Instructor: Susan Williams
Office Location: Metroplex Room Suite 600
Office Hours: Tuesday and Thursday 9:00-3:00 or by appointment
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Office Fax: 972-613-7566
  • University Email Address: susan.williams@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

ON-LINE RESOURCES:
  • Language Arts TEKS available on-line at http://www.tea.state.tx.us/teks/
  • English Language Arts and Reading (EC-6, ML & SE) Standards available at http://www.sbec.state.tx.us/

Course Description:
This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. Fifteen hours of lab will provide time for field observations of children and teachers to connect theory with actual practice. The focus of this course is an examination of how TEKS can be implemented with basal readers, trade books, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies. Prerequisites: ELED 300, RDG 350; minimum overall GPA of 2.50 and passing scores on TASP.

Student Learning Outcomes:
During the course of RDG 370, participants will be able to
  • Select and plan appropriate comprehension reading strategies for diverse elementary students to include ESL learners.
  • Integrate appropriate children’s literature into reading comprehension lessons
  • Observe and analyze experienced teachers’ methods for ensuring comprehension and assess student learning.
  • Develop a variety of comprehension strategies to use for a variety of reading difficulties.
  • Analyze current basal readers to determine how reading and writing comprehension can be taught
• Provide additional artifacts for their professional portfolio which will indicate growth in the five Teaching Proficiencies.

COURSE REQUIREMENTS

Conceptual Objectives: (Supported through TEKS and TExES Standards)
This course will focus on the teacher knowledge and applications as supported by the following Standards:

• **Standard VI.** Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.

• **Standard VII.** Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

• **Standard VIII.** Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

• **Standard IX.** Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.

Attention will also be paid to the Pedagogy and Professional Responsibilities Standards:

• **Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

• **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

• **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

• **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

1. Attendance:

• **Attendance is required** and is essential to your success in this class. Participants are expected to be on time and to actively and constructively participate. Your participation will impact your grade, particularly if you're on the borderline of a grade. Contact the instructor (via email) if you anticipate an absence. If you miss more than 2 classes, your grade may be lowered. If you miss more than 3 classes, you may fail the course. Remember: Class activities and group discussions cannot be made up; therefore, reinforcing the idea that attendance is important!

• Missed Class: In the event of a missed class, you are responsible for obtaining class materials/assignments/notes and being prepared for the next class meeting. I will not bring additional copies of handouts from previous classes; therefore, it is your responsibility to get the necessary materials and assignments from a designated class member. Select a buddy and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to collect all handouts for you and to explain any class materials/assignments/notes; however, it is your responsibility to contact your buddy for this information.
2. Professionalism:

- Demonstrate professionalism by: (a) attending **ALL** classes, (b) paying attention, (c) participating actively and constructively, (d) being responsible and prepared, (e) being an equal partner in group work, (f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form), and following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline (pg 38-39) in the student’s guidebook. Your grade will be adjusted based upon these criteria (see grading section).

- All students enrolled at the University **WILL** follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student’s Guide Handbook, Policies and Procedures, Conduct). **If you display disruptive behavior, you may be asked to leave class and/or drop the class.**

- **Cell phones/IPODs** must be turned off during class time. If you are expecting an emergency call, let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone rings, pick it up and leave the room.

- **Leaving During Class:** This is not acceptable behavior, as you are here to learn. When you are gone from class, you are missing both the lecture and the class discussion. If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a **timely manner** with you returning to class quietly and quickly.

3. Written Assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE PERFECT**. Begin that practice now! Therefore, if you need extra help, the writing center in the Hall of Languages, Room 103 (903-886-5280) can assist you. **Written Assignments should be:**

  * double spaced
  * 1” top and left side margins, 1” bottom and right side margins
  * 12 point font size
  * referenced in APA 6th edition style (see course text)
  * revised for clarity and meaning
  * edited for accuracy in grammar and mechanics
  * saved on computer disk or copied on paper for your records
Grading

1. Attendance/Participation: (200 pts. total)

Daily Attendance Points: (100 pts.)
- 10 points - Punctual, on-time, there before class begins and is there for the whole time
- 8 points - Comes in just as class is starting and is there for the whole time
- 6 points - up to 10 minutes late or leaves 15 minutes early
- 4 points - more than 15 minutes late or leaves more than 15 minutes early
- 0 points – no attendance

Daily Participation Points: (100 pts.)
- 10 points = active participation in small and whole group;
- 8 points = active participation in small group or whole group;
- 6 points = some participation in small or whole group;
- 4 points = just listened today;
- 0 points = no attendance.

2. Group Presentation: (200 pts.)
Each group will present a mini-lesson to participants that has something to do with teaching reading. There are many possibilities that can be explored. As a whole group, we will explore the many different options. Students will decide on a topic and that will set up the groups. There will be time in class to work on this project. There will be a rubric to follow and also a self and group reflection.

3. Strategy notebook: (50 pts.)
Your Strategy Notebook will provide a way to keep the strategies you glean from this course and have them available for future use.

4. Annotated Bibliography: (200 pts.)
You will bring children’s literature to class that you will read (entire reading should take less than 5 minutes). We will discuss a variety of ways to use different genres in the classroom and you will develop an annotated bibliography based on books read. Your annotated bibliography should contain no less than 50 books. You must turn this assignment in with a completed self-evaluation form. Failure to complete and turn in the self-evaluation form will result in a 25 point deduction.

5. Read Aloud using various genres: (100 pts.)
Use either a Narrative or Expository/informational book for your read aloud. Remember to do the before, during, after, reading along strategies while you are reading the book.

Reflection Questions (used for both trade book and informational text reading) are due the class period after you complete your read-aloud in class. Failure to turn in reflection questions on the class period after you complete your read-aloud will result in a 50 point deduction. Read Aloud Self-Evaluation:
1. What was the name of the text, author, and illustrator?
2. What did you learn about students during this read aloud?
3. What did you learn about helping students understand the story?
4. How did this activity go? What would you do the same? What would you do differently?
5. What else did you observe that you felt you needed to discuss, good or bad?
6. Literature Circles (100 pts.)

We will have quite a bit of discussion on literature circles and then there will be different articles to choose from and this will set up groups for an online discussion. Each group will set up their own rubric that will add up to 100 points. Groups will set deadlines and guidelines. A self-reflection and group reflection will also be completed.

7. Tests: (300 pts.)

Three tests (100 pts. each, for a total of 300 points)

8. Guided Reading Lesson (100 pts)

You will prepare a guided reading lesson and present it to your group. Instructions will be given based on learning within our class. You must present to your group for full credit.

*****SPECIAL NOTE: ALL ASSIGNMENTS MUST BE TURNED IN DURING CLASS ON THE DUE DATE. If you fail to do this 50% of your points will be deducted from the total points. If it is two days or more late you will receive NO credit.
NO EXCEPTIONS.

Keep in mind, if you are absent and do not turn in your assignment you will loose 50% of your points if it is not turned in on the due date. If it is not turned in on the second day you will receive NO credit.

*****IF YOU FIND YOURSELF SICK ON THE DAY OF A TEST YOU MUST HAVE A NOTE FROM YOUR DOCTOR FOR YOUR ABSENCE TO BE EXCUSED. IF YOU HAVE A NOTE YOU WILL TAKE THE TEST IMMEDIATELY AFTER THE NEXT CLASS PERIOD.

COURSE EVALUATION:
1250-1000 points = A
999-749 points = B
748-498 points = C
497-247 points = D
< 247 points = F

TECHNOLOGY REQUIREMENTS

Internet connection – high speed recommended (not dial-up)
Word Processor (Microsoft Office Word – 2003 or 2007)
Access to University Library site
Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

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**ACCESS AND NAVIGATION**

Course Concerns: If you have questions pertaining to the content of this course or field experiences, please contact your liaison or Susan Williams (Susan.Williams@tamu-commerce.edu) or (972-882-7533)

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**COMMUNICATION AND SUPPORT**

Interaction with Instructor Statement:

1. Attendance—on time—at all university seminars, campus assigned days, school/university meetings, and staff development.
2. Professionalism at the highest level to be demonstrated at all school and university functions. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during class and on assignments.

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**COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**Course Specific Procedures:**

- **Citizenship:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct)
- **Late Work:** Late work is not accepted. You will have plenty of notification of due dates.
- **Plagiarism:** Plagiarism will not be tolerated and will result in an automatic F in the course.
- **Scholarly Expectations** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor.

**University Specific Procedures:**

- **ADA Statement**

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:
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).