



**RDG 448 ELL– Characteristics of English Language Learners
in Field-Based Settings**

East Texas Center: Commerce, Paris Area, Sulphur Springs, Greenville, and Caddo Mills
COURSE SYLLABUS: Spring 2014

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required: *The Best Teachers' Test Preparation for the TExES 191 Generalist EC-6.*

Luis A. Rosado. Research & Education Association. TestWare Edition, 2011.

ISBN-13:978-0-7386-0685-9 Cost: U.S. \$39.95 new

**Required: East Texas Center Intern Handbook for Rdg 448 TExES preparation material.
This is available for purchase only in the campus bookstore.**

The National Institute for Literacy handbook: Put Reading First The Research Building Blocks for Teaching Children to Read. Kindergarten through grade 3; and Preparation Manual: Texas Examinations of Educator Standards (TExES) Generalist EC-6 (191) along with other important documents are included in the handbook

Put Reading First is a 57 page document addressing the instructional requirements concerning the five areas of reading instruction: **phonemic awareness, phonics, fluency, vocabulary, and text comprehension.**

The preparation manual 191 as well as other preparation manuals may be viewed or downloaded from Preparation Materials section of the ETS TExES website at www.texas.ets.org

*Suggested for reference: Not Required: Nath, J.L., & Ramsey, J. (2010). **Preparing to Teach Texas Content Areas: The TExES EC-6 Generalist & the ESL Supplement** (2nd Edition) [paperback]. Prentice Hall ISBN-13: 978-0-13-704028-5*

Suggested for reference: Textbooks used for Rdg 350, Rdg 360, and Rdg 370. Knowledge of those courses is expected.

Course Description:

The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments will be studied.
Prerequisites: Admission to Teacher Education and Placement in NET CPDT Center.

All English Language Arts Standards and Texas Essential Knowledge and Skills for ELA/Reading K-6 which were initially taught in **RDG 350, 360 and 370** will be reviewed.

Student Learning Outcomes:

DOMAIN I – English Language Arts and Reading (approximately 32% of the test) Texas Examinations of Educator Standards (TExES) Generalist EC-6 (191) will be reviewed.
Assessment: Knowledge and application of the competencies relating to the standards will be assessed through individual and group activities assignments, and experiences both in the field based setting and in seminar.

Texas Education Association English Language Arts and Reading EC-6 Standards:
I Oral Language, II Phonological and Phonemic Awareness, III Alphabetic Principle, IV Literacy Development and Practice, V Word Analysis and Decoding, VI Reading Fluency, VII Reading Comprehension, VIII Development of Written Communication, IX Writing Conventions, X Assessment and Instruction of Developing Literacy, XI Research and Inquiry Skills, and XII Viewing and Representing

The description and assessable components of the standards are identified as the competencies which are the knowledge and skills that an entry-level educator EC-6 in Texas public schools must possess.

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities to develop listening and speaking skills.

Competency 002 (Phonological and Phonemic Awareness): The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Competency 003 (Alphabetic Principle): The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of students' literacy.

Competency 005 (Word Analysis and Identification Skills): The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provided many opportunities for students to practice and improve word identification skills.

Competency 006 (Reading Fluency): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.

Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading

comprehension, and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.

Competency 008 (Reading, Inquiry, and Research): The teacher understands the importance of research and inquiry skills to students' academic success and provides students with instruction that promotes their acquisition and effective use of those study skills in the content areas.

Competency 009 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.

Competency 010 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Competency 011 (Viewing and Representing): The teacher understands skills for interpreting, analyzing, evaluating, and producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

Competency 012 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction

Students will evaluate the multidisciplinary perspectives evident in multicultural children's and adolescent literature. Students will discuss the meaning of culture and identify their own culture. They will compile an annotated bibliography of with a multicultural/global focus from their assigned grade levels and must incorporate a multidisciplinary cultural perspectives that address global issues. The student will write a reflective piece on their culture and how the influence of culture impacts multidisciplinary teaching and learning. (SLO5. Globalization and Cultural Diversity/Obj. 1)

Demonstrate your knowledge of student diversity (children with special needs, gifted and talented, and ELL) by planning learning experiences and assessments that are responsive to difference among students. Lesson plans will show evidence of understanding of global interdependence and its impact on the world. The lessons will additionally be based on global elements that exhibit interdependence. (SLO 5.Globalization and Cultural Diversity/Obj.2)

At the completion of the course the students will have identified, analyzed, studied, applied, and demonstrated through activities and lessons their knowledge of the five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

The seminar component of the course will be used to give guidance and assessment of student knowledge of the Language Arts and Reading competencies and the related Texas Education Association TEKS for grades K-6 as adopted and copied here:

110.11. English Language Arts and Reading, Beginning with School Year 2009-2010.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands. The Reading strand is structured to reflect the major topic areas of the National Reading Panel Report. In Kindergarten, students engage in activities that build on their natural curiosity and prior knowledge to develop their reading, writing, and oral language skills.

Reading, where students read and understand a wide variety of literary and informational texts;

Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail;

Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information;

Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and

Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing.

The field-based component of the course will require students to develop and teach lessons in their assigned classrooms that incorporate and identify the competency and TEKS that are implemented in the lesson.

Seminar session activities will require participation and/or written responses will be centered upon selected competencies and the related TEKS:

A list of required assignments and instructions will be provided throughout the semester.

Grading

The final grade for this course will be based upon completion of the assigned requirements (each assignment will receive a value) and performance in the application and teaching of English language arts and reading in content areas or reading instruction in the public school assigned classes. At the end of the semester the points received for the RDG 448 assignments will be applied along with the recommendations of the mentors and liaison.

The total of the points gained from assignments minus any absences averaged with the final announced reading exam will be the seminar grade. That will be averaged with the field grade to make the final course grade.

Attendance at the seminars is required to maximize the learning. Many activities will be conducted during seminar and only those students present at the time will receive the points assigned to the activity. A final reading knowledge exam will be administered and will be significant to the final grade. **Those not present in seminar during each Reading Language Arts session will have 5 points deducted from their seminar RDG 448 point total for each session missed.**

TECHNOLOGY REQUIREMENTS

Specific activity assignment: Intern pairs will design and demonstrate a lesson on the Promethean board with any identified TEKS from English Language Arts and Reading.

1. TExES Preparation Manual 117 English Language Arts & Reading 4-8
2. TExES Preparation Manual 191 Generalist K-6
3. All released STAAR tests related to English language arts, reading and writing; through grade 8.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Contact information is given on this form. In addition the instructor is available during and after seminar. E-mail is encouraged to address any concerns and questions. All instructors are available by appointment to be scheduled with the individual student.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Questions and concerns about seminar specific assignments may be addressed with Vanessa Burbano.

University Specific Procedures:

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*).

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](#)

COURSE OUTLINE / CALENDAR

During seminar the stated standards and competencies of the course will be chunked for maximum coverage and to offer a variety of learning and teaching experiences for the students. Seminar time will be actively used to experience a varied application of the course content. Field-based experiences will be an extension and application of the knowledge gained by the interns.

Disclaimer: The instructor reserves the right to make changes to the activities and schedule of the class. Such changes or additional information concerning the assignments will be announced in class. Each student is responsible to know what is expected from each class. Attendance and participation are essential.