RDG 370.71E Syllabus
Spring 2015

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COURSE INFORMATION

Materials- Textbooks, Readings, Supplementary Readings:

Optional:

On-line Resources:
English Language Arts and Reading TEKS available on-line at
http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html
Texas Examination of Educator Standards (TExES) @http:www.excet.nesine.com/

English Language Arts and Reading (EC-6) Standards at http://ritter.Tea.state.tx.us/rules/tac/chapter074/ch074a.html

Dyslexia Handbook

Course Description:
This builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature cognition, reading comprehension, comprehension strategies, and formal and informal assessment strategies.

This course is designed to be taught through face-to-face lectures and class participation. Students will interact with one another as they explore assigned readings and discuss lectures.

ELA/Reading Standards:

Standard 1. 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 develop this awareness and its relationship to written language.

Standard 2. 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 3. 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 4. 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 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
Standard 7. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard 8. 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 9. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard 10. 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 11. Reading, Research, and Inquiry Skills: Teachers understand the importance of research and inquiry skills to students’ academic success that provides students with instruction that promotes their acquisition.

Standard 12. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Pedagogy and Professional Responsibilities Standards:

Standard 1. Domain 1.

The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

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 connect with other disciplines and within the discipline;

1.11k current research on best pedagogical practices.

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13k the importance of developing instructional goals and objectives that can be assessed

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15 the importance of aligning instructional goals with campus and district goals.
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

1.31k how to analyze data from local, state, and other assessments using common statistical measures.

1.4s plan instruction that motivates students to want to learn and achieve; and

1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.

1.7s exhibit appropriate knowledge of a subject to promote student learning;

1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;

1.9s plan instruction that reflects an understanding of important prerequisites relationships;

1.11s use a variety of pedagogical techniques to convey information and teach skills.

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

1.18 use resources available outside the school (e.g. museums, businesses, community members) to enhance students’ learning opportunities

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.23s provide students with opportunities to explore content from many perspectives

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

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning

2.6k how classroom routines and procedures affect student learning and achievement;

2.7k how to organize student groups to facilitate cooperation and productivity;

2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;

2.22k physical accessibility as a potential issue in students learning; and

2.23k students’ emotional needs and ways to address needs.

2.1s interact with students in ways that reflect support and show respect for all 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

2.4s communicate to all students the importance of instructional content and the

Expectation of high-quality work

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

2.8s schedule activities and manage class time in ways that maximize student learning;

2.9s manage transitions to maximize instructional time;

2.18s organize the physical environment to facilitate learning;

2.20s use effective strategies for creating and maintaining a positive classroom environment; and

Standard III. Domain 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.

3.1k the importance of clear, accurate communication in the teaching and learning process;
3.3k spoken and written language that is appropriate to students’ age, interests, and background; and

3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions

3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations.

3.8k the importance of promoting students’ intellectual involvement with content and their active development of understanding;

3.12k characteristics of effective feedback for students;

3.13k the role of timely feedback in the learning process; and

3.14k how to use constructive feedback to guide each student’s learning.

3.15k the significance of teacher flexibility and responsiveness in the teaching/learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

3.3s use spoken and written language that is appropriate to students’ ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively.

3.19s adjust instruction based on ongoing assessment of student understanding; and

3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV Domain IV

**The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession**

4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

4.13k legal requirements for educators (e.g., those related to rights, student discipline, equity, child abuse); special education, students’ and families’
4.17k the importance of adhering to required procedures for administering state and district-mandated assessments; and

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

4.3s communicate with families on a regular basis to share information about students’ progress and respond appropriately to families’ concerns; and

4.5s maintain supportive and cooperative relationships with colleagues;

4.8s communicate effectively and appropriately with other educators in varied contexts;

4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems. Improve teaching performance; and achieve instructional goals; and

4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

4.17s serve as an advocate for students and the profession;

4.18s maintain accurate records, and

4.19 use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

**Dyslexia and other language disorders:**

- Pre-service teachers will be familiar with the recommendation and assessment process for dyslexia and other language disorders and how they relate to RTI and 504.
- Pre-service teachers will develop an understanding for “related disorders” like developmental auditory imperceptions, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling.
- 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.
• Pre-service teachers will be familiar with planning, delivering and accommodating multisensory instruction for students with dyslexia and other language disorders regardless of English language learners.
• Pre—service teachers will learn how to provide multisensory instruction to students who are having difficulty learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
• Pre-service teachers will be aware that evidenced-based identification materials are available.

Objectives:

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.
- **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.

Student Learning Outcomes/objectives

During the course of RDG 370, learners will:

1. Participate in a variety of activities that will foster knowledge of the 5 essential components of reading (phonemic awareness, phonics, vocabulary, comprehension, fluency) and the part each plays in the development of literacy skills
2. Analyze current basal readers to determine how an integrated language arts program can function in a balanced literacy classroom
3. Examine the interrelatedness and mutually supportive aspect of reading and writing
4. Demonstrate understanding of the course materials through objective examinations
5. Demonstrate knowledge of a variety of effective strategies and activities for the teaching of literacy including strategies for ESL and at risk students.
6. Discover how comprehension and fluency are taught within a Guided Reading setting
7. Explore the view that beliefs about literacy learning influence instructional decisions and practices

Grading

Each quiz and assignment will be graded 0%-100%. Tests will be 60% of your final grade and other assignments will be counted as 40% of your final grade. There will be no extra credit work.

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:
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

Attendance:
Attendance at all class meetings is required and is essential to your success in this class. Students are expected to be on time and to actively and constructively participate. Please arrive to class on time. Being late disrupts the class and the instructor. It also means that you have missed what has already taken place in class. Leaving early creates the same problems. Absences will affect your grade. If you miss more than 2 classes you may/will fail the course.

Absences:
In the event of an absence, you are responsible for obtaining class materials/assignments/notes and being prepared for the next class meeting. Select a
buddy and exchange telephone numbers and e-mail addresses. 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.

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**Professionalism:**

Demonstrate professionalism by:

- Attending all classes
- Paying attention in class
- Participating actively and constructively
- Being responsible and prepared
- Being an equal partner in group work
- Showing enthusiasm and interest in being a teacher
- Turning off cell phones and/or other electronic equipment
- Arriving to class on time

**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!

Written assignments should be:

- Double spaced
- 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
Academic Integrity/Honesty 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/or 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/or other language disorders.

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 (902) 886-5835
Fax (903)468-8148
Student Disability Services @tamu-commerce.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). If you display disruptive behavior, you may be asked to leave class and/or drop the class.

**Financial Aid Support:** You will be dropped from class if you have not paid the balance due on your 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.

**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 of contacting you and informing you of important information. It is available to you 24/7:

[https://leo.tamu-commerce.edu/login.aspx](https://leo.tamu-commerce.edu/login.aspx)

**Disclaimer:** The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.
Assignment Descriptions:

1. Personal Writing:
   You will write a paper reflecting on how you learned to read, the reading habits you have formed, the influences of your home and school experiences on your reading development, and the kinds of reading you do now.
   There is not a required length to this paper. You are expected to respond appropriately and demonstrate that you have taken time to reflect on your reading development. Your paper should demonstrate organization, voice, and evidence of editing. (ELA/Reading Standards 9, 10) (PPR Standards 1.5, 1.11s, 1.18s, 1.22s, 2.2k, 2.23k 2.1s, 2.20s, 3.3k, 3.4k 3.3s, 4.5s)

2. Reader Response Papers:
   You will respond to assigned text readings using a form designed by the instructor. (ELA/Reading Standards 8, 11) PPR Standards 2.2k, 2.4k 2.5k, 2.6k 2.7k, 2.16k, 2.22k, 2.23k, 3/4s, 3.5s, 3.9s, 3.19s, 3.20s).

3. Reading Assessment:
   You will assess and determine the instructional/independent/frustration levels for a student. YOU will assess for phonemic awareness, phonics, fluency, comprehension, and spelling. You will also assess for Dyslexia. In narrative form, your submission will be expected to include the student’s background, assessment findings, and recommendations for parents and teachers. You will also turn in the assessment instruments and a one-paragraph reflection. (ELA/Reading Standards 1-12) (PPR Standards 2.2k, 2.4k, 2.5k, ) Texas Law 38.003 Screening and Treatment for Dyslexia and Related Disorders) Students with Dyslexia and Related Disorders)

4. Writing-Research and Inquiry
   Determine a topic that you would really like to know more about. Spend time researching your topic. Use the library, internet, interviews----anything you need to do to discover information to increase you knowledge about your topic. Collect your information in a notebook. Once you have been successful in finding a variety of sources, you will need to determine what information is the most appropriate to capture this particular topic. Then you will write an essay on your findings. More specific instructions will be given you at the time of assignment.(ELA/Reading Standards 4,5) (PPR Standards 2,3)
5. Oral Presentation of Research Topic:
   You will present the information you learned from your “I want to know more about----” research.
   More specific instructions will be given you at the time of assignment.
   (ELA Reading Standards 1-12) (PPR Standards 1,2,3,4)

6. Quizzes:
   To measure the knowledge you have acquired this semester you will be formally assessed 3 or 4 times during the semester.(ELA/Reading Standards 1-12) (PPR Standards 1, 2, 3, 4)