RDG 350.00 Reading and Literacy I
COURSE SYLLABUS: Fall 2015

Instructor: Cathy Garner
Office Location: EDS 131
Office Hours: TBA
Email Address: Cathy.Garner@tamuc.edu

COURSE INFORMATION

ISBN-10: 013283779X

On-Line 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; and
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 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.

**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.

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**COURSE REQUIREMENTS**

1. **Professionalism and Active Participation/Attendance (20 points)**
   
   a. RDG 350.002 class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities.
   
   - 1 absence = 16 points
   - 2 absences = 12 points
• 3-4 absences = 6 points
• 5+ absences = 0 points
• Points deducted for no participation, although present, and for cell phone usage.
  Points will also be deducted for class disruptions (excessive and independent
  conversations apart from Literature Circles discussions).

Due Date: Ongoing

2. Literacy History (5 points)
   a. You will write an essay recalling your memories of learning in schools, especially
      recalling memories of learning to read. We will discuss in class.

Due Date: Final copy due: September 15

3. Readers Theater (5 points)
   a. You will work in groups to write and present a Readers Theater based on a “favorite”
      children’s book.

Due Date: November 10

4. Literature Circles Activities (5 points)
   a. Literature Circles provide another avenue to use and apply textbook reading.
      Assignments will be given in class.

Due Date: Ongoing

5. Interactive Reading Notebook (10 points)
   a. You will be assigned a reading notebook to create, decorate, and compile various
      assigned entries. The course activities will reinforce course learnings. There activities
      will be assigned based on class needs.

Due Date: December 1

6. Strategy Notebook/Electronic Binder (20 points)
   Your Strategy Notebook will provide a way to keep the strategies you glean from this course
   and have them available for future use. Below are the section headers:
   1. Phonemic Awareness
   2. Phonics
   3. Vocabulary
   4. Fluency
   5. Comprehension
   6. Writing

Due date: December 8

7. 1 test (10 points)
   a. Tentative date for Test 1: Oct. 20

Due Date: December 15

8. Field Experience (5 points)
   a. You will keep notes of your 15 hours of field observations and complete a final reflection
      of your experiences that will be turned in along with documentation and evaluation from
      your mentor teacher. (The format will be provided for you).

Due Date: December 15

9. Final Project (20 points)
a. Students will create and present plans for an Interactive and Guided Reading lesson, fiction and non-fiction. Following TAMU-Commerce Course Final Schedule: **Final Presentations December 15**

## Grading Scale:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professionalism/Participation/Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Literacy History</td>
<td>5</td>
</tr>
<tr>
<td>Readers Theater</td>
<td>5</td>
</tr>
<tr>
<td>Literature Circles Activities</td>
<td>5</td>
</tr>
<tr>
<td>Interactive Reading Notebook</td>
<td>10</td>
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<tr>
<td>Strategy Notebook/Electronic Notebook</td>
<td>20</td>
</tr>
<tr>
<td>Test 1</td>
<td>10</td>
</tr>
<tr>
<td>Field Experience/Reflection Essay</td>
<td>5</td>
</tr>
<tr>
<td>Final Presentation – Lesson Plans</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>100 points</strong></td>
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## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures:

**Field Experience:** 15 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.**

The deadline for this application is TBA. 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!

**Professionalism:** You will be evaluated on your growth in becoming a professional teacher. Professionalism will be discussed in class. See Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form), and Code of student conduct can be found under discipline (pg 38-39) in the student’s guidebook for additional information.

**LATE WORK:**

Late work as a rule will not be accepted as expectations and dates have been provided at the beginning of the semester. Late work acceptance is at the discretion of the instructor and will not be subject to full credit. Points will be deducted for any and all late work if accepted.
PROFESSIONALISM:

Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

1. 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.
   - Show courtesy.
   - In interpreting others' comments, we should be fair-minded and understanding.

2. 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.

3. Honesty
   - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.

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 2 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!

**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.

<table>
<thead>
<tr>
<th>Name of Peer</th>
<th>Phone Number</th>
<th>E-mail Address</th>
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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).

c. **Cell phones/IPODs**: 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. If you are using a phone without letting the teacher know you have an emergency situation, ten points will be deducted each time. 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.

d. **Arriving to class on Time**: You are expected to be in your seats and ready to start when class is ready to convene. Class will start on time and you will be dismissed on time. Therefore, if you are late to class, you are expected to enter the class quietly and not to disrupt your table members by talking. **Remember if you are late and/or leave early two times, it is considered one absence.**

e. **Leaving During Class**: This is not acceptable behavior, as you are here to learn. When you are gone from class, you are missing both the lecture and the class discussion. If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a timely manner with you returning to class quietly and quickly. **Remember if you are late and/or leave early two times, it is considered one absence.**

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.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx](http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx)

   a. Written Assignments should be:
      * double spaced
      * 1” top and left side margins, 1” bottom and right side margins
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.

**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.

### 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

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.

**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*).
1. **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.**

2. **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.

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

### TENATIVE COURSE OUTLINE / CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Content</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week of Sept. 1</strong></td>
<td>Introduction Activity, Discussion of Syllabus, Name Tents</td>
<td>Bring Composition Notebook, Scrapbook paper to class next week; Read Ch. 1</td>
</tr>
<tr>
<td><strong>Week of Sept. 8</strong></td>
<td>Literature Circles, Approaches to Teaching Literacy, Models of Literacy Reading Notebook</td>
<td>Work on Literacy History</td>
</tr>
<tr>
<td><strong>Week of Sept. 15</strong></td>
<td>Literature Circles, Types of Readers, Overview of Literacy Instruction</td>
<td>Literacy History Due; Bring assembled Reading Notebooks; Read Chapter 2</td>
</tr>
<tr>
<td><strong>Week of Sept. 22</strong></td>
<td>Literature Circles, Phonemic Awareness, Interactive Read Aloud, Think Aloud</td>
<td>Read Chapter 3</td>
</tr>
<tr>
<td><strong>Week of Sept. 29</strong></td>
<td>Literature Circles, Word Study and Vocabulary Instruction for Each Type of Reader, Reading Strategies</td>
<td>Read Chapter 4</td>
</tr>
<tr>
<td><strong>Week of Oct. 6</strong></td>
<td>Literature Circles, Reading Mini-lessons and Shared Reading for Each Type of Reader, Reading Strategies</td>
<td>Read Chapter 5</td>
</tr>
<tr>
<td><strong>Week of Oct. 13</strong></td>
<td>Literature Circles, Guided Reading for Each Type of Reader, Reading Strategies; Mid-Term Review</td>
<td>Read Chapter 6, Study for Test</td>
</tr>
<tr>
<td><strong>Week of Oct. 20</strong></td>
<td>Mid-Term Test</td>
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<tr>
<td><strong>Week of Oct. 27</strong></td>
<td>Literature Circles, Fluency – Phrasing Practice; Intonation Practice, Reading Strategies</td>
<td>Read Chapter 7</td>
</tr>
<tr>
<td><strong>Week of Nov. 3</strong></td>
<td>Literature Circles, Fluency – Phrasing Practice; Intonation Practice, Reading Strategies, Create/Practice Reader’s Theater</td>
<td>Read Chapter 8</td>
</tr>
<tr>
<td><strong>Week of Nov. 10</strong></td>
<td>Literature Circles, Conferring With Readers, Reading Strategies</td>
<td>Reader’s Theater; Read Chapter 9</td>
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<tr>
<td>Week of Nov. 17</td>
<td>Literature Circles, Book Clubs, Assessments, Reading Strategies</td>
<td>Read Chapter 10</td>
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<tr>
<td>Week of Dec. 1</td>
<td>Literature Circles, Writing Workshop, Processes, Strategies</td>
<td>Read Chapter 11; Reading Notebooks Due</td>
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<tr>
<td>Week of Dec. 8</td>
<td>Preparation Night for Final Presentations</td>
<td>Read Chapter 12; Strategy/Electronic Notebooks Due</td>
</tr>
<tr>
<td>Week of Dec. 15</td>
<td>Final Presentations</td>
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