



**RDG 521.01W**  
**Literacy & Instruction II**  
**COURSE SYLLABUS: Spring 2015**

**Instructor:** Dr. Tami Morton--Assistant Professor  
**Office Location:** Office Location: (Main Campus) EdSouth 216;  
 CHEC Faculty offices 129 or 131  
**Office Hours:**  
 Monday 12:00-12:30, 3:00-3:30  
 Tuesday & Thursday 10:15-11:15, 1:15-2:15  
 Friday-by appointment only  
 Online: Monday-Friday, checked until 10 p.m.  
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**COURSE INFORMATION**

Textbook(s) Required:

**None-required readings will come from TAMU-Commerce libraries link or from professor**

*Optional:*

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6<sup>th</sup> Edition)*. ISBN: 13: 9781433805615

**Course Description:**

This course explores research proven classroom strategies for student comprehension development and expression through writing, with a focus on the reader, the writer, texts, and the transaction. In addition, this course examines assessment of reading comprehension and writing, with attention on profiling class needs and individual needs and abilities, the selection of appropriate books and materials for grouping, and the teacher as a reading professional.

This course is required in the TAMU-Commerce graduate reading curriculum and is designed to prepare teachers who wish to acquire the Texas Master Reading Teacher Certificate and/or to include this course as part of the required course sequence for the 36 semester hour master's degree.

**Student Learning Outcomes:**

1. Continue to understand and value literacy based research.
2. Explore and understand research-proven reading comprehension strategies.
3. Investigate and grasp the concepts of writing with the focus on the reader, the writer, differing texts, and the transaction between writer and reader.
4. Survey research in writing in an effort to understand the dynamic in writing fully.
5. Administer, analyze and interpret a variety of informal reading and writing assessments to plan and implement targeted reading instruction.
6. Examine and practice the structure of the reading/writing workshop.
7. Demonstrate growth as a literacy professional.

<b>COURSE REQUIREMENTS</b>
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Instructional / Methods / Activities Assessments:

A. Expectations: Students in this course are exposed to diverse perspectives in the context of literacy assessments that will stretch your thoughts and perceptions beyond your present experiences and knowledge. This action will occur while encouraging depth of knowledge through discussion and interaction with the professor and peers.

B. Assignments

1. **Reading Assignments:** (30 points): Each module you will be asked to read and respond to assigned texts and/or articles. There are two types of reading assignments, described below.

**Talking Points** (12 points)

During each module you will be asked to share “talking points” you’ve collected from your reading of the assigned texts. They can be in the form of salient points, questions, points of disagreement, applications to teaching, or anything else you think is important. You will submit your talking points as well as share them with your group on the discussion board.

**Reaction Papers** (20 points)

Where indicated, you will be asked to submit a response/reaction paper. More guidelines will be provided for writing this paper in our Doc Sharing section. The paper should be single spaced, 700-900 words in length.

Papers will be scored on a 4-point rubric focusing on the criteria for comprehensiveness and inquiry/response as follows:

*Comprehensiveness:* The full range of significant ideas represented in the assigned readings are addressed in responses (2 points).

*Inquiry/Response:* the concepts presented in the book or article are elaborated by reactions, questions, and connections (2 points).

2. **Current Events Discussion and Response** (5 pts)

Increasingly, digital media is changing the way students read. Digital media offers limitless Opportunities to teachers, as well. Indeed the internet alone is a major resource in terms of understanding elements of reading instruction. During Modules 2, 3, and 4, students will share a “current even” that relates to our course topics, showing a related video, critiquing a website, or presenting a “real world literacy problem or phenomenon” of interest. The purpose of this assignment is to extend our collective knowledge and bring the “outside world” of media, politics, news and entertainment into our course.

3. **Digital Poster Session** (15 points): Reading comprehension is an integral component of this course. There are a variety of research-based strategies to support students' reading comprehension. In this digital poster presentation, you will present one of these strategies to the class and create a PowerPoint, Prezi, (or any type of digital presentation) that addresses what the strategy is, how to implement it and why a teacher would choose it. Also, provide information that evaluates and critiques the reading strategy.

3. **Midterm Paper: Children's Literature** (20 points)

The midterm paper is a study of the way that a particular topic is addressed in children's literature. Young children have many questions about the way the world works and there many high quality books that address the diverse and complicated nature of our world. After picking a "difficult" topic that kids have questions about, you will find 3-4 children's books that address this topic. The paper requires you to synthesize the way in which the topic is addressed and then choose a genre in which you want to present your synthesis and critique. You could choose to write a traditional analysis or position statement paper (2 pages, single spaced). Alternatively, you may choose a different genre: letter to parents summarizing the topic and the books, designing a catalog advertising these books, etc.

4. **Writer's Notebook** (20 points):

During the last two modules, students will be immersed in the process writing using multiple genres as they develop their notebook. The notebook should thoroughly and extensively demonstrate and model reading and writing for real purposes. The connections should be explicit and grounded in research and practical applications in order to enable you to support classroom teachers in the use of a wide range of instructional practices, approaches, and methods, including technology-based practices and to help teachers select appropriate options and explain the evidence base for selecting practices to best meet the needs of all students. The final presentation will be submitted a digital portfolio such as Live Binder.

6. **New Requirements for the Texas Master Reading Teacher Certification** include documentation of literacy work through practicum hours. The current requirement is 40 hours per MRT course. We will discuss what constitutes practicum hours and how to go about documentation.

**GRADING SUMMARY:**

Reading Assignments	30 pts
Current Events Discussion	5 pts
Digital Poster Presentation	15 pts
Midterm Paper	25 pts
Writer's Notebook	25 pts
Total	100 pts.

**GRADING SCALE:**

A= 90-100 points; B= 80-89 points; C= 70-79 points; D= 60-69 points;  
F- 59 and below

## ACCESS AND NAVIGATION

eCollege: eCollege will be used for this online course. You get to eCollege through your MyLeo account.

## COMMUNICATION AND SUPPORT

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.tamu-commerce.edu/login.aspx>.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

**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**. Therefore, if you need extra help, the writing center can assist you. You can get assistance on line at <http://faculty.tamu-commerce.edu/scarter/rfwOWL.htm>

Written Assignments should be:

- \*Use APA 6th edition style
- \*double spaced
- \*1" top and left side margins, 1" bottom and right side margins
- \*12 point font size
- \*Times New Roman or Arial
- \*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/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.

**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.

University Specific Procedures:

1. 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

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. 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/login.aspx>.

#### 5. TAMU-C Quality Enhancement Plan:

Objective of TAMU-C Quality Enhancement Plan: "Preparing students for an Interconnected World" by improving students' global competency.

Global competency will be improved by implementing 3 student-learning outcomes:

1. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).
2. Students will be able to apply knowledge of the interconnectedness of global dynamics.
3. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

## COURSE OUTLINE/CALENDAR

Schedule for Spring 2015:

*Module 1 – What is literacy? Development of Language and Literacy Learning*

*Module 2 – Foundations of reading; Reading Comprehension*

*Module 3 – Foundations of Writing; Process Writing, Writing to Learn, Writing across the Curriculum*

*Module 4 – Literacy Assessments for Reading and Writing*