RDG 350.003 Reading and Literacy I  
COURSE SYLLABUS: Fall 2012

**Instructor:** Cathy Garner  
**Office Location:** EDS 131  
**Office Hours:** TBA  
**Cell Phone:** 903-217-3577  
**Email Address:** garnerc@greenvilleisd.com

**COURSE INFORMATION**

**Required Textbooks:**  
- You will use this book for RDG 350 and 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**  
**Content Knowledge:**  
Pre-service teachers who successfully complete the course will have demonstrated understanding of how the below objectives relate to L1 and L2 students.  
- Define of reading, writing, and literacy  
- Understand 4 models of reading  
  - Bottom-up, top-down, transactional, and interactive  
- Define 4 types of reading (reading aloud, share reading, guided reading, and independent reading)  
- Define 4 types of writing (writing aloud, shared writing, guided writing, and independent writing)  
- Define 4 types of readers (emergent, early, transitional, and fluent)  
- 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 literacy assessments for each type of reader
• Knowledge of literacy instruction with each type of reader
• Increased understanding of authentic learning environments and the difference between isolated activities and learning experience
• increased understanding of the home/school connection and children’s “funds of knowledge”
• increased understanding of inquiry-based classrooms

Technology skills development
• Basic understanding of Web 2.0 Tools
• Apply Web 2.0 tools for organizational projects

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/Attendance (20 points)**
   a. RDG 350.003 class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities.
      • 1 absence – 9 points
      • 2 absences – 7 points
      • 3-4 absences - 5 points
      • 5+ absences - 3 points
   
   **Due Date:** Ongoing

2. **Learning History (5 points)**
   a. You will write an essay recalling your memories of learning in schools, especially recalling memories of learning to read. We will discuss in-class.
   
   **Due dates:** Brainstorming due: Tuesday, Sept. 4; Final copy due: Tuesday, Sept. 11.

3. **Handwriting Activity (5 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).
   
   **Due Date:** Oct. 2.

4. **Invitations Project (10 points)**
   a. Literature Circles provide another avenue to use and apply textbook reading. Assignment sheet will be given in class.
   
   **Due Date:** Ongoing

5. **5 RDG 350 course activities (10 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.**

6. **Strategy Notebook (10 points)**  
Your Strategy Notebook will provide a way to keep the strategies you glean from this course and have them available for future use. Headings should be organized by National Reading Panel’s Big Five.  
1. Phonemic Awareness  
2. Phonics  
3. Vocabulary  
4. Fluency  
5. Comprehension  

**Due date: TBA**

7. **1 test (10 points)**  
   a. Tentative date for test 1: **TBA**

8. **Field Experience (10 points)**  
   a. You will keep notes of your 15 hours of field observations and complete a final reflection of your experiences that will be turned in along with documentation and evaluation from your mentor teacher. (The format will be provided for you).

**Due Date: TBA**

9. **Comprehensive Final (20 points)**  
   a. Following TAMU-Commerce Course Final Schedule: **FINAL: TBA**

**Grading Scale:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism/Participation/Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Learning History</td>
<td>5</td>
</tr>
<tr>
<td>Handwriting Activity</td>
<td>5</td>
</tr>
<tr>
<td>Invitations Projects</td>
<td>10</td>
</tr>
<tr>
<td>5 RDG 350 Course Activities</td>
<td>10</td>
</tr>
<tr>
<td>Strategy Notebook</td>
<td>10</td>
</tr>
<tr>
<td>Test 1</td>
<td>10</td>
</tr>
<tr>
<td>Field Experience/Reflection</td>
<td>10</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading Scale:  
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 0-59
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.

LATE WORK:
Late work as a rule will not be accepted as expectations and dates have been provided at the beginning of the semester. Late work acceptance is at the discretion of the instructor and will not be subject to full credit. Points will be deducted for any and all late work if accepted.

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://leo.tamu-commerce.edu/login.aspx](https://leo.tamu-commerce.edu/login.aspx).

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Content</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of August 28</td>
<td>Introductions, course observations, learning history assignment, overview of course Invitations project Approaches to teaching literacy</td>
<td>A weekly/monthly course reading schedule will be provided in class.</td>
</tr>
<tr>
<td>Week of September 4</td>
<td>Approaches to teaching literacy, models of literacy Types of readers, types of reading, types of writing, oral language, handwriting, technology, and writing process</td>
<td></td>
</tr>
<tr>
<td>Week of September 11</td>
<td>Writing Process Types of readers, types of reading, types of writing, oral language, handwriting, technology, and writing process</td>
<td></td>
</tr>
<tr>
<td>Week of September 18</td>
<td>Emergent readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
<td></td>
</tr>
<tr>
<td>Week of September 25</td>
<td>Emergent readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
<td></td>
</tr>
<tr>
<td>Week of October 2</td>
<td>Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
<td></td>
</tr>
<tr>
<td>Week of October 9</td>
<td>Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
<td></td>
</tr>
<tr>
<td>Week of October 16</td>
<td>Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
<td></td>
</tr>
<tr>
<td>Week of October 23</td>
<td>Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing)</td>
<td></td>
</tr>
<tr>
<td>Week of October 30</td>
<td>Transitional readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
<td></td>
</tr>
<tr>
<td>Week of November 6</td>
<td>Transitional readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Week of November 13</td>
<td>Transitional readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
<td></td>
</tr>
<tr>
<td>Week of November 27</td>
<td>Creating literacy programs in your classrooms</td>
<td></td>
</tr>
<tr>
<td>Week of December 4</td>
<td>Review for Final</td>
<td></td>
</tr>
<tr>
<td>Week of December 11</td>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>