



RDG 520
Literacy & Instruction I
COURSE SYLLABUS: Fall 2012
Instructor: Dr. Lois Botha Norwood

Class: Thursdays, 4:30-7:10pm Mesquite Metroplex Center

Office Location: Mesquite Metroplex Center Classroom

Office Hours: 4:00-4:30 or by appointment @ Mesquite Metroplex Center

Mesquite Metroplex Center: 972-613-7591

Cell Phone: 972 754 3790

Email Address: lois.norwood@charter.net

Required Textbooks:

1. 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.
2. Diller, Debbie (2003). *Literacy Work Stations: Making Centers Work*. Portland, Maine: Stenhouse Publishers.
3. Diller, Debbie (2008). *Spaces and Places: Designing Classrooms for Literacy*. Portland, Maine: Stenhouse Publishers.

Required Resource:

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th Edition)*. ISBN: 13: 9781433805615 2

Course Description:

This course focuses on the application of knowledge of the interrelated components of reading across all developmental stages, including oral language, phonological and phonemic awareness, the alphabet principle, word analysis, fluency, comprehension, vocabulary, written language, concepts of print, and expertise in reading instruction at the primary, intermediate/middle, and high school levels.

This course is required in the TAMU-Commerce graduate reading curriculum and is designed to prepare teachers who wish to acquire the Texas Master Reading Teacher Certificate and/or to include this course as part of the required course sequence for the 36 semester hour master's degree.

Student Learning Outcomes:

1. Gain an appreciation of how the various theories of literacy acquisition affect the development of various approaches to the instruction of reading.
2. Understand the role of oral language, phonics and word analysis, phonemic awareness, alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, all in the context of literacy instruction.
3. Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests based on ongoing informal and formal assessment of individual students' oral language development, phonological and phonemic awareness, understanding of the alphabetic principle, word analysis skills, development of writing, reading fluency, and concepts of print.
4. Research and share perspectives of leaders in the field of literacy learning.
5. Present and share an effective instructional literacy program appropriate for the participant's classroom.

COURSE REQUIREMENTS:

1. **Participation (20 points):** Class interaction will center on responses to the professional readings. It is critical that you come to class having read the assigned readings before class meetings. Your questions and connections will be the core of our discussions. You will also be expected to become an expert on certain topics to be shared and design samples of various literacy activities throughout the semester. These will be explicitly defined and described in our Plans of the Day. Active participation in all class discussions and activities is a basic requirement. Many class activities will be completed in a small group/team format. Please contribute to the best of your ability, ensuring that everyone has an equal opportunity to contribute to discussions and products. Timeliness in attendance is imperative. **DUE DATE: Ongoing throughout the semester.**
2. **Review of Literature and Presentation (20 points):** You will choose one of the course topics to develop an in-depth review. Assignment sheet will be given in class. **DUE DATE: November 1st, 8th, and 15th**

- 3. Literacy Work Stations (30 points):** For assigned topics, you will design and implement a collection of literacy work station experiences to support student development in literacy skills. Both children and college teachers will participate in your stations. These literacy experiences will reflect research-based teaching practices, diverse learning styles and multiple intelligences.
DUE DATE: Assigned in correspondence with the topics throughout the course.
- 4. Case Study (30 points):** You will plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests based on ongoing informal and formal assessment of individual students' oral language development, phonological and phonemic awareness, understanding of the alphabetic principle, word analysis skills, development of writing, reading fluency, and concepts of print. **DUE DATE: Final Showcase, December 6th**
- 5. New Requirements for the Texas Master Reading Teacher Certification** include documentation of literacy work through practicum hours. The current requirement is 50-60 hours per MRT course. We will discuss what constitutes practicum hours and how to go about documentation.

GRADING SUMMARY:

Preparation and Participation	20 pts.
Review of Literature and Presentation	20 pts.
Literacy Work Stations	30 pts.
Case Study	30 pts.
Total	100 pts.

GRADING SCALE:

- A= 90-100 points
 B= 80-89 points
 C= 70-79 points
 D= 60-69 points
 F- 59 and below

A&M University-Commerce Policies

- 1) Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact the office of Advisement Services, BA 314, 903-886-5133.
- 2) All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.
- 3) Academic Integrity/Honesty. This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, or be brought before a higher level of governance for possible dismissal from the university.