



RDG 370
TITLE: Reading and Literacy II
COURSE SYLLABUS
Spring 2014

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required: Fountas, Irene C., Pinnell, Gay Su. (2006). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-6.* Portsmouth, NH: Heinemann.

Guided Reading: Good First Teaching for all Children Heinemann
ISBN 978-0435088637

Course Description:

This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school reading and writing instruction. The focus of this course is an examination of how TEKS can be implemented with basal readers, tradebooks, literature, cognition, reading comprehension, comprehension strategies, formal assessments, and informal assessment strategies. Prerequisites: ELED 300, RDG 350; minimum overall GPA of 2.50 and passing scores on TASP (now THEA – Texas Higher Education Assessment).

Course Objectives:

Participants in this course will develop understandings of how children learn to be literate and comprehend the variety of texts through appropriate reading and writing strategies. Participants will develop a repertoire of comprehension instructional strategies that will help them incorporate the TEKS and promote successful reading and writing for all their students.

Performance Objectives:

During the course of RDG 370, participants will be able to

- Select and plan appropriate comprehension reading strategies for diverse elementary students to include ESL learners
- Integrate appropriate children's literature into reading comprehension lessons
- Analyze current basal readers to determine how reading and writing comprehension can be taught

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 VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.
- Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.
- Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.
- Standard IX. Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.

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

Instructional / Methods / Activities Assessments

Course Overview:

This course is designated as a lecture/eCollege course by the Curriculum and Instruction Department; however there will be a variety of presentation methods to include: modeling instruction, group activities, DVD presentations. Student's questions and reflections upon their study are encouraged. The course texts were selected because of the strong match between them and course content. Both are very informative and useful resources.

Requirements and Activities:

You are expected to attend all class meetings and act with attention to the instructor, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. Excessive absences most often results in a lowered grade. Students are encouraged to contact the instructor by e-mail if at all possible when absent. If you do have to miss a class, make contact with a fellow classmate to review the information that you missed.

Read the required text and any other assigned material. Study outside of class is necessary and expected. You are in control of your positive attitude and desire to learn the skills needed to become an elementary teacher. Often it is a great help to students to form study groups.

TECHNOLOGY REQUIREMENTS

Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.
<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

You are preparing for an exciting career in a profession that approves a high standard of personal integrity, honesty and positive attitude. You are expected to study to increase knowledge of effective teaching strategies, use Standard English in spoken and written communication, and demonstrate emotional and social maturity. Behavior during class should show respect to the instructor and fellow classmates. Visiting in class when instruction is occurring, use of cell phones or computers, and doing homework from other classes will negatively affect your understanding and interfere with the learning of other students; therefore, this should not be occurring. When you present a project, you will be expected to dress and act as you would in the classroom. Also, students are expected to remain in the classroom during the class period.

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*).

Assignments:

Literature Genres Study: Use Figure 11-7 on page 151. Find and read 9 books from the 9 types of Genres found on the form and complete the form (typed). Put it in the drop box on eCollege before Exam 1.

Analyzing Text Factors: Choose a fiction book and fill out Figure 14-12 (typed) on page 211. Put it in the drop box on eCollege before midterm.

Plan a Guided Reading Lesson: Using Figure 24-1, select a text, provide the level of the text, and plan for a Guided Reading Lesson. Fill out the form (typed) and put it in the drop box on eCollege before Exam 2.

Literature Study: You will work in a group and present a Literature Study activity. Your group will choose a children's book (please use fiction) for your literature study. Use Figure 19-5 on pages 289 and 290 as a guide and form. Divide the sections on the form among group members to fill out (that will also be what each one will discuss when you present). One member will lead the group, collect all information from other group members and put it all together (typed) on one form (Figure 19-5) to include all the names of group members. That person will also put it in the drop box before the night you present. You will also give the form to the instructor on the night you present.

Chapter Presentations: You will be required to lead a class discussion on 2 different chapter readings. Using interactive strategies, you will engage the class in a pre-reading activity (completed before reading), a *during* reading activity (completed at home during reading) and a post reading activity (completed after reading).

Strategy Notebook: Keep a notebook that includes a section for comprehending fluency and guided reading. Your notebook may, or will eventually, include additional content areas and ESL strategies as well. In each of the sections collect teaching strategies and plans that will assist you as your work with students.

Course Evaluations:

Literature Genres Study	200 points
Analyzing Text Factors	100 points
Plan a Guided Reading Lesson	100 points
Literature Study	100 points
Exam 1	100 points
Exam 2	100 points
2 Chapter Presentations (75 pts each – pre,during,post)	150 points
Strategy Notebook	150 points
Total	1000 points

Grading Rubric:

A= 900-1000

B= 800-899

C= 700-799

D= 600-699

F= below 600

