RDG 448 Syllabus
Planning and Organization of Literacy Instruction throughout the Curriculum: An Internship Field-Based Course

COURSE SYLLABUS: Spring 2013

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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.

Note: 10 points will be deducted for any missed class, and points will be deducted for consistent tardiness. Please e-mail the instructor when you know you will be absent or late.
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.

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 typed, double spaced. They will also 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

#### Week 6

Lecture, discussion, review, practice questions

- Standard XI (Viewing and Representing) pages 75-77
- Standard XII (Assessment of Developing Literacy) pages 77-82

#### 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 integrated into it.
ASSIGNMENTS:

**Internet Research Project:** You are to look for a research article/website in Language Arts/Reading on the internet. The topic should relate to any of the information found in Standards I-XII. Print the article/feature from the internet as it appears, including the website. You are to summarize the information. Include your thoughts and opinions. The typed summary should be turned in as well as the printed article/website. This is due before the last class meeting.

**Link Standards to Internship** – Think about a lessons you’ve observed or taught during your internship and link it to one of the Standards I-XII. Write a summary of the lesson and explain how it teaches the Standard. You will present this the night you bring it to class. No specific due date, it must be completed before the last class night.

**Assessment of Student Writing:** 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. You will turn in the child’s writing and a typed summary stating the child’s stage of spelling and why you think the child is in that stage. This is due on the night we discuss Standards IX and X.

**Summarize Articles:** You will write a summary for each article I give you. The summaries will be due before the last class meeting. When you turn them in, please include all article summaries stapled together.

**Thematic Unit:** You will bring your exhibit and lesson plan to the last class meeting.

Grading:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet Research Project</td>
<td>50</td>
</tr>
<tr>
<td>Link Standards to Internship</td>
<td>50</td>
</tr>
<tr>
<td>Assessment of Student Writing</td>
<td>50</td>
</tr>
<tr>
<td>Summarize Articles</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>200</td>
</tr>
<tr>
<td>Total Points</td>
<td>500</td>
</tr>
</tbody>
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A - 450-500
B - 400-449
C - 350-399
D - 300-349
F - below 300
Rubric for Internet Research Project: 50 points

_____/10 pts. - internet article/website included
_____/10 pts. - website source included
_____/10 pts. - summary of article/website included
_____/10 pts. - link to standard included
_____/10 pts. - typed and use of proper grammar/writing conventions
_____/grade

Rubric for Link Standards to Internship: 50 points

_____/20 pts. – summary of lesson included
_____/10 pts. – link to standard included
_____/10 pts. – presentation to class
_____/10 pts. – typed and use of proper grammar/writing conventions
_____/grade

Assessment of Student Writing: 50 points

_____/10 pts. – copy of the actual writing done by a student
_____/10 pts. - stage of spelling development stated
_____/20 pts. – summary of the student’s writing and why that is his/her stage
_____/10 pts. – typed and use of proper grammar/writing conventions
_____/grade

Summary of Articles: 100 points

_____/10 pts. – title of article included
_____/30 pts. – summaries
_____/10 pts. – use of proper grammar/writing conventions
_____/grade