



COURSE SYLLABUS: Spring 2015
TITLE: RDG360 Word Analysis Skills
Section: (20250) Wednesday 5:00 – 7:29 pm – Midlothian Campus

Professor: Charla Morris, M.Ed.

Office Location: After Class or by appointment at Midlothian Campus

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required: Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 5th edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0-13-703510-6

Course Description: RDG 360. Word Analysis Skills. Three semester hours.

This course examines word examination of word identification within the context of language. The focus of this course is an examination of how to implement TEKS when facilitating children's development of the phonological system through writing. Specific attention is given to strategies that are useful to readers in the areas of word knowledge and word analysis. Prerequisites: EIED 300, RDG 350; minimum overall GPA of 2.75 and score 250 or higher on RDG THEA.

Student Learning Outcomes:

Course Objectives:

Upon completion of this course, the students should be able to:

1. Demonstrate knowledge of the phonemes of the English language.
2. Demonstrate understanding of all word identification skills useful in decoding unknown words.
3. Demonstrate teaching activities that support the study of word identification skills within the framework of the developmental spelling stages.
4. Identify the stages of spelling develop and explain various activities for fostering a child's progress through these stages.
5. Assess a child's orthographic stage.
6. Understand the organization of a class for word study based on orthographic development.
7. Additionally, preservice teachers who successfully complete this course will have extended knowledge and understanding of how the above objectives relate to English Language Learners.

8. Understand the knowledge and use of the English Language Arts standards, competencies and related Essential Knowledge and Skills identified by the Texas Education Association.

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

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 V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard IX. Writing Conventions: Teachers understand conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

Rdg 360 course content is aligned with the Texas Essential Knowledge and Skills for Language Arts and Reading for grades K – 6. The specific TEKS headings are:

READING/ Beginning Reading Skills/ Print Awareness/ Phonological Awareness/ Phonics/ Vocabulary Development

ORAL AND WRITTEN CONVENTIONS/ Conventions/ Handwriting, Capitalization, and Punctuation/ Spelling

The critical components of THE STANDARDS that can be measured with an examination are known as the TExES COMPETENCIES. While Competencies 001 Oral Language, 004 Literacy Development and Practice, 008 Writing Conventions, and 012 Assessment of Developing Literacy will be studied during this course the competencies that are aligned specifically and primarily with this course and the related Texas Essential Knowledge and Skills are:

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 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 provides many opportunities for students to practice and improve word identification skills.

Reading/Vocabulary Development
English Language Arts and Reading Essential Knowledge and Skills
Related to Competency 007 (Reading Comprehension And Applications)

The beginning teacher: B. Knows how to provide instruction to help students increase their reading vocabulary. C. Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).

Oral and Written Conventions/Spelling

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

The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into five strands. The TEKS listed here are from the strand Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing.

Source: The provisions of this §110 adopted to be effective September 4, 2008, 33 TexReg 7162.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Course Overview:

This course is designated as a lecture course by the Curriculum and Instruction Department; however there **will be a variety of presentation methods** to include: modeling instruction, group activities with instructor materials, group activities with student made materials, films, word sorting activities for guided practice and implementation of course content, and as appropriate lecture type instruction. Student's questions and reflections upon their study are encouraged. The course text was selected because of the strong match between text and course content. It is informative and a very useful resource. The handbook to accompany the course content is a necessary tool and very useful to guide a student's learning. Students are expected to read carefully and study both required texts.

Reference: DOMAIN 111 – Implementing effective, responsive instruction and assessment. Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Pedagogy and Professional Responsibilities for teaching English language learning and reading will be evidenced throughout the course. Of particular interest are DOMAIN 1 – Designing Instruction and Assessment to Promote Student Learning: Competency 003 A – Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.

Requirements and Activities:

Congratulations for your progress in your education!!! This is an exciting opportunity. You are preparing for an important profession and certain expectations for your continuing success are listed here.

1. You are expected to attend **all** class meetings and act with attention to the instructor, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. **Excessive absences most often results in a lowered grade.** Three absences will result in being dropped from the course. Students are encouraged to contact the instructor by e-mail if at all possible when absent. Make contact with a fellow classmate to review the information that you missed if absent. (TAMU-Commerce considers 3 absences to be excessive.)

2. Read the required text and any other assigned material. **Study outside of class is necessary and expected. You are in control of your positive attitude and desire to learn the skills needed to become a primary grade teacher. Often it is a great help to students to form study groups.**

3. At the end of each of chapters 4, 5, 6, 7, & 8 are activities for teaching skills needed at each of the developmental stages. Construct **one** of these from each of the chapters. These will be demonstrated and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. That means a total of five activities that will be produced. These will be worth 8 points each. A second activity is to be chosen from each chapter to be explained to the other students in a group. The second activity does not require making anything. It gives an opportunity to learn about all of the activities in the text by sharing information.

4. Administer Elementary Spelling Inventory I (page 319) to a child any age from 5 years to 11 years old and bring to class. Also, bring a photo copy of pages 320 and 312. In class you will use this to learn how to evaluate a child's developmental stage in spelling. (Reference Chapter 2) **This is assigned to aid your understanding. We will workshop this information in class; therefore, points are not given for this assignment.**

5. **Take the exams as scheduled and when scheduled.**

Methods of Student Evaluation/Assessment of Student Outcomes/Grading Scale

The grade a student earns from this course is based upon three objective exams plus the 40 points that are assigned to the instructional game activities. Because a student must acquire knowledge of essential skills for teaching word analysis the most appropriate and thus fair (everyone has the same opportunity) means to demonstrate that content knowledge is with objective exams. This method was chosen because of the alignment with the state requirements to achieve certification. **All** exam questions will be developed from the course content presented in class and/or in the required text. Students who attend and are active learners during class and follow the suggestions for self study of the text, handouts, and class notes outside of class greatly enhance their learning and are successful. The teaching activity points are added in with the exam points and will **significantly increase the average** of the course grade. Knowledge of the course content is expected by the Texas Education Agency of all pre-K through 6th grade teachers.

Points given for the 3 Teaching Activities (12 points each for a total of 36 points possible) and the three Exams (300 points possible) will be totaled together. At the completion of the course grades will be based upon the percentage achieved of the total 336 points possible.

<u>Possible Points</u>	<u>Student's Points</u>	<i>Add the total of points that you have received throughout the semester and divide that number by the total of the points possible at that time and you will have your average.</i>
Act Ch 4 12	_____	<i>A=90-100%. B=80-89.5%. C=70-79.5%. D=60-60.5%. F=60% and below.</i>
Exam I 100	_____	
Act Ch 5&6 12	_____	
Exam II 100	_____	
Act Ch 7&8 12	_____	
Exam III <u>100</u>	_____	
Total 336		

TECHNOLOGY REQUIREMENTS

Required: Texas Educator Certification. Texas Examinations of Educator Standards (TExES) review and practice materials are found online.

- ✓ Take the sample test pages 28 – 68 from the Preparation Manual 117 English Language Arts and Reading 4-8. There are 37 sample items which deal with Reading Language Arts and most of them at the elementary level.
- ✓ Make an answer sheet for yourself and indicate your answer choice on the paper. At the end of the test there is a page with the correct answers. Check your answers and then go back to the missed test items and determine why you missed it, and go back to the items that you got correct and decide why you got it.

- ✓ Write this diagnostic insight on your paper and be prepared to hand in the paper. Indicate any items that you would like to have discussed during class time.

The state encourages students to self study independently (not part of course credit) in preparation for the TExES. This assignment will give students the advantage of early intervention in preparation for successful performance on the TExES 191 Generalist EC-6.

- 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 they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

You are preparing for an exciting career in a profession that approves a high standard of personal integrity, honesty and **positive attitude**. You are expected to study to increase knowledge of effective teaching strategies, use standard English in spoken and written communication, and demonstrate emotional and social maturity. Behavior during class should show respect to the instructor and fellow classmates. Visiting in class when instruction is occurring, use of cell phones or computers, and doing home work from other classes will negatively affect your understanding and interfere with the learning of other students; therefore, this should not be occurring. Also, **students are expected to remain in the classroom during the class period.**

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

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*).

Non discrimination discloser: 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.

COURSE OUTLINE / CALENDAR

A detailed outline of the courses material and dates will be given the first night of class and can change as determined by the instructor.