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RDG 350.61E 20536
Reading and Literacy I
COURSE SYLLABUS: Spring 2015

Instructor: Dr. Freida Golden

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COURSE INFORMATION

Required Textbooks:

Tompkins, G. (2013). *Literacy for the 21st century*. (6th Edition) New York, NY: Pearson.

ISBN: 10-013283779X

ISBN: 13-978-0132837798

Meek, M. (2001). *How texts teach what readers learn*. Katonah, NY: RC Owens Publishers Inc.

Item Number 554

Mooney, M. (1996). *Developing life-long readers*. Wellington, New Zealand: Learning Media Limited.

ISBN: 0-47802701 X

Online Resources:

TEKS for Language Arts and Reading available on-line at

<http://ritter.tea.state.tx.us/rules/tac/chapter110/>

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>

English Language Proficiency Standards available on-line at

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

The Dyslexia Handbook

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

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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.**

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 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.

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Attention will also be paid to the 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**

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

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:

Student Learning Outcomes:

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

- Select and plan appropriate comprehension reading strategies 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. Professionalism and Active Participation - 50 points

Class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities. Students will attend and be ready to participate in class discussions, with assigned readings, and contribute to group activities. This includes turning in homework in a timely and professional manner.

2. Literacy History – 100 points

You will write an essay recalling your memories of learning to read. We will do journal brainstorming to help you begin the process of

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remembering. Revise and edit will be done in group class settings before your published paper is due. (ELAR Standards 1,8) (PPR Standards 2.1k, 2.2k, 2.3k, 2.3s)

3. 3 to 5 RDG 350 course activities – 50 points

You will be assigned several planned informal course related activities based on course interactions. The course activities will reinforce course learnings. There activities will be assigned based on class needs. (ELAR Standards 1,2,3,4,5,6,7,8) (PPR Standards 1.1k, 1.1s, 1.2k, 1.5k, 1.6k, 1.8k, 1.22k 1.6k. 1.17k. 1.17s)

4. Literacy strategy notebook – 50 points

Compile a notebook of strategies you believe are most helpful for teaching literacy in your classroom. You will need to collect strategies for each of these sections – teaching phonics, writing, word work, comprehension, and fluency. You can collect these strategies from various places, instructional magazines, the internet, sharing with friends, however they must be written or typed in such a way that anyone can follow the strategy in a classroom. In other words do not just print a page from the internet or photocopy a magazine page and call it done. I will give you examples and we will look at strategy notebooks before yours is due. (ELAR Standards 1,2,3,4,5,6,7,8) (PPR Standards 1.6k, 1.16s, 1.17k, 1.17s)

5. Book List- 50 points

You will begin a book list of children’s books, videos, websites, and other technology that you believe a literacy rich classroom should have available. You do not have to own these items; just know about them and how to retrieve them if you wanted to use them for a lesson. We will develop several of these books into lessons in class. (ELAR 7.8) (PPR Standards 1.1K, 1.1s, 1.2k, 1.5k, 1.10k, 1.22s, 2.2k, 2.3k)

6. Literature Circles – 100 points

We will discuss two books during the course of the semester. You will be responsible for reading each book and preparing for discussion questions. (ELAR Standards 7,8 PPR Standards 2.1k, 2.2k, 2.3k)

7. Observation Reflection-

This course includes a 15 –hour observation requirement that will acquaint you with public school reading instruction. **If this is not complete you will not pass this course.** Documentation and a reflection paper will be turned in for credit.

8. Tests- 400 points

We will have four in-class tests from which your comprehensive final will be created. (ELAR Standards 1,2,3,4,5,6,7,8,9,10) (PPR Standards 1.1k, 1.1s, 1.2k, 1.5k, 1,6k)

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9. Comprehensive Final – 100 points

Created from your four in-class tests (ELAR Standards 1,2,3,4,5,6,7,8,9,10) (PPR Standards 1.1k, 1.1s, 1.2k, 1.5k, 1,6k)

Grading: 900-800 points = A 800-700 points = B 700-600 points = C 600-500 points = D <500 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:

Field Experience:

Fifteen hours of observation in public school classrooms are required during the semester. Remember, when you begin your field placement, **dress and act professionally**. If the district has a dress code for their faculty, dress accordingly. You are representing the university and yourself during this time, so please meet your commitment and **be on time**. You may want to work for this district and you do not want to show them that you are not serious or professional, as they will remember. As you observe, *watch for connections with our Reading 350 class, text, and literacy procedures and strategies.* **There are no exceptions so make sure that you take care of this in a timely manner. You cannot pass Reading 350 without fulfilling this requirement!**

Attendance:

This is required and is essential to your success in this class. Participants are expected to be on time and to actively and constructively participate. Contact the instructor (via email) to explain the situation if you anticipate an absence or are absent for any reason. This is a common courtesy that is expected by all teachers. If you miss more than 3

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classes, you may/will fail the course. Remember: Class activities and group discussions cannot be made up.

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

Disruptions by Electronic Media:

Cell phones/ laptops/ tablets/ any other electronics: These items must be turned off during class time. If you are expecting an emergency call let the professor 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.

If you feel the need to take notes on your electronic media, then you must be sitting toward the front, typing when we are talking and those around you may not be looking at your screen.

Electronic media may never be out during testing.

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 as perfect as possible. 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

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*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.

PROFESSIONALISM:

Respect

- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.

Comfort

- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

Honesty

- You could possibly pass this class by cheating, however if you cheat then that means you have not learned the material from this reading class which is a foundation for the two other reading classes and much of your internship and residency so you would go into those classes unprepared. Even worse you would go into a classroom of students unprepared. Reading is a necessity for all learning. Please talk to me if you feel the need to cheat. We will work on a learning program together that ensures you learn the necessary material. It goes without saying that if I catch you cheating there are serious consequences.
- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.

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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>.

Remember: You need to come prepared to class. For every 3 credit hour course you take, you are expected to spend 2 to 3 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 12 to 15 hours on homework. Thus, you need to plan according.

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:

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 (903) 886-5835
Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

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*).

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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 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.