



RDG360.001 WORD ANALYSIS SKILLS

COURSE SYLLABUS: Summer II 2012

Class Dates/Times: Monday – Wednesday, 9:00 – 12.59 pm in EDS 129

Instructor: Mona McWhorter, M.Ed.

Office Location: TAMUC: Sowers Education South

Office Hours: Monday – Wednesday, 1pm – 2pm or by appointment

Contact Phone: 214-926-3953

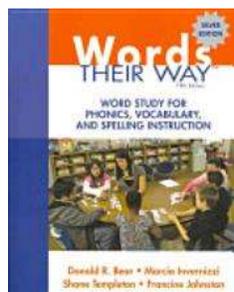
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:



Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 5th edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0-13-703510-6

Optional: Students are encouraged to read widely from other textbooks on Word Analysis skills and study the state adopted material for reading instruction grades K through 6.

Course Description:

RDG 360. Word Analysis Skills: Three semester hours

This course explores word identification within the context of language. The focus of this course is an examination of how to implement TEKS when facilitating children's development of the phonological system through writing. Specific attention is given to strategies that are useful to readers in the areas of word knowledge and word analysis. Prerequisites: ELED 300, RDG 350; minimum overall GPA of 2.50 and passing scores on TASP.

Student Learning Outcomes:**Course Objectives:**

Upon completion of this course, the students should be able to:

1. Demonstrate knowledge of the phonemes of the English language.
2. Demonstrate understanding of all word identification skills useful in decoding unknown words.
3. Demonstrate teaching activities that support the study of word identification skills within the framework of the developmental spelling stages.
4. Identify the stages of spelling development and explain various activities for fostering a child's progress through these stages.
5. Assess a child's orthographic stage.
6. Understand the organization of a class for word study based on orthographic development.
7. Additionally, preservice teachers who successfully complete this course will have extended knowledge and understanding of how the above objectives relate to English Language Learners.
8. Understand the knowledge and use of the English Language Arts standards, competencies and related Essential Knowledge and Skills identified by the Texas Education Association.

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

Standard II. Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard IX. Writing Conventions: Teachers understand conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

RDG 360 course content is aligned with the Texas Essential Knowledge and Skills for Language Arts and Reading for grades K – 6. The specific TEKS headings are:

READING/ Beginning Reading Skills/ Print Awareness/ Phonological Awareness/ Phonics/ Vocabulary Development

ORAL AND WRITTEN CONVENTIONS/ Conventions/ Handwriting, Capitalization, and Punctuation/ Spelling

The critical components of THE STANDARDS that can be measured with an examination are known as the TEXES COMPETENCIES. While Competencies 001 Oral Language, 004 Literacy Development and Practice, 008 Writing Conventions, and 012 Assessment of Developing Literacy will be studied during this course the competencies that are aligned specifically and primarily with this course and the related Texas Essential Knowledge and Skills are:

Competency 002: (Phonological and Phonemic Awareness). The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Competency 003: (Alphabetic Principle). The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 005: (Word analysis and identification skills). The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Related to Competency 007 (Reading Comprehension and Applications) The beginning teacher: B. Knows how to provide instruction to help students increase their reading vocabulary. C. Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).

Related to Competency 009 (Writing Conventions). The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Course Overview:

This course is designated as a lecture course by the Curriculum and Instruction Department; however, there will be a variety of presentation methods to include: modeling instruction, group activities with instructor materials, group activities with student made materials, films, word sorting activities for guided practice and implementation of course content, and as appropriate lecture type instruction. Student's questions and reflections upon their study are encouraged. The course textbook was selected because of the strong match between text and course content. It is informative and a very useful resource. Students are expected to read carefully and study the required textbook. The RDG 360 handbook prepared by Dr. Raine is not required but it will be implemented as supplemental resources during the course study.

Requirements and Activities:

Congratulations on your progress in your education! This is an exciting opportunity. You are preparing for an important profession and there are certain expectations for your continuing success.

1. Attendance / Participation – 50 points (8.3%)

You are expected to attend all class meetings, behave professionally, and actively participate as appropriate in class discussions and/or group activities. Your attendance and participation is expected at each scheduled class. Perfect attendance is worth 50 total points.

Students should contact the instructor by e-mail when there is an emergency absence. Medical excuses from doctors will mitigate the attendance point reductions. Students are responsible to contact a fellow classmate to review information missed while absent.

2. Reading Assignments / Class Assignments – 50 points (8.3%)

Read the required textbook and any other assigned course materials. Study outside of class is necessary and expected. You are in control of your positive attitude and desire to learn the skills needed to become a primary grade teacher. Often it is a great help to students to form study groups. All assignments must be turned in during class on the due date.

3. Word Sort/Word Games – 150 points (25%)

There are activities to develop teaching skills for each developmental stage at the end of the textbook *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* Chapters 4, 5, 6, 7, and 8. Construct one of the word sort/word games from each of the chapters. The word sort/word game will be demonstrated and evaluated during class. Take the information and directions from the text and produce an effective instructional activity. There is a total of five constructed word sort/word game activities, worth 20 points each.

A second activity is to be chosen from each chapter to be explained to the other students in a group setting. The second activity does not require construction. The second activity is an additional opportunity to share more of the word sort/game activities in the textbook. The second activity is worth 10 points each.

Both word sort/word game activities will not be accepted at any time other than the scheduled due date.

4. Phonics Booklet – 25 points (4.2%)

A student phonics booklet will be constructed using the textbook *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* and other class phonics handouts. It is essential that teachers have a comprehensive understanding of phonics as background to effective word analysis instruction. This student booklet is worth 25 points. The Phonics booklet will not be accepted at any time other than the scheduled due date.

5. Administer Spelling Inventory – 25 points (4.2%)

Review textbook *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* for the Spelling Inventories in Chapter 2, 24 - 51. The Primary Spelling Inventory (PSI) is available on page 315, the Elementary Spelling Inventory (ESI) is on page 319, and the Upper-Level Spelling Inventory is on page 322. Administer the appropriate spelling

inventory -- PSI, ESI, or USI -- to a child any age from 5 years to 11 years old and bring to class on the scheduled due date. Also, bring a copy of the spelling inventory pages 316, 320, and 323-324. In a workshop activity, students will use the spelling test to learn how to evaluate the child’s developmental stage in spelling. The spelling inventory will be worth 25 points. The spelling test and PSI/ESI/USI inventory will not be accepted at any time other than the scheduled due date.

6. Mid-Term Exam and Final Exam – 300 points (50%)

There will be two exams (150 points each) to assess your knowledge of word analysis, phonics, and the different developmental stages of students as they progress in their literacy learning and orthographic development. Exams are scheduled to be taken in class on the due date.

Methods of Student Evaluation/Assessment of Student Outcomes/Grading Scale

Preservice teachers must acquire knowledge of essential skills for teaching word analysis by demonstrating content knowledge on objective exams and on word analysis activities in class and through assignments. All exam questions will be developed from the course content presented in class and/or in the required textbook. Students who attend and are active learners during class and follow the suggestions for self-study of the text, handouts, and class notes outside of class greatly enhance their learning and are successful. Knowledge of the RDG 360 course content is expected by the Texas Education Agency of all pre-Kindergarten through 6th grade teachers.

At the completion of the course, grades will be based upon the achieved of the total 600 points:

<u>Performance Evaluation</u>	<u>Points</u>
Attendance/Participation	50
Reading Assignments/Class Assignments	50
Word Sorts/Games -Chapters 4, 5, 6, 7, 8	150
Mid-Term Exam I, Final Exam	300
Spelling Inventory (PSI, ESI, USI)	25
Phonics Book	25
 Total	 600

Add the total of points that you have received throughout the semester and divide that number by the total of the points possible at that time and you will have your average. A=90-100%. B=80-89.5%. C=70-79.5%. D=60-69.5%. F=60% and below.

TECHNOLOGY REQUIREMENTS

Texas Educator Certification. Texas Examinations of Educator Standards (TExES) review and practice materials are found online. See the sample test pages 28 – 68 from the Preparation Manual 117 English Language Arts and Reading 4-8. There are 37 sample items which deal with Reading Language Arts and most of them at the elementary level.

The state encourages students to self study independently (not part of course credit) in preparation for the TExES. This assignment will give students the advantage of early intervention in preparation for successful performance on the TExES 191 Generalist EC-6.

Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course. Office hours are available by appointment or within the scheduled timeframes.

MyLeo: As a student, your email account is through MyLeo. Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information.

eCollege: eCollege will be used for the 2012 RDG 360.001 Summer II course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

You are preparing for an exciting career in a profession that approves a high standard of personal integrity, honesty and positive attitude. You are expected to study to increase knowledge of effective teaching strategies, use standard English in spoken and written communication, and demonstrate emotional and social maturity. Behavior during class should show respect to the instructor and fellow classmates. Visiting in class when instruction is occurring, use of cell phones or computers, and doing home work from other classes will negatively affect your understanding and interfere with the learning of other students; therefore, this should not be occurring. Also, students are expected to remain in the classroom during the class period.

University Specific Procedures:

ADA Statement

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services, Texas A&M University-Commerce
Gee Library, Room 132, Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148**

StudentDisabilityServices@tamu-commerce.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

TENATIVE COURSE OUTLINE / CALENDAR			
Date	General Topics	Reading Assignments for class	Assignments / Projects / Exam
Week 1 July 9	<p>Introductions Syllabus and Expectations Preview Textbook Cueing System of the English Language</p> <p>Chapter 1 Developmental Word Knowledge</p> <p>Introduce Study of Phonics</p> <p>Rubric development</p>	Read Chapter 1, pp. 1-23	<p>Chapter 1 Scavenger Hunt Activity and Vocabulary</p> <p>Develop rubric for Word Sorts/Word Games and Phonics Booklet</p>
July 11	<p>Chapter 3 Organizing for Word Study: Principles and Practices</p> <p>Study of Phonics – General Rules</p> <p>Model Word Sort/Word Game -</p>	<p>Read Chapter 3. pp. 53-91</p> <p>Preview Appendices B, C, D, E, and F pp. 236-396</p>	Chapter 3 Question Generation Activity and Vocabulary Phonics booklet
Week 2 July 16	<p>Chapter 4 Word Study for Learners in the Emergent Stage</p> <p>Study of Phonics - Consonants</p> <p>Emergent Learner Word Sort / Word Game</p>	<p>Read Chapter 4, 93-122</p> <p>Chapter 4 Word Sort/Word Games, pp. 122-146</p>	<p>Chapter 4 Emergent Learner Activity and Vocabulary Phonics booklet</p> <p>Chapter 4 Word Sorts (2) due July 16</p>
July 18	<p>Chapter 5 Beginners in the Letter Name – Alphabetic Stage</p> <p>Beginner Learner Word Sort / Word Game</p> <p>Study of Phonics – Consonants</p>	<p>Read Chapter 5, pp. 149-176</p> <p>Chapter 5 Word Sorts / Word Games, pp. 177-196</p>	<p>Chapter 5 Beginner Learner Activity and Vocabulary Phonics booklet</p> <p>Chapter 5 Word Sorts (2) due July 18</p>
Week 3 July 23	<p>Review of Chapter 1 – 3 – 4 – 5, Phonics, and Vocabulary</p> <p>Study of Phonics – Vowels</p>	Phonics Book	MID- TERM EXAM

July 25	<p>Chapter 6 Word Study for Transitional Learners in the Within Word Pattern Stage</p> <p>Transitional Learner Word Sort / Word Game</p> <p>Study of Phonics – Vowels</p>	<p>Read Chapter 6, pp. 199 – 224</p> <p>Chapter 6 Word Sorts / Word Games, pp. 225 - 238</p>	<p>Chapter 6 Transitional Learner Activity and Vocabulary Phonics booklet</p> <p>Chapter 6 Word Sorts (2) due July 25</p>
<p>Week 4 July 30</p>	<p>Chapter 7 Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage</p> <p>Intermediate Learner Word Sort / Word Game</p> <p>Study of Phonics – Vowels</p>	<p>Read Chapter 7, pp. 241 – 261</p> <p>Chapter 7 Word Sorts / Word Games, pp.261 - 270</p>	<p>Chapter 7 Intermediate Learner Activity and Vocabulary Phonics booklet</p> <p>Chapter 7 Word Sorts (2) due July 30</p>
August 1	<p>Chapter 8 Word Study for Advanced Readers and Writers: The Derivational Relations Stage</p> <p>Advanced Learner Word Sorts / Word Games</p> <p>Study of Phonics</p>	<p>Read Chapter 8, pp. 273 – 294</p> <p>Chapter 8 Word Sorts / Word Games, pp. 294 – 309</p>	<p>Chapter 9 Advanced Learner Activity and Vocabulary Phonics booklet</p> <p>Chapter 8 Word Sorts (2) due August 1</p>
<p>Week 5 August 6</p>	<p>Chapter 2 Getting Started: The Assessment of Orthographic Development</p> <p>Spelling Inventory Workshop</p> <p>Review Chapters 6 – 7– 8 – 2, Phonics, and all vocabulary</p>	<p>Read Chapter 2, pp. 25-51</p> <p>Spelling Inventories on pp. 315-316 (PSI), 319-320, and (USI) 322-324</p>	<p>Spelling Inventory due August 6</p> <p>Phonics Booklet due August 6</p>
August 8			FINAL EXAM