RDG 350 511 Reading and Literacy I
COURSE SYLLABUS: Fall 2012

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COURSE INFORMATION

Required Textbooks:
  • You will use this book for RDG 350 and RDG 370

Recommended Textbooks:
  • You will use this book for RDG 370.

On-Line Resources:
TEKS and Figure 19 requirements for Language Arts and Reading and English Language Arts Proficiency Standards available on-line from the Texas Education Agency.

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, lettersound 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 objectives listed below relate to L1 and L2 students.
  • Define of reading, writing, and literacy
Understanding various reading structures to include, but not limited to, mini-lessons, guided practice, independent practice.

Define types of reading (reading aloud, share reading, guided reading, strategy lessons, 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

**Instructional Methods / Activities / Assessments**

- Written assignments must be well-written, typed, and error-free.
- No late assignments! You will receive only 50% if it is ONE day late. If it is two days or more late you will receive NO credit.
- Specific assignment details will be given for each assignment.

1. **Professionalism and Active Participation (20 points)**

RDG 350.111 class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities. Students will attend classes and participate in class activities. Students should be prompt and ready to contribute. Participation in class discussions, on assigned readings and related material, and contributions to group tasks are expected. 20% of your total grade will come from attendance and participation, including professional attitude grade. If you are unable to attend class you will not receive attendance/participation points and this will impact your final grade. Based on the point system below, I as your professor will be very specific about grading. You as a student about to enter the profession must meet the criteria listed to receive the points listed.
Daily Participation Points:
- 10 points = active participation in small and whole group;
- 7-5 points = active participation in small group or whole group;
- 4-2 points = some participation in small or whole group;
- 1 point = just listened today;
- 0 points = no attendance.

Students will receive an attendance grade based on a point system as follows:
- 0-1 absences = no points deducted
- 2 absences = 5 points deducted
- 3+ absences = 10 points deducted

Grading:
- 20% Daily Attendance and Daily Participation
- 40% Class assignments/projects
- 10% Test 1
- 10% Test 2
- 20% Comprehensive Final

********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.

Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-64

**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 classmates and exchange telephone numbers and e-mail addresses. By exchanging information, your classmates agree to collect all handouts for you and to explain any class materials/assignments/notes.

2. Professionalism: You will be evaluated on your growth in becoming a professional teacher. You must:
   a. **Engage in self-evaluation processes**: This will be done by using the rubrics provided for class projects.
b. **Demonstrate professionalism**: This will be done 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),
   (g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook.
Your grade will be adjusted based upon these criteria (see grading section).

**Remember: You need to come prepared to class.** For every 3 credit hour course you take, you are expected to spend 6-9 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 24-36 hours on homework. Thus, you need to plan accordingly.

   c. **Cell phones/IPODs**: These items 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 vibrates, pick it up and leave the room. If you are using a phone without letting the teacher know you have an emergency situation, ten points will be deducted each time. It is important to keep your phone put away, as it disrupts your learning and the learning of those around you. In addition, it is disrespectful.

   d. **Arriving to class on Time**: You are expected to be in your seats and ready to start when class is ready to convene. Class will start on time and you will be dismissed on time. Therefore, if you are late to class, you are expected to enter the class quietly and not to disrupt your table members by talking. **Remember if you are late and/or leave early two times, it is considered one absence.**

   e. **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. **Remember if you are late and/or leave early three times, it is considered one absence.**

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 can assist you. See [http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx](http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx)

   a. **Written Assignments should be**:
      * double spaced
      * 1” top and left side margins, 1” bottom and right side margins
      * 12 point font size
      * revised for clarity and meaning
b. Academic Integrity/Honest Statement:
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 will be brought before a higher level of governance for possible dismissal from the university.

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**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:
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.

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<tr>
<th>Date</th>
<th>Course Content</th>
<th>Readings/ Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, course observations, learning history assignment, overview of course Invitations project Approaches to teaching literacy</td>
<td>A weekly course reading and assignment Project schedule will be provided in class.</td>
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<td>Week 2</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 Technology</td>
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<td>Week 3</td>
<td>Writing Process Types of readers, types of reading, types of writing, oral</td>
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<td>Week</td>
<td>Language, handwriting, technology, and writing process technology</td>
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<td>Week 4</td>
<td>Emergent (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process technology</td>
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<td>Week 5</td>
<td>Emergent readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
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<td>Week 6</td>
<td>Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
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<td>Week 7</td>
<td>Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
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<td>Week 8</td>
<td>Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
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<td>Week 9</td>
<td>Spring Break</td>
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<td>Week 10</td>
<td>Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
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<td>Week 11</td>
<td>Transitional readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
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<td>Week 12</td>
<td>Transitional readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
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<td>Week 13</td>
<td>Transitional readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process</td>
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<td>Week 14</td>
<td>Creating literacy programs in your classrooms</td>
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<td>Week 15</td>
<td>Creating literacy programs in your classrooms</td>
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<tr>
<td>Week 16</td>
<td>Review</td>
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