

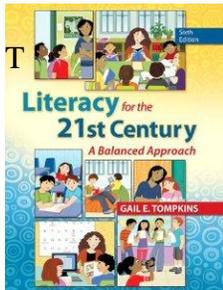


RDG 350.51E-READING AND LITERACY I
COURSE SYLLABUS: Spring 2015

Instructor: Laurena Roberts, Adjunct Instructor
Office Location: Bain Building, Navarro College Campus
Office Hours: Thurs. 5:00-6:00 pm at Bain by appointment in advance
Office Phone: 903-875-7617
University Email Address: robertslaurena@tamuc.edu
Course Hour & Classroom: Thurs. 7:30 pm-10:00 pm
 Bain Building, Room 202

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbook Required:



Tompkins, Gail. (2013). *Literacy for the 21st Century: A Balanced Approach*. (6th Edition). New York, NY: Pearson.
 ISBN-10: 013283779X
 ISBN-13: 978-0132837798

Online Resources:

TEKS for Language Arts and Reading available on-line at
<http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

English Language Arts and Reading Information from the Texas Education Agency available on-line at
http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

English Language Proficiency Standards available on-line at
<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

The Dyslexia Handbook

<http://dyslexiahelp.umich.edu/professionals/dyslexia-school/strategies-for-teachers>

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.

Objectives:

ELA/Reading 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.

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.

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

1.2k the implications of students' developmental characteristics for planning appropriate instruction;

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and

1.6k appropriate strategies for instructing English Language Learners

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.10k how lesson content and skills with other disciplines and within the discipline; and

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning.

- 1.17k the importance of knowing when to integrate technology into instruction and assessment;
- 1.25k the role of assessment in guiding instructional planning;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- 2.1k the importance of creating learning environment in which diversity and individual differences are respected;
- 2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and
- 2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.
- 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

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.

- 3.3k spoken and written language that is appropriate to students' age, interests, and background; and
- 3.6k how to present content to students in relevant and meaningful ways

Dyslexia and other language disorders:

- Pre-service teachers will be knowledgeable of local, state, and national mandates governing dyslexia and other language disorders.
- Pre-service teachers will develop an understanding for “related disorders” like developmental auditory imperceptions, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
- Students will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level. Student Learning Outcomes:

During the course of RDG 350, participants will be able to:

- Select and plan appropriate reading lessons of the essential components for diverse elementary students to include ESL learners.
- Integrate appropriate children’s literature into reading comprehension lessons
- Observe and analyze experienced teachers’ methods for ensuring comprehension and assess student learning.
- Develop a variety of comprehension strategies to use for a variety of reading difficulties.
- Deliver effective oral presentations in a variety of settings.
- Use multiple formats and technologies to communicate ideas effectively in large and small group settings.
- Provide additional artifacts for their professional portfolio which will indicate growth in the five Teaching Proficiencies.

| |
|----------------------------|
| COURSE REQUIREMENTS |
|----------------------------|

1. Literacy History: (25 points)

Students will write and share their own literacy history. The literacy history is a reflection of your engagement with reading and writing over the course of your academic life. The written literacy history will be presented in a small group. (E/LA Reading Standards: 1, 8) (PPR Standards: 2.1k, 2.2k, 2.3k, 2.3s)

2. Group Lesson: (50 points)

Students will collaboratively work together to create a week's unit of lesson plans based off of a mentor text. Each person in the group will write a lesson plan that helps to teach one of the essential elements of reading (oral language, phonemic awareness, phonics, vocabulary, reading comprehension, vocabulary, fluency, and writing) that can be covered with the text. (E/LA Reading Standards: 1, 2, 3, 4, 5, 6, 7, 8) (PPR Standards: 1.1k, 1.1s, 1.2k, 1.5k, 1.6k, 1.8k, 1.19k, 1.22s, 2.1k, 2.2k, 2.3k,

3. Live Binder: (75 points)

Each student must compile and share a digital notebook on the essential elements of reading, literacy, and dyslexia that would be helpful in the classroom. At the end of the semester, live binders will be presented in class. (E/LA Reading Standards: 1, 2, 3, 4, 5, 6, 7, 8) (PPR Standards: 1.16k, 1.16s, 1.17k, 1.17s)

4. Nonfiction Scavenger Hunt (75 points)

Each student will engage in an extensive search on lesson plans featuring nonfiction texts that can be used in the classroom. Students will also write one lesson plan featuring a nonfiction text. (E/LA Reading Standards: 7, 8) (PPR Standards: 1.1k, 1.1s, 1.2k, 1.5k, 1.10k, 1.16k, 1.22s, 2.1k, 2.2k, 2.3k)

5. Literature Circles (50 points)

Student will engage in two literature circles, with a fiction book and a nonfiction book. In preparation for each literature circle, you must complete a literature circle job sheet, as well as write a reflection of the class discussion. Both literature circles will be the week of April 9th. You will select one of the following books in each genre, based on your interest. (E/LA Reading Standards: 7, 8) (PPR Standards: 2.1k, 2.2k, 2.3k, 2.3s)

Literature Theme: Names

My Name is Yoon by Helen Recorvits

My Name is Maria Isabel by Alma Flor Ada

The Name Jar by Yangsook Choi.

(Nonfiction) Theme: Prominent People

So You Want to be President by Judith St. George

Harvesting Hope by Kathleen Krull

Talking About Bessie by Nikki Grimes

6. Tests (300 points) See course schedule. (E/LA Reading Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12) (PPR Standards: 1.1k, 1.1s, 1.2k, 1.5k, 1.6k, 1.8k, 1.19k, 2.1k, 2.2k, 2.3k)

7. Observation Hours Log In Sheet

This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction. **If this is not complete, you will fail this class.** Documentation must be turned in for credit by at the end of the semester. (E/LA Reading Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12) (PPR Standards: 1.1k, 1.1s, 1.2k, 1.5k, 1.6k, 1.8k, 1.19k, 2.1k, 2.2k, 2.3k)

Grading:

600-535 points = A

534-480 points = B

479-420 points = C

419-365 points = D

<364 points = F

TECHNOLOGY REQUIREMENTS

Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

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 or questions they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES**Course Specific Procedures:**

1. **Attendance** is required and is essential to your success in this class. Participants are expected to be on time and to actively and constructively participate. Arriving late and/or leaving early two (2) times will constitute one (1) absence. Your attendance and participation will impact your grade, particularly if you're on the borderline of a grade. Contact the instructor (via email) if you anticipate an absence or are absent for any reason explaining the situation. This is a common courtesy that is expected by all teachers. It is also part of forming that "community of learners" that we need in the classroom. When you are gone, there is a "hole" at your learning tables, as you are important to your community. If you miss more than 1 class, your grade may be/will be lowered. If you miss more than 3 classes, you may/will fail the course. We are trying to encourage professional development and life-long learning skills. Remember: Class activities and group discussions cannot be made up; therefore, reinforcing the idea that attendance is important! Attendance/Participation, including Professional Attitude: (60 points)

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 (15 classes) with each class being worth 4 points each, for a total of 60 points. If classes are done via the internet participation grades will be given. This will include, but not limited to, turning in your homework and class assignments on time, being involved with web conversations, full participation in individual and group work, etc.

*Missed Class: In the event of a missed class, you are responsible for obtaining class materials/assignments/notes and being prepared for the next class meeting. I will not bring additional copies of handouts from previous classes; therefore, it is your responsibility to get the necessary materials and

assignments from a designated class member. Select a buddy and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to collect all handouts for you and to explain any class materials/assignments/notes; however, it is your responsibility to contact your buddy for this information.

| Name of Peer | Phone Number | E-mail Address |
|--------------|--------------|----------------|
| | | |
| | | |

2. Professionalism: You will be evaluated on your growth in becoming a professional teacher.

You must:

- a. Engage in self-evaluation processes: This will be done by using the rubrics provided for class projects.
 - b. Demonstrate professionalism: This will be done by:
 - (a) attending ALL classes,
 - (b) paying attention,
 - (c) participating actively and constructively,
 - (d) being responsible and prepared,
 - (e) being an equal partner in group work,
 - (f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form),
 - (g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook.
- Your grade will be adjusted based upon these criteria (see grading section).

Remember: You need to come prepared to class. For every 3 credit hour course you take, you are expected to spend 6-9 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 24-36 hours on homework. Thus, you need to plan according.

Cell phones: These items must be turned off during class time. If you are expecting an emergency call let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone vibrates, pick it up and leave the room. It is important to keep your phone put away, as it disrupts your learning and the learning of those around you. In addition, it is disrespectful.

3. Written Assignments: All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE PERFECT**. Begin that practice now! Therefore, if you need extra help, the Writing Center can assist you. See

<http://web.tamuc.edu/academics/colleges/artsSciences/departments/literatureLanguages/>

a. Written Assignments should be:

- *double spaced
- *1" top and left side margins, 1" bottom and right side margins
- *12 point font size
- *revised for clarity and meaning
- *edited for accuracy in grammar and mechanics
- *saved on computer disk or copied on paper for your records

b. Academic Integrity/Honest Statement:

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 Screening and Treatment for Dyslexia and Related Disorders, §74.28. Students with Dyslexia and Related Disorders) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

University Specific Procedures:

1. ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provide 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

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

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. A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

5. 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.tamuc.edu/>

6. eCollege: eCollege will be used for this course. It is accessed through your MyLeo account. <https://leo.tamuc.edu/>

COURSE SCHEDULE

****This schedule is tentative and may be changed at any time by the instructor. If the schedule is changed, it will be to your benefit.

| Date | Topic | Reading (Done Prior to Class) | Assignments Due |
|---------------|---|---|--|
| Wk 1: 1/23 | Welcome; introductions Go over syllabus, course expectations, course schedule; eCollege; Literacy History | | Read article and complete scavenger hunt |
| Wk 2: 1/30 | The Reading Brain Learning Theories: Behaviorism, Constructivism, Sociolinguistics, Information Processing | Chapter 1 | Literacy History Due will share with group |
| Wk 3: 2/5 | Essential Elements of Literacy (Oral language, Phonemic Awareness, Phonics, Vocabulary, Fluency, Comprehension) Reading and Writing Process/Reading and Writing Workshop | Chapter 2; Chapter 5 pgs. 138-163 | |
| Wk 4: 2/12 | Developmental Stages of Reading & Writing Emergent Readers and Writers Types of Reading (Modeled, Shared, Guided, Independent) Fluency | Chapter 4 | Group Project due |
| Wk 5: 2/19 | Writing to Learn (WTL) Types of Writing (Modeled, Shared/Interactive, Guided, Independent) Writing Process/Six Traits of Writing Test #1 Review | Article: Setting Sail on a Sea of Words: a Passage into Story Innovations | |
| Wk 6: 2/26 | Literacy Assessment Live Binder Set Up | Chapter 3, pgs. 79-90 | Set up Live Binder in Computer Lab Test #1 |
| Wk 7: 3/5 | High Quality Texts Genres Graphic Novels | Article: Using a Variety of High Quality Texts to Support Literacy Learning | |
| Wk 8: 3/12 | Reading Comprehension: Reader Factors BDA Framework Comprehension Strategies | Chapter 8 | |

| | | | |
|----------------|--|---|--|
| Wk 9: 3/26 | Reading Comprehension: Text Factors: Nonfiction Literature Mini Lessons Expository Text Structures Nonfiction Features Test #2 Review | Chapter 9, pages 305-310 | |
| Wk 10: 4/2 | ONLINE ASSIGNMENT THIS WEEK | Technology: Article Children's Literature on the Digital Move | |
| Wk 11: 4/9 | English Language Learners and Reading | | Nonfiction Scavenger Hunt Due Test #2 |
| Wk 12: 4/16 | Literature Circles: Narrative and Nonfiction RTI | Chapter 10 | Tuesday: Literature Circles/Book Club 1 st Meeting of narrative book Literature Circles/Book Club 2 nd Meeting of nonfiction book |
| Wk 13: 4/23 | Differentiation | Chapter 11 | Live Binder Share/URL Due |
| Wk 14: 4/30 | ONLINE ASSIGNMENT THIS WEEK Test #3 Review | | |
| Wk 15: 5/7 | Dyslexia | Article | Observation Logs due on Tuesday Test #3 |