



## **RDG 597.001 Literacy Instruction for the 21st Century**

### **Fall 2014**

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### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings:**

##### **Textbook(s) Required:**

Graves, M. J., Juel, C., Graves, B. B., & Dewitz, P. (2014). *Teaching reading in the 21<sup>st</sup> century: Motivating all learners (5<sup>th</sup> edition)*. Pearson. ISBN-13: 978-0-13-209225-8

##### **Optional:**

Kucer, S. B., & Silva, C. (2013). *Teaching the dimensions of literacy (2<sup>nd</sup> edition)*. Routledge. ISBN-13:978-0-415-52871-9

Anderson, J. (2005). *Mechanically inclined: Building grammar, usage, and style into writer's workshop*. Stenhouse Publishers. ISBN-13: 978-1-57-110412-0

##### **Course Description:**

Five components of reading (phonemic awareness, phonics, vocabulary development, fluency, and comprehension); assessments and supporting students' use of the cueing systems; learning to write and writing to learn; reading in content areas; best practices in the science of teaching reading.

##### **Student Learning Outcomes:**

In this course, we will examine these topics: reading and its instruction, reading to learn, study skills, writing and assessment. In addition, we will explore the teacher's role in supporting diverse learners (i.e., English Learners, Special Education) in the classroom. Students are expected to be active in the learning process by asking questions and reflections upon the content of the course.

1. The learner will explain the developmental processes (emergent and preliteracy skills progressing over time to proficient stages) associated with communication systems (e.g., listening, speaking, reading, writing and media viewing) and design a variety of opportunities for students.
2. The learner will identify a variety of practices and procedures to plan and implement instruction in English language arts and reading that is responsive to the strengths and needs of students with various abilities.
3. The learner will explain the alphabetic principle, word analysis skills (e.g., decoding, structural analysis, sight word vocabulary), and demonstrate how to provide students with all abilities with systematic instruction to promote their ability to use these skills for fluency and comprehension.
4. The learner will be able to identify opportunities to use reading and writing in the content areas (math, science, social studies) to promote meaning-making.
5. The learner will be able to create opportunities for students to use writing to enhance learning, meaning-making, and comprehension.
6. The learner will identify technology that can assist in planning and managing of reading and writing instruction.
7. The learner will evaluate and adjust the preceding elements of literacy to meet the needs of English Language Learners.

## COURSE REQUIREMENTS

### **Instructional / Methods / Activities Assessments**

This course occurs in a digital learning environment designed with a module format. All modules will be open the first day of class with due dates for each module's reading task, discussion, quiz and performance task. You will be expected to read assigned material, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects by the due date. Late work will not be accepted. Therefore you need to demonstrate a level of time management that allows you to meet due dates as posted.

**Participate** in all online group/class discussions. There will be an opportunity to work as an individual, with a partner or in a group of 3-4 students. Working with a partner or in a group requires you to follow my CCC: collaboration, cooperation, and completion. This means, as an adult learner, you will collaborate with another student or students in a cooperative manner to complete a quality product. I truly believe two minds are better than one so I encourage partnerships or groups. However, I WILL NOT mediate should an issue arise pertaining to CCC; you are expected to find a resolution. You will always have the choice to opt out of the partnership or group and work as an individual. Therefore, you are expected to show a level of professionalism and stay actively engaged with your partner or the group through communication and contributions to complete the project.

**Read** required textbook. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; you are expected to read/reflect for meaning.

**Reflections:** The student may be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

**Written tasks:** Completion of all written discussions/reflections and projects should exhibit professionalism in appearance and content at an **acceptable level of scholarship**. Projects are to be completed and turned in according to the due dates posted in e-College for each module. Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with a late due date determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

### **Grading**

I make it a personal goal to grade module assignments within one week after due dates. e-College provides you with a current grade average so you can monitor your course grade at any time during the semester.

Grading:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

## **TECHNOLOGY REQUIREMENTS**

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred)
- Microphone for VoiceThread and classlive sessions throughout the semester.
- Speakers so you can hear me and other students during our classlive sessions (when scheduled) and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from e-College (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you can email me via my preferred email: [juan.araujo@tamuc.edu](mailto:juan.araujo@tamuc.edu)

You may also use e-College email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

## **ACCESS AND NAVIGATION**

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also

reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about module assignments, course due dates, etc.), please contact me through e-mail or by phone at 214-952-6865. If you have personal issues contact me through my preferred email: [juan.araujo@tamuc.edu](mailto:juan.araujo@tamuc.edu) or by phone at (214) 952-6865.

**Other Questions/Concerns:** Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m. - 5:00 p.m., Monday through Friday.

## COMMUNICATION AND SUPPORT

### Interaction with Instructor Statement:

**Participation & Communication:** I expect each of you to be active and thoughtful participants within the digital learning environment (eCollege) and your digital learning community. You are to expect the same of me. This includes your successful completion of each module and I will provide a timely grade feedback. If you are having difficulty do not wait until the day before the module's due date to contact me.

1. All course/content questions should be posted on Virtual Office in order to avoid duplication of questions and answers. I check Virtual Office daily Monday – Friday. Emails of a personal nature should be sent to my preferred email address: [juan.araujo@tamuc.edu](mailto:juan.araujo@tamuc.edu). I check it daily Monday - Friday. A reply will be sent within 12 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line.
2. Or if you want to talk via the "phone" download a program called Skype - a free internet calling service that you can use to chat live or place a call to me. I have a video camera and can also transmit my video via a skype call. To download the program, go to [www.skype.com](http://www.skype.com) as the contact to add me to your list. There is also the option of using Google+. You can go to the Google.com website and set up your free account.

### e-College Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.
- Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

## **Course Specific Procedures:**

**Academic Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Late work:** Late work is not accepted. You will have plenty of notification and time to complete all module assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. See course semester outline at the bottom of this syllabus.

**Plagiarism:** Plagiarism WILL NOT be tolerated and will result in an automatic F in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

**Attendance:** This is an online class therefore attendance is up to you! You will be given the opportunity to participate with a partner or in a group to complete projects. The quality of your contributions and regular participation activities, including attendance via ClassLive sessions (when scheduled), will be considered attendance. It is strongly encouraged that you attempt to log into the course everyday and/or check Announcements or your email messages in order to not get behind. The synchronous sessions via ClassLive are not required, but it is in your best interest to attend when available during the semester. I will not conduct another ClassLive for missed attendance.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. You are expected to submit documents that have been through drafts and edited.

## **University Specific Procedures:**

### **ADA Statement**

#### **Students with Disabilities:**

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- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

## **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*).

## **COURSE OUTLINE / CALENDAR**

Schedule for summer 2014: Module topics/dates are tentative and subject to change. Requirements for each module will include a Reading Assignment and the following Assignments: Performance Project, Discussion, and Quiz. Pay attention to the due dates that are different for each module.

Module 1: Reading and its Instruction (Chapters 1, 2, 3, 4)

Module 2: Reading— the Basics (Chapters 5, 6, 7, 8)

Module 3: Comprehension (Chapters 10, 11, 12)

Module 4: Reading and Writing Nexus (Chapters 13, 14)

Module 5: Reading and Writing Instruction for the 21<sup>st</sup> Century  
**FINAL Project**