



RDG 370
TITLE: Reading and Literacy II
COURSE SYLLABUS
Spring 2013

Instructor: Margo Lewis
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Fountas, Irene C., Pinnell, Gay Su. (2006). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-6.* Portsmouth, NH: Heinemann.

Course Description:

This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how TEKS can be implemented with basal readers, tradebooks, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies. Prerequisites: ELED 300, RDG 350; minimum overall GPA of 2.50 and passing scores on TASP (now THEA – Texas Higher Education Assessment).

Course Objectives:

Participants in this course will develop understandings of how children learn to be literate and comprehend the variety of texts through appropriate reading and writing strategies. Participants will develop a repertoire of comprehension instructional strategies that will help them incorporate the TEKS and promote successful reading and writing for all their students.

Performance Objectives:

During the course of RDG 370, participants will be able to

- Select and plan appropriate comprehension reading strategies for diverse elementary students to include ESL learners.
- Integrate appropriate children’s literature into reading comprehension lessons
- Analyze current basal readers to determine how reading and writing comprehension can be taught

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 VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.
- Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.
- Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.
- Standard IX. Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.

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

Course Overview:

This course is designated as a lecture/eCollege course by the Curriculum and Instruction Department; however there will be a variety of presentation methods to include: modeling instruction, group activities, DVD presentations. Student's questions and reflections upon their study are encouraged. The course text was selected because of the strong match between text and course content. It is informative and a very useful resource.

Requirements and Activities:

You are expected to attend all class meetings and act with attention to the instructor, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. Excessive absences most often results in a lowered grade. Students are encouraged to contact the instructor by e-mail if at all possible when absent. If you do have to miss a class, make contact with a fellow classmate to review the information that you missed.

Read the required text and any other assigned material. Study outside of class is necessary and expected. You are in control of your positive attitude and desire to learn the skills needed to become an elementary teacher. Often it is a great help to students to form study groups.

TECHNOLOGY REQUIREMENTS

Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

You are preparing for an exciting career in a profession that approves a high standard of personal integrity, honesty and positive attitude. You are expected to study to increase knowledge of effective teaching strategies, use Standard English in spoken and written communication, and demonstrate emotional and social maturity. Behavior during class should show respect to the instructor and fellow classmates. Visiting in class when instruction is occurring, use of cell phones or computers, and doing homework from other classes will negatively affect your understanding and interfere with the learning of other students; therefore, this should not be occurring. When you present a project, you will be expected to dress and act as you would in the classroom. Also, students are expected to remain in the classroom during the class period.

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@tamuc.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*).

Assignments:

Literature Genres Study: Use Figure 11-7 on page 151. Find and read 9 books from the 9 types of Genres found on the form and complete the form (typed). Put it in the drop box on eCollege before Exam 1.

Analyzing Text Factors: Choose a fiction book and fill out Figure 14-12 (typed) on page 211. Put it in the drop box on eCollege before March 20.

Plan a Guided Reading Lesson: Using Figure 24-1, select a text, provide the level of the text, and plan for a Guided Reading Lesson. Fill out the form (typed) and put it in the drop box on eCollege before Exam 2.

Literature Study: You will work in a group and present a Literature Study activity. Your group will choose a children's book (please use fiction) for your literature study. Use Figure 19-5 on pages 289 and 290 as a guide and form. Divide the sections on the form among group members to fill out (that will also be what each one will discuss when you present). One member will lead the group, collect all information from other group members and put it all together (typed) on one form (Figure 19-5) to include all the names of group members. That person will also put it in the drop box before the night you present. You will also give the form to the instructor on the night you present. I will have rubrics copied (end of syllabus).

Chapter Assignments: You will complete chapter assignments and put them in the drop box on eCollege before we meet to discuss that particular chapter.

2 exams (150 points each)

Course Evaluations:

<u>Literature Genres Study</u>	<u>200 points</u>
<u>Analyzing Text Factors</u>	<u>100 points</u>
<u>Plan a Guided Reading Lesson</u>	<u>100 points</u>
<u>Literature Study</u>	<u>100 points</u>
<u>Exam 1</u>	<u>100 points</u>
<u>Exam 2</u>	<u>100 points</u>
<u>12 Chapter Assignments (25 pts each)</u>	<u>300 points</u>
<u>Total</u>	<u>1000 points</u>

Grading Rubric:

A= 900-1000

B= 800-899

C= 700-799

D= 600-699

F= below 600

Assignment Due Dates:

Assignments	Point value	Due Date (assignments can be turned in before the due dates unless specified):	Drop box
Ch. 8 and 9 assignment	50 (25 each)	Before Jan. 30	Week 1
Ch. 10, 11, 12 assignment	75 (25 each)	Before Feb. 13	Week 2
Ch. 13, 14 assignment	50 (25 each)	Before Feb. 27	Week 3
Exam 1	100	Mar. 6	Week 4
Ch. 19 assignment	25	Before Mar. 20	Week 5
Ch. 24 assignment	25	Before April 3	Week 6
Ch. 25, 26 assignment	50 (25 each)	Before April 17	Week 7
Ch. 29 assignment	25	Before May 1	Week 8
Exam 2	100	May 8	Week 9
Literature Genres Study	100	Before March 6	Week 11
Analyzing Text Factors	100	Before March 20	Week 12
Plan a Guided Reading Lesson	100	Before May 8	Week 13
Literature Study	100	The night you present	Week 14

Points will be deducted for late work.

Tentative Schedule for Reading 370 Spring 2013 – 4:30pm class:

class date	activity	Assignments due
Week 1: Meet Jan. 16	introductions/syllabus overview/introduction of text	
Week 2: Off Jan. 23	Read Ch. 8 and 9. Complete Ch. 8 and 9 chapter assignments.	Turn in chapter 8 and 9 assignments in the drop box before the next class meeting. Bring a copy for discussion purposes.
Week 3: Meet Jan. 30	Discuss Ch. 8 and 9.	
Week 4: Off Feb. 6	Read Ch. 10, 11 and 12. Complete Ch. 10, 11, and 12 chapter assignments.	Turn in chapter 10,11, and 12 chapter assignments in the drop box before the next class meeting. Bring a copy to class for discussion purposes.
Week 5: Meet Feb. 13	Discuss Ch. 10, 11 and 12.	
Week 6: Off Feb. 20	Read Ch. 13 and 14. Complete chapter 13 and 14 chapter assignments.	Turn in chapter 13 and 14 chapter assignments in the drop box before the next class meeting. Bring a copy to class for discussion purposes.
Week 7: Meet Feb. 27	Discuss Ch. 13 and 14.	
Week 8: Meet Mar. 6	Exam 1 over Ch. 8 – 14. Chapter 8-14 chapter assignments are your study guide.	
Off Mar. 13/spring break	Read Ch. 19. Complete chapter 19 chapter assignments.	Turn in chapter 19 chapter assignments in the drop box before the next class meeting. Bring a copy to class for discussion purposes.
Week 9: Meet Mar. 20	Discuss Ch. 19.	
Week 10: Off Mar. 27	Read Ch. 24. Complete chapter 24 chapter assignments.	Turn in chapter 24 chapter assignments in the drop box before the next class meeting. Bring a copy to class for discussion purposes.
Week 11: Meet April 3	Discuss Ch. 24.	
Week 12: Off April 10	Read Ch. 25 and 26. Complete chapter 25 and 26 chapter assignments.	Turn in chapter 25 and 26 chapter assignments in the drop box before the next class meeting. Bring a copy to class for discussion purposes.
Week 13: Meet April 17	Discuss Ch. 25 and 26.	
Week 14: Off April 24	Read Ch. 29. Complete chapter 29 chapter assignments.	Turn in chapter 29 chapter assignments in the drop box before the next class meeting. Bring a copy to class for discussion purposes.
Week 15: Meet May 1	Discuss Ch. 29.	
Week 16: Meet May 8	Exam 2 over chapters 19, 24, 25, 26, and 29. Chapter assignments are your study guide.	

Reading 370 - Chapter Assignments – Please put your name, class title, day and time, (for example, RDG 370, Wed. 4:30). Organize your writing in paragraphs with number of question, heading and section titles, etc. Your summaries should be in your own words and should include all important information. If it is too brief, points will be deducted.

- Chapter 8:
 1. What are two valuable sources of Assessment Information?
 2. Define formal and informal assessments.
 3. What is a running record?
 4. Describe the Six-Dimension Scale for Assessing Fluency.

- Chapter 9:
 1. Using Figure 9-1, list the concepts that are assessed using “talk” or retellings. (hint: the items on the left)
 2. How would using students’ writing help with assessing comprehension?
 3. What are Benchmark Books and how do they contribute to assessing Reading.
 4. What is a Longitudinal Record of Reading Progress.

- Chapter 10:
 1. List the 7 suggestions texts must include to ensure reading engages and interests students.
 2. Define each element of Text Base found in figure 10-1.

- Chapter 11:
 1. Define Poetry.
 2. Define Prose.
 3. Define Hybrid Texts.

- Chapter 12:
 1. What is a text gradient?
 2. Summarize the section titled, “How Do I Use the Gradient to Select Texts for Guided Reading?”

- Chapter 13:
 1. Describe “Thinking Within the Text.”
 2. Describe “Thinking Beyond the Text.”
 3. Describe “Thinking About the Text.”
 4. Describe “Biographies.”
 5. Describe “Autobiographies and Memoir.”
 6. Name and describe the 8 patterns or underlying structures of Factual Texts – p. 185

- Chapter 14:
 1. What is Realistic Fiction?
 2. What is Historical Fiction?
 3. What is Fantasy?
 4. Describe some Special Types of Fiction.
 5. Describe “Poetry.”

- Chapter 19:
 1. What is a Book Club/Small-Group Literature Discussion?

- Chapter 24:
 1. What is Guided Reading?
 2. Describe the lesson elements of Guided Reading found in Figure 24-1.
- Chapter 25:
 1. Describe the values of using fiction in a Guided Reading lesson.
- Chapter 26:
 1. Describe the values of using non-fiction in a Guided Reading lesson.
- Chapter 29:
 1. Describe the term “English Language Learner.”
 2. Summarize the section titled “The Literature of Diversity.”
 3. List the 6 suggestions of managing lessons for ELLs.
 4. What are the 8 ways to help students develop greater control when speaking and listening to English?

How to get into eCollege:

- go to My Leo and log in
- click on eCollege (top)
- click on My Courses tab at the top
- click on the semester and year
- select the course

The “doc sharing” tab contains the power points for each chapter of the book, handouts, exams, etc.
The “drop box” is where you turn in the specified assignments.

Do not use Word Perfect for your documents.

