



RDG 350.002 Reading and Literacy I

T/R 12:30 - 1:45 pm

COURSE SYLLABUS: Fall 2013

Instructor: Heidi Vanessa Burbano

Office Location: Education South 224, TAMU-Commerce Campus

Office Hours: T/R 3:30 - 4:30 (By appointment only)

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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

Required Supplies:

- Scissors, glue stick, markers, sticky notes

Recommended Textbooks:

Fountas, I. C. Gay Su Pinnell, G. S. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH.

- You will use this book for 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:

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 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 learning experience
- 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

INFORMATION ON COURSE SYLLABUS MAY BE SUBJECT TO CHANGE UPON INSTRUCTOR'S DISCRETION.

Instructional Methods / Activities / Assessments

- Written assignments must be well-written, typed, and error-free.
- **No late assignments! You will receive only 50% if it is ONE day late. If it is two days or more late you will receive NO credit.**
- Specific assignment details will be given for each assignment.
- e-College will be used regularly for posting of assignments, activities, resources, etc. It is the students' responsibility to regularly check e-College to be informed as to what assignments or handouts need to be printed and taken to class.
- Students need to check regularly their leo email! This is important!

1. Attendance/Participation, including Professional Attitude: (600 pts. total)

Participation - Students will attend classes and participate in class activities. Students should be prompt and ready to contribute. Participation in class discussions, on assigned readings and related material, and contributions to group tasks are expected. Students will receive a grade based on a point system each class period (30 classes) with each class being worth 10 participation points each, for a total of 300 points. If classes are done via the internet participation grades will be given. This will include, but not limited to, turning in your assignments on time, being involved with web conversations, full participation in individual and group work, etc.

Attendance - Attendance will be monitored to ensure student success. Students will receive a grade based on a point system each class period (30 classes) with each class being worth 10 attendance points each, for a total of 300 points. If classes are done via the internet attendance grades will be given. This will include, but not limited to, being involved with web conversations during specific times indicated by the professor, full participation in individual and group work, etc.

33% of your total grade will come from an attendance and participation, including professional attitude grade. If you are unable to attend class you will not receive attendance/participation points and this will impact your final grade. Based on the point system below, I as your professor will be very specific about grading. You as a professional graduate student must meet the criteria listed to receive the points listed.

Daily Participation Points: (300 pts.-30 classes @ 10 possible pts.)

- 10-8 points = active participation in small and whole group;
- 7-5 points = active participation in small group or whole group;
- 4-2 points = some participation in small or whole group;
- 1 point = just listened today;
- 0 points = no attendance.

Daily Attendance Points: (300 pts.-30 classes @ 10 possible pts.)

- 10 points = Punctual, on-time and is in class for the whole time
- 5 points = up to 5 minutes late and is in class for the whole time
- 2 points = up to 10 minutes late or leaves 15 minutes early
- 1 point = more than 15 minutes late or leaves 20 minutes early
- 0 points = no attendance

2. Two exams and Electronic Strategy Notebook: (600 points - each exam and Electronic Notebook @ 200 possible points) - due dates: TBA

Instructions for each exam will be given in advance and prior to the due date.

3. Specific Activities/Assignments: (600 points - each activity/assignment @ 100 possible points) - due dates: TBA

Instructions for each assignment will be in advance and prior to the due date.

Throughout the semester additional readings may be required by instructor to ensure enhanced learning of topics

A "Plan Of The Day" will be given upon each class period indicating required readings and assignments.

A list of specific assignments and due dates will be given on the first day of class.

SUMMARY OF GRADING:

- 33%-(600 points) Daily Attendance & Daily Participation in
- 33%-(600 points) 2 Exams and Electronic Strategy Notebook
- 33%-(600 points) Specific Activities/Assignments

COURSE EVALUATION:

- 1800-1700 points = A
- 1699-1600 points = B
- 1599-1500 points = C
- 1499-1400 points = D
- <1399 points = F

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.

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.

Cell phones/IPODs/tablets: These can become a distraction for you and others in class. All devices need to be on silent mode and may not be utilized for your personal enjoyment (checking Facebook, Tweeter, texting, etc.). If you are expecting an emergency call, let the instructor and your group know ahead of time. Failure to comply, will result in deduction of points from your participation grade or in the instructor's request of you to leave the class.

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*).

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://leomail.tamuc.edu/login.aspx>.