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:  
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.

<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>
<td></td>
</tr>
</tbody>
</table>
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
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
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?”

*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”
HW: 
Read Ch. 9, pp. 479-506
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, 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
HW:
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
HW:
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.