”
Complete Ex. 10.5-10.9
H.W.: Complete Final Exam Review

WEEK 15

Class 1 – 12/4
Reading Center Time
Binder Development Time
H.W.: Review for Final Exam

Class 2 – 12/6
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.