



RDG 521 41E: Literacy and Instruction II
COURSE SYLLABUS: Spring 2013

Instructor: Dr. Lois Norwood

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Office Hours: By appointment before or after class

COURSE INFORMATION

Materials - Textbooks, Readings, Supplementary Readings:

- Calkins, L. (2001). *The Art of Teaching Reading*. New York, NY: Longman. (referred to as ATR)
- Routman, R. (2005). *Writing Essentials: Raising Expectations and Results While Simplifying Teaching*. Portsmouth, NH: Heinemann.
- Strickland, K. (2005). *What's After Assessment: Follow up Instruction for Phonics, Fluency, and Comprehension*. Portsmouth, NH: Heinemann.
- Thomason, T. (1998). *Writer to Writer: How to Conference Young Authors*. Norwood, MA: Christopher-Gordon Publishers.

Other Supplies and Materials:

- Composition Book to be used as a Writer's Notebook
- Two three ring binders and dividers to be used for a Reader's Notebook and a Writer's Notebook

Course Description:

This course explores research proven classroom strategies for student comprehension development and expression through writing, with a focus on the reader, the writer, the text and the transaction. In addition, this course examines assessment of reading comprehension and writing, with attention on profiling class needs and individual needs and abilities, the selection of appropriate books and materials for grouping, and the teacher as a reading professional. Prerequisite course(s): Rdg 520.

Student Learning Outcomes:

1. Develop and communicate an understanding of Reader Response Theory
2. Administer, analyze and interpret a variety of informal reading and writing assessments to plan and implement targeted reading instruction. In this course this will involve working with three case study students.
3. Examine and practice the structure of the reading / writing workshop.
4. Examine and practice research proven reading comprehension strategies.
5. Demonstrate growth as a literacy professional.

COURSE REQUIREMENTS:

1. **Attendance and Participation (10 points):** Class interaction will center on responses to the professional readings. Assigned readings and reading response activities are mandatory. 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. Participation points for excused absences can be earned by completing an alternate learning assignment that demonstrates mastery of the evening's objectives. It is your responsibility to obtain a Plan of the Day and information from a colleague. **DUE DATE: Ongoing throughout the semester.**
2. **Reading Response Assignments (15 points):** Thoughtful and timely reading of class texts is expected. Our course text books will form an integral part of our learning. Before, During, and/or After-Reading comprehension activities will be assigned for class reading assignments. **DUE DATE: At the beginning of each class session. Specific details will be listed on the Plan of the Day and Class Schedule.**
3. **Reflection Papers (10 points):** Reflect upon and respond to class experiences. Synthesize the experiences with insights from assigned readings. These will be assigned throughout the semester. Details and due dates will be listed on the Plan of the Day. **DUE DATE: Ongoing throughout the semester.**

4. **Children's Book (5 points):** Write and publish a children's picture book. Details will be shared on the first night of class. **DUE DATE:**
5. **Author Study Project (10 points):** See the assignment sheet for this assignment. Teachers will sign up for a time to share their projects.
6. **Reader's Notebook (20 points):** Compile a collection of reading and literacy strategies in a three ring binder. Include samples of strategies modeled in class. Apply these strategies in a classroom setting. Include samples and applications used with students. **DUE DATE: Specific share dates will be listed on the class schedule.**
7. **Writer's Notebook (20 points):** Participate as a writer in your writer's notebook, writing at least three times a week. Compile a Writer's Binder that will include writing ideas, word work, strategies, sample mini-lessons, touchstone texts, and case study documentation of students in your class. **DUE DATE: Specific share dates will be listed on the class schedule.**
8. **Midterm/Final Exams (10 points):** Answer essay questions to demonstrate your insights and understanding of literacy learning. Class notes and text books are required to complete this assignment. **DUE DATE: Listed on Class Schedule.**

GRADING SUMMARY:

Participation	10 pts.
Reading Response	15 pts.
Reflection Papers	10 pts.
Children's Book	5 pts.
Author Study Project	10 pts.
Reader's Notebook	20 pts.
Writer's Notebook	20 pts.
Midterm/Final	10 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

Texas A&M University-Commerce Policies

- 1) 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

- 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.