RDG 350.001 Reading and Literacy I  
M/W 8:00am – 9:15am  
COURSE SYLLABUS: Fall 2012

Instructor: Heidi Vanessa Burbano  
Office Location: TBA  
Office Hours: By appointment only  
Office Phone: 469-688-7539 (cell)  
Office Fax: 903-886-5581  
University Email Address: hburbano@leomail.tamuc.edu

COURSE INFORMATION

Required Textbooks:

  • You will use this book for RDG 350 and RDG 370

Spiral Notebook (at least 100 pages)  
  • Please bring to class everyday!

Recommended Textbooks:

  • You will use this book for RDG 370.

Course Description:  
This course introduces the theoretical foundations of reading and explores how reading, literacy and cognitive processes are developed. An examination of teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, spelling and comprehension are included. This course includes a 15-hour
observation requirement that will acquaint you with public school reading instruction. Prerequisites: Minimum GPA 2.5 and passing scores on THEA – Texas Higher Education Assessment. These requirements align with the NCLB Act of 2001 which states that all teachers will be highly qualified and knowledgeable.

Student Learning Outcomes:
Pre-service teachers who successfully complete the course will have demonstrated understanding of how the below objectives relate to L1 and L2 students.

- a general understanding of the nature of supporting English Language Arts learning in a meaning centered classroom and as described in TEKS
- knowledge of a range of effective strategies, processes, and techniques for supporting children's communication development (thinking, reading, writing, speaking, listening, viewing, and performing)
- knowledge of specific abilities that must be developed in readers to comprehend printed text
- knowledge of a range of print genres and opportunities for integration
- knowledge of a range of children's trade books and other media to enhance literacy experiences
- knowledge of phonetic, semantic, and syntactic cueing systems and how readers use them
- increased understanding of authentic learning environments and the difference between isolated activities and learning experience
- knowledge of some aspects of evaluation and assessment, particularly the use of portfolios and observational accounts of children's reading events
- increased understanding of themselves as readers, writers, speakers, listeners, spellers, viewers, and producers of non-print forms of communication
- increased understanding of the home/school connection and children’s “funds of knowledge”
- increased understanding of inquiry-based classrooms

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 I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
- **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 IV. Literacy Development and Practice**: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

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

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

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

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

- **Standard X. Assessment and Instruction of Developing Literacy**: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

- **Standard XII. Viewing and Representing**: Teachers understand how to interpret, analyze, evaluate, and produce.

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.

### COURSE REQUIREMENTS

1. **Professionalism and Active Participation (300 points)**
   a. RDG 350.001 class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities.
   - 0-1 absences 300 points
   - 2 absences 260 points
   - 3-4 absences 210 points
   - 5+ absences 140 points
   
   **Due Date: Ongoing**

2. **Personal Literacy History (50 points)**
   a. You will write an essay recalling your memories of learning to read and how **YOU** define literacy. We will discuss and brainstorm in class.

3. **New Perspective of Literacy (50 points)**
   a. You will write an essay describing how your definition of literacy has changed based upon class discussions and learning opportunities.

4. **Handwriting Activity (100 points)**
   a. In order to demonstrate you mastery of print and cursive, you will turn in a sample of ABC print handwriting and ABC cursive handwriting using 3 different mediums (for example: handwriting paper, blank paper, etc).

5. **Literature Circles (200 points)**
   a. Literature Circles provide another avenue to use and apply textbook reading. Students will complete reading comprehension
strategies/activity sheets (provided by the instructor) for assigned readings. Students will discuss reading assignments in small groups.

6. 3 to 5 RDG 350 course activities (300 to 500 points)
   a. You will be assigned several planned informal course related activities based on course interactions. The course activities will reinforce course learnings. There activities will be assigned based on class needs.
   Due dates: Assigned as needed throughout the semester.

7. Electronic Literacy Strategy Notebook (100 points)
   a. Compile a notebook of strategies you believe are most helpful for teaching literacy in your classroom. Instructions for this assignment will be provided in class.

8. 2 tests (2@ 100 points/each points a total of 200 points)
   a. Tentative date for test 1: TBA
   b. Tentative date for test 2: TBA

9. Comprehensive Final (200 points)
   a. Following TAMU-Commerce Course Final Schedule:

<table>
<thead>
<tr>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Professionalism/Participation</td>
<td>300 points</td>
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<tr>
<td>Personal Literacy history</td>
<td>50 points</td>
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<tr>
<td>New Perspective of Literacy</td>
<td>50 points</td>
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<tr>
<td>Handwriting Activity</td>
<td>100 points</td>
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<tr>
<td>Literature Circles</td>
<td>200 points</td>
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<td>3 to 5 RDG 350 course activities</td>
<td>300 to 500 points</td>
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<td>Literacy strategy notebook</td>
<td>100 points</td>
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<td>Test 1</td>
<td>100 points</td>
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<td>Test 2</td>
<td>100 points</td>
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<tr>
<td>Comprehensive Final</td>
<td>200 points</td>
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<tr>
<td>Total points</td>
<td>1500 to 1700 points</td>
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Grading Scale
A=1350-1500 (or 1530-1700)
B=1199-1349 (or 1360-1539)
COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
Field Experience: 15 hours of observation in public school classrooms are required during the semester. Remember, when you begin your field placement, dress and act professionally. If the district has a dress code for their faculty, dress accordingly. You are representing the university and yourself during this time, so please meet your commitment and be on time. You may want to work for this district and you do not want to show them that you are not serious or professional, as they will remember. As you observe, watch for connections with our Reading 350 class, text, and literacy procedures and strategies.

The deadline for this application is TBA. There are no exceptions so make sure that you take care of this in a timely manner. You cannot pass Reading 350 without fulfilling this requirement!

Professionalism: You will be evaluated on your growth in becoming a professional teacher. Professionalism will be discussed in class. See Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form), and Code of student conduct can be found under discipline (pg 38-39) in the student's guidebook for additional information.

PROFESSIONALISM:

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. Respect
   - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
   - When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
   - Show courtesy.
• In interpreting others’ comments, we should be fair-minded and understanding.

2. Comfort
• Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
• I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
• No question is stupid! We all learn at different paces and by asking questions.

3. Honesty
• You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.

Remember: You need to come prepared to class. For every 3 credit hour course you take, you are expected to spend 2 to 3 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 12 to 15 hours on homework. Thus, you need to plan according.

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:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services
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).

2. 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). If you display disruptive behavior, you may be asked to leave class and/or drop the class.

3. Financial Aid Support: You will be dropped from class if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans. You may want to check in to this by contacting the Bursar’s Office for more details.

4. 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. It is available to you 24/7 at https://leomail.tamuc.edu/login.aspx.
# TENTATIVE Course Calendar – RDG 350.01S
(August 27 – October 1)
Fall 2012

ILT = Instructor-led topic
Additional reading may be required by professor

<table>
<thead>
<tr>
<th>Date:</th>
<th>Topic/Focus:</th>
<th>Reading Assignment For Next Class:</th>
<th>Assignment Due:</th>
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<tbody>
<tr>
<td>Aug 27 Mon.</td>
<td>Welcome; Introductions; Review course syllabus &amp; calendar; Discuss reading</td>
<td>Chapter 2: Helping Students Build a System for Processing a variety of Text</td>
<td>Aug 29 - Reading strategy sheet for Chp. 2</td>
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<tr>
<td>Week 1</td>
<td>strategies &amp; Literature Circles</td>
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<td>Aug 29 Wed.</td>
<td>Literature Circle for chp. 2; Discuss “What is literacy?” “How did you learn</td>
<td>Recall &amp; Reflect on personal experiences of learning to read</td>
<td>Sept 5 - Essay: How did you learn to read? What is literacy?</td>
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<td>Week 1</td>
<td>to read?” Discuss essay assignment</td>
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<td>Sept 3 Mon.</td>
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<td>Week 2</td>
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<td>No school/ Labor</td>
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<td>Sept 5 Wed.</td>
<td>Reading Processing Discuss personal essays; ILT (what is literacy?); Introduce</td>
<td>Chapter 4: Helping Students Develop Systems of Strategic Actions to Sustain</td>
<td>Sept 10 – Reading Strategy sheet for chps. 4 &amp; 6</td>
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<td>Week 2</td>
<td>strategy sheet for Chps. 4 &amp; 6</td>
<td>Processing Chapter 6: Understanding the Fluent Reader</td>
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<td>Sept 10 Mon</td>
<td>Continue from previous day</td>
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<td>Week 3</td>
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<td>Chapter 5: Thinking before Reading/Expanding Thinking during Reading/Thinking after Reading (Helping students develop strategic actions to sustain processing)</td>
<td>Sept 17 – Reading Strategy sheet for Chap 5.</td>
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<tr>
<td>Sept 12 Wed</td>
<td>Developing Strategic Actions Literature Circle for chps. 4 &amp; 6; Discuss electronic strategy notebook assignment; Introduce reading strategy sheet for Chp. 5.</td>
<td>Chapter 5: Thinking before Reading/Expanding Thinking during Reading/Thinking after Reading (Helping students develop strategic actions to sustain processing)</td>
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<td>Week 3</td>
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<td>Sept 17 Mon</td>
<td>Thinking Across a Variety of Genres Literature Circles for Chap 5; ILT (Approaches to literacy); Introduce reading strategy sheet for Chapter 5</td>
<td>Chapter 11: Reading/Expanding Thinking during Reading/Thinking after Reading (Supporting thinking across a variety of genres)</td>
<td>Sept 19 – Reading Strategy sheet for Chap 11.</td>
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<td>Week 4</td>
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<td>Sept 19 Wed</td>
<td>Literature Circles for Chapt 11; Discuss course activity #1; Review for Exam 1</td>
<td>Study for Test: chapters 2, 4, 5, 6, 11 and class notes</td>
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<td>Week 4</td>
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<td>Sept 24 Mon</td>
<td>Test #1</td>
<td>Chapters 10 &amp; 13: High Quality Texts (Create your own reading strategy sheet(s))</td>
<td>Sept 26 – Self-created reading strategy sheet(s) for chps. 10 &amp; 13.</td>
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<td>Week 5</td>
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<td>Sept 26 Wed</td>
<td>High Quality Texts Literature Circles for chaps. 10 &amp; 13; Introduce strategy</td>
<td>Chapter 30: Fluency</td>
<td>Mon Oct 1 - Course Activity #1</td>
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<td>Week 5</td>
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<td>sheet for chap. 30</td>
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