RDG 448.712 Syllabus
Planning and Organization of Literacy Instruction throughout the Curriculum: An Internship Field-Based Course

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COURSE SYLLABUS: Fall 2012

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:


Optional:

Course Description: Prospective teachers are to acquire knowledge, skill, and ability to teach EC-6 learners to interact with and use both teacher-directed and reader-based strategies to comprehend expository text, particularly social studies and science materials. Emphasis is on developing effective instructional strategies through the integration of teaching and technology. There will be attention given to classroom organization and groupings of children to facilitate the further development of literacy skills.

Student Learning Outcomes:
1. Students will have developed a wide variety of literacy strategies for use with children.
2. Students will be able to use teacher-directed and reader-based strategies to comprehend expository text.
3. Students will have developed and integrated technology into effective instructional strategies.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments
Instructional methods used in this course will be lectures, internet researches, displays and presentations of thematic units, classroom applications of Standards 1-12, and student presentations of integration of those standards.

Course Requirements and Grading (subject to change):
Intern Observations (Student Writing Sample)…………………………………………………………50 points
Internet Research Project………………………………………………………50 points
Binder with terms/handouts…………………………………………………………50 points
Language Arts/Reading in the Thematic Unit……………………………………………..60 points
Total Possible:……………………………………………………………………………….. 210 points
Note: 10 points will be deducted for any missed class, and points will be deducted for late arrival to class. Many activities will be conducted during class, and only those students present at the time will receive the points assigned to the activities.

TECHNOLOGY REQUIREMENTS

Students will be expected to create, exhibit, and present a three-to-five day thematic unit integrating books, materials, children’s work, and technology. Students will also be expected to research and present current internet articles in the field of literacy.

ACCESS AND NAVIGATION

This course utilizes eCollege for access by the students with both the course syllabus and course outline.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:
The instructor of this course will be available to students before, during, and after classes and through e-mail. Information for this purpose is included in the syllabus heading.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures and Objective: Students will be able to comprehend and integrate into their instructional strategies Domain I, English Language Arts and Reading EC-6 Standards I – XII (approximately 40% of the TExES)

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).
Academic Honesty Policy

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

COURSE OUTLINE / CALENDAR

Week 1
Introduction to course and syllabus. All written assignments in this course will be graded according to content, spelling, grammar, and sentence structure. Both your oral and written language skills will reflect on your grade as well as on your professionalism.
Lecture, discussion, review, practice questions
Standard I (Oral Language) pages 19-29
Standard II (Phonological and Phonemic Awareness) pages 29-34

Week 2
Lecture, discussion, review, practice questions
Standard III (Alphabetic Principle) pages 34-37
Standard IV (Literacy Development) pages 37-42

Week 3
Lecture, discussion, review, practice questions
Standard V (Word Analysis and Identification Skills) pages 43-47
Standard VI (Reading Fluency) pages 47-50

Week 4
Lecture, discussion, review, practice questions
Standard VII (Reading Comprehension and Application) pages 50-63
Standard VIII (Reading, Inquiry, and Research) pages 63-65
Week 5
Lecture, discussion, review, practice questions
Standard IX (Writing Conventions) pages 65-69
Standard X (Written Communication) pages 69-75

Intern Observation Connection: Collect one copy of a child’s writing (no name) and assess the writing to determine the child’s stage of spelling development using the descriptors on page 67. Bring this to class for discussion. You will also turn this in to the instructor.

Week 6
Lecture, discussion, review, practice questions
Standard XI (Viewing and Representing) pages 75-77
Standard XII (Assessment of Developing Literacy) pages 77-82

Internet Research Project: You are to look for a current research article in Language Arts/Reading. The topic should relate to any of the information found in the standards we have covered. Print the article as it appears including the website. You are to summarize the information and present the information to your classmates in an oral presentation of 3 – 5 minutes. The typed summary should be turned in as well as the printed article.

Week 7
A three-to-five day “Thematic Unit” exhibit and lesson plan in the Madeline Hunter Lesson Cycle format will be displayed and presented. The lesson plan will be on a Social Studies topic and must have Reading (by the children) integrated into it. The lesson plan must include a minimum of three children’s books. It must not be downloaded from the internet or photocopied from a textbook. You must rewrite (retype) it in your own words and in the proper format. The lesson plan must include both Reading and Social Studies TEKS written out with numbers, letters, and concepts. The lesson must include technology. The lesson plan must include work for children to do. Lesson plans must be fastened together in a lightweight binder with a cover page including your name, your theme and grade level, your TAMU email address, as well as names of both Reading and Social Studies instructors. This information must also be put on the display. Highlight and color code speaking, listening, reading, and writing throughout your lesson plan. Make 3 copies of your integrated lesson plan – one for the reading instructor, one for the social studies instructor, and one for you to keep. You will not get the 2 copies back from the instructors. Complete a self-evaluation form and place that on top of the cover page (to be removed by the instructor). Detailed explanations and presentations of the thematic units will be given to social studies and reading students and professors during class.