



RDG 360.71E Section: 80914 Word Analysis Skills

Course Syllabus-Spring 2013

Instructor: Karen Ashlock

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COURSE INFORMATION

Course Description: **RDG 360 - Word Analysis Skills**

Hours: Three

Reading 360 examines a developmental approach to phonics, vocabulary, and spelling instruction. The course will point to the concurrent development of reading, spelling, and writing skills. Strategies for word study will be examined and instruction will focus on using these strategies to develop word analysis and knowledge of words.

Prerequisite EEd 300, RDG 350; minimum overall GPA of 2.50 and must have passed TSI.

Required Text:

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2012) Silver Edition/5th Edition. *Words Their Way*. Englewood Cluffs, NJ: Merrill. ISBN-13:978-0-13-223986-4

English Language Arts and Reading Generalist EC-6 Standards

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 V. *Word Analysis and Decoding:* Teachers understand the importance of

word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

TEXES Competencies

Competency 002: (Phonological and Phonemic Awareness). The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Competency 003: (Alphabetic Principle). The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 005: (Word Analysis and Identification Skills). The teacher understands the importance of word identification skills, (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis), and provides many opportunities for students to practice and improve word identification skills.

Student Learning Outcomes:

1. Demonstrate knowledge of the phonemes of the English language.
2. Demonstrate understanding of all word identifications skills useful in decoding unknown words.
3. Demonstrate teaching activities that support the study of word identification skills within the framework of the developmental spelling stages.
4. Identify the stages of spelling development and explain various activities for fostering a child's progress through these stages.
5. Assess a child's orthographic stage.
6. Understand the organization of a class for word study based on orthographic development.
7. Additionally, preservice teachers who successfully complete this course will have extended knowledge and understanding of how the above objectives relate to English Language Learners.

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course consists of a variety of assignments, activities and assessments to help you in achieving the outcomes/objectives for the course.

The expectations for all assignments and activities will be discussed in detail before the assignment is due.

1. Reading Response papers to 4 videos.
2. Reading Response papers to text assignments.
3. Four (4) Exams. Exams will cover reading assignments and classroom discussions.
4. Five (5) activities, one for each word study stage, that can be used in a classroom to facilitate the students' word knowledge development. You will use the examples from the text or from the DVD. The text has been copyrighted for you to use the activity information, directions, etc. from your textbook. The activities will be demonstrated and evaluated during class.

5. Weekly Phonics quiz. A short quiz will be given each week to assess your knowledge of phonemic awareness and phonics principles discussed in class.
6. Spelling Inventory administered to any child 6 to 11 years old. This Spelling Inventory will be administered twice to the same child, once in September and again in December. Reflection Papers will be written on each event. You will also be asked to discuss the results with our class.

Grading

Each activity or assignment, including weekly phonemic awareness and phonics quizzes, will receive a grade based on 0%- 100%.

Each of the 4 exams will be counted twice in the final course evaluation.

TECHNOLOGY REQUIREMENTS

This is not a web-enhanced class.

COMMUNICATION AND SUPPORT

Interaction with Instructor:

You may contact me any time at my home email. I will check my email daily about noon.
kbashlock@embarqmail.com

I will also be available at:
Home Phone: 903-489-0184
Cell Phone: 903-489-0184

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance:

Attendance at all class meetings is required and is essential to your success in this class.

Failure to attend class will impact your grade. If you must miss a class, you are expected to contact a class member to obtain notes and announcements. You also should contact me by phone or e-mail. This is your responsibility.

Please arrive to class on time. Being late disrupts the class and the instructor. It also means that you have missed what has already taken place in class. Leaving early creates the same problems.

Professionalism:

Demonstrate professionalism by:

- attending all classes
- paying attention
- participating actively and constructively
- being responsible and prepared
- being an equal partner in group work
- showing enthusiasm and interest in being a teacher
- turning off cell phones/IPODS etc.
- arriving to class on time

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!

Written assignments should be:

- double spaced
- 12 point font size
- revised for clarity and meaning
- edited for accuracy in grammar and mechanics
- saved on computer disk or copied on paper for your records

University Specific Procedures:

Academic Integrity/Honesty 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.

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@tamuc.edu
Student Disability Resources & Services

Disclaimer:

The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

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.

Financial Aid Support: You will be dropped from class if you have not paid the balance due on your 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.

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 of contacting you and informing you of important information. It is available to you 24/7 at;
<https://leo.tamuc.edu/login.aspx>.