



RDG 350.002 Reading and Literacy I
COURSE SYLLABUS: Spring 2013

Instructor: Cathy Garner

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COURSE INFORMATION

Required Textbooks:

Fountas, I. C. (2006). *Teaching for Comprehending and Fluency: Thinking, talking, and writing about reading*, K-8. Portsmouth, NH.

- You will use this book for RDG 350 and RDG 370

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, letter-sound 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 below objectives relate to L1 and L2 students.

- Definition of reading, writing, and literacy
- Understand 4 models of reading
 - Bottom-up, top-down, transactional, and interactive
- Define 4 types of reading (reading aloud, share reading, guided reading, 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

1. Professionalism and Active Participation/Attendance (20 points)

- a. RDG 350.002 class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities.
- 1 absence = 9 points
 - 2 absences = 7 points
 - 3-4 absences = 5 points
 - 5+ absences = 3 points

Due Date: Ongoing

2. Literacy History (10 points)

- a. You will write an essay recalling your memories of learning in schools, especially recalling memories of learning to read. We will discuss in class.

Due dates: Brainstorming due: Tuesday, January 29; Final copy due: February 5

3. Readers Theater (5 points)

- a. You will work in groups to write and present a Readers Theater based on a "favorite" children's book.

Due Date: Feb. 26

4. Literature Circles Activities (10 points)

- a. Literature Circles provide another avenue to use and apply textbook reading. Assignment sheet will be given in class.

Due Date: Ongoing

5. Interactive Reading Notebook (10 points)

- a. You will be assigned a reading notebook to create, decorate, and compile various assigned entries. The course activities will reinforce course learnings. These activities will be assigned based on class needs.

Due Date: April 16

6. Strategies Notebook (10 points)

Your Strategy Notebook will provide a way to keep the strategies you glean from this course and have them available for future use. Headings should be organized by National Reading Panel's Big Five.

1. Phonemic Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

Due date: April 23

7. 1 test (10 points)

- a. Tentative date for test 1: **March 5**

8. Field Experience (5 points)

- a. You will keep notes of your 15 hours of field observations and complete a final reflection of your experiences that will be turned in along with documentation and evaluation from your mentor teacher. (The format will be provided for you).

Due Date: April 30

9. Final Project (20 points)

- a. Following TAMU-Commerce Course Final Schedule: **FINAL: May 7**

Grading Scale:

Professionalism/Participation/Attendance	20 points
Literacy History	10 points
Readers Theater	5 points
Literature Circles Activities	10 points
Interactive Reading Notebook	10 points
Strategy Notebook	10 points
Test 1	10 points
Field Experience/Reflection	5 points
Comprehensive Final	20 points
Total points	100 points

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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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:

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*).

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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>.

TENATIVE COURSE OUTLINE / CALENDAR

Date	Course Content	Readings/ Assignments
Week of January 15	Introductions, course observations, Learning History assignment, overview of course Literature Circles Activities Approaches to teaching literacy	Opening 1 and Opening 2 – pp. xi-xxxix
Week of January 22	Approaches to teaching literacy, models of literacy Types of readers, types of reading, types of writing, oral language, handwriting, technology, and writing process	Chapter 1, work on rough draft for Literacy History
Week of January 29	Types of readers, types of reading, types of writing, oral language, handwriting, technology, and writing process	Chapter 2, Complete Literacy History
Week of February 5	Emergent readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process	Chapters 4 and 5 Literacy History Due
Week of February 12	Emergent readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process	Chapter 7
Week of February 19	Fluency – Readers Theater; Work on Reader's Theater	Chapter 8
Week of February 26	Fluency – Phrasing Practice; Intonation Practice Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process	Chapter 9 Readers Theater Due
Week of March 5	Literature Circles; Midterm Test	Chapter 10
Week of March 19	Early readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process	Chapter 11
Week of March 26	Transitional readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process	Chapter 13
Week of April	Transitional readers (assessments, guided reading,	Chapters 17

2	phonics, vocabulary, and approaches to reading and writing) Writing Process	and 18
Week of April 9	Transitional readers (assessments, guided reading, phonics, vocabulary, and approaches to reading and writing) Writing Process	Chapter 19, 20
Week of April 16	Creating literacy programs in your classrooms; Daily Five	Chapter 21, 27 Reading Notebooks Due
Week of April 23	Literature Circles; Library (Prepare for final presentations).	Chapter 29 Strategies Notebooks Due
Week of April 30	Literature Circles; ESL Special Presentation	Field Experience Reflections Due
Week of May 7	Final Presentations	