



RDG 350.61E Reading and Literacy I
COURSE SYLLABUS: Spring 2013

Instructor: Dr. Freida Golden

Office Location: Midlothian Center for Professional Development & Technology

Office Hours: Monday 11:00- 4:00 or by appointment

Office Phone: 903-872-2019

Cell Phone: 254-640-1643

Office Fax: 903-886-5581

Email Address: fmgolden@earthlink.net

COURSE INFORMATION

Required Textbooks:

Fountas, I.C. & Pinnell, G. S. (2006). *Teaching for comprehension and fluency thinking, talking, and writing about reading*. K-8. Portsmouth, NH: Heinemann.

ISBN: 0-325-00308-4

Meek, M. (2001). *How texts teach What readers learn*. Katonah, NY: RC Owens Publishers Inc.

Item Number 554

Mooney, M. (1996). *Developing life-long readers*. Wellington, New Zealand: Learning Media Limited.

ISBN: 0-47802701 X

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:

Pre-service teachers who successfully complete the course will have demonstrated understanding of how the below objectives relate to L1 and L2 students.

- a general understanding of the nature of supporting English Language Arts learning in a meaning centered classroom and as described in TEKS
- 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 specific abilities that must be developed in readers to comprehend printed and written text
- knowledge of a range of print genres and opportunities for integration
- knowledge of a range of children's trade books and other media to enhance literacy experiences
- knowledge of phonetic, semantic, and syntactic cueing systems and how readers use them
- increased understanding of authentic learning environments and the difference between isolated activities and integrated experiences
- knowledge of some aspects of evaluation and assessment, particularly the use of portfolios and observational accounts of children's reading events
- increased understanding of themselves as readers, writers, speakers, listeners, spellers, viewers, and producers of non-print forms of communication
- increased understanding of the home/school connection and children's "funds of knowledge"
- increased understanding of inquiry-based classrooms

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 (100 points)

RDG 350.001 class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities.

- 0-1 absences 100 points
- 2 absences 50 points
- 3-4 absences 25 points

2. Literacy History (200 points)

You will write an essay recalling your memories of learning to read. We will do journal brainstorming to help you begin the process of remembering.

3. 3 to 5 RDG 350 course activities (500 points)

You will be assigned several planned informal course related activities based on course interactions. The course activities will reinforce course learnings. There activities will be assigned based on class needs.

4. Literacy strategy notebook (200 points)

Compile a notebook of strategies you believe are most helpful for teaching literacy in your classroom. You will need to collect strategies for each of these sections - teaching phonics, writing, word work, comprehension, and fluency. You can collect these strategies from various places, instructional magazines, the internet, sharing with friends, however they must be written or typed in such a way that anyone can follow the strategy in a classroom. In other words do not just print a page from the internet or photocopy a magazine page and call it done. I will give you examples and we will look at strategy notebooks before yours is due.

5. Book List (100 points)

You will begin a book list of children's books, videos, websites, or other technology that you believe a literacy rich classroom should have available. You do not have to own these items, just about them and how to retrieve them if you wanted to use them for a lesson.

6. 2 tests (2@ 100 points/each points a total of 200 points)**7. Comprehensive Final (200 points)**

Following TAMU-Commerce Course Final Schedule: **FINAL: As listed in the course schedule.**

Grading Scale:

Professionalism/Participation	100 points
Literacy history	200 points
3 to 5 RDG 350 course activities	500 points
Literacy strategy notebook	200 points
Book List	100 points
Test 1	100 points
Test 2	100 points
Comprehensive Final	200 points
Total points	
	1500 points

Grading Scale

A=1350-1500

B=1199-1349

C=1048-1198

D=-897-1047 and F= 896 and below

Extra Credit Assignment:*Writers' Notebook Extra Credit Assignment (50 points to final grade)*

If you choose to keep a writers' notebook this fall semester, you may earn up to 5 extra points on your final grade. Assignment sheet will be given in class. This will relate to your observation assignment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
--

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.

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@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*).

2. 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.**

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>.