



## **COURSE SYLLABUS: Fall 2015** **RDG 360.02 Word Analysis Skills**

Monday 4:30-7:10pm Location: Sowers EdS Rm 129

**Instructor:** Mona McWhorter, M.Ed.

**Office Hours:** Monday 3:30-4:30 or by appointment

**University Email Address:** [Mona.McWhorter@tamuc.edu](mailto:Mona.McWhorter@tamuc.edu)

**Cell Number:** 214-926-3953

**Office Fax:** 903-886-5581

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings:**

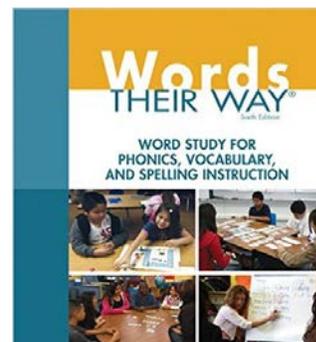
##### **Required Textbook:**

Bear, D. R., Invernizzi, M. A., Templeton, S., & Johnston, F. (August, 2015).

*Words their way: Word study for phonics, vocabulary, and spelling instruction.*

(6<sup>th</sup> ed.). Englewood Cliffs, NJ: Merrill.

(New) ISBN-13: 978-0-13-399633-3



*Students are encouraged to read widely from other textbooks on Word Analysis skills and study the state adopted material for reading instruction grades kindergarten through 6<sup>th</sup>.*

#### **Course Description:** RDG 360. Word Analysis Skills (3 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: ELED 300, RDG 350; minimum overall GPA of 2.75 and score 250 or higher on RDG THEA.

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/Spelling

## 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.

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.

## Student Learning Outcomes

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, pre-service 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.

## TECHNOLOGY REQUIREMENTS

**RDG 360 will utilize eCollege** so students need an intermediate level of experience using a computer is required. This includes the ability to receive and submit electronic course materials; ability to use a word processing program; ability to send and receive e-mail; ability to upload and download files; ability to participate in online quizzes and discussions.

### Recommended Technical Specifications:

- You will be able to access the course materials using your campus or home computer as long as you are able to connect to the **Internet** (dial-up is not recommended). I recommend using the latest version of Internet Explorer as your Web browser.
- We may be using some **Adobe portable document format (PDF) files, word processors (Microsoft Office Word, 2003, 2007, 2010, or 2013)**. To access these files you must have a free "acrobat" reader on your computer. You can download the reader in either PC or MAC versions from: [www.adobe.com/products/acrobat/readstep.html](http://www.adobe.com/products/acrobat/readstep.html)
- We will be also using an **e-mail program** as a communication tool

## ACCESS AND NAVIGATION

RDG 360 course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://leo.tamuc.edu/login.aspx>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or 1-866-656-5511 or [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org).

Additionally, the following hardware and software are necessary to use eCollege:

- Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, 8.0, 9.0, 10 or 11).
- Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
- It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

## COMMUNICATION AND SUPPORT

### - **Interaction with Instructor:**

You have many different methods to communicate with me and with each other during this semester. Here are my expectations for electronic communication.

- o **E-mail:** Please use university email [Mona.McWhorter@tamuc.edu](mailto:Mona.McWhorter@tamuc.edu) daily Monday through Friday.
- o **eCollege:** Announcements in eCollege will offer the latest news and assignment reminders..
- o **Phone:** Students may call or text the instructor at 214-926-3953.

### - **University Student Technical Support:**

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- o **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- o **Phone:** Contact 1-866-656-5511 (Toll Free) or 720-931-3847 (direct), to speak with eCollege Technical Support Representative who is available 24 hours a day, 7 days a week.
- o **Email:** [Helpdesk@online.tamuc.org](mailto:Helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative (available 24 hours a day, 7 days a week).
- o **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

## 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 homework from other classes will negatively affect your understanding and interfere with the learning of other students; therefore,

this should not be occurring. When you present a project, you will be expected to dress and act as you would in the classroom.

### **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- 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 the *Code of Student Conduct from Student Guide Handbook*.)

Texas A&M University - 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 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, videos, 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.

#### **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. Attendance

You are expected to attend **ALL** class meetings and act with attention to the instructor, participates as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. Excessive absences can result in lowered grades. You are encouraged to contact the instructor if at all possible when absent. You can establish contact with a fellow classmate to review any information missed.

## 2 Reading and Participation – 100 points

You are expected to read the required textbook and other assigned materials. You will need to study outside of class. Students are in control of their own positive attitude and desire to learn the skills needed to become a primary grade teacher. Often it is a help to form study groups. You will receive a Reading/Participation grade because class discussions, presentations, and homework assignments are critical to understanding the material.

## 3. Demonstration of Word Analysis Activities - 500 points (100 points each activity)

At the end of each of chapters 4, 5, 6, 7, & 8, you will prepare word analysis activities for teaching skills needed for the different developmental stages. You are to construct **one** of the activities from each of the five chapters to be demonstrated and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. See the activity information and directions from the textbook and create an instructional experience at the appropriate developmental stage. That means a total of five (5) activities that will be produced.

You will also choose a word analysis activity as assigned from the chapters 4, 5, 6, 7, & 8 to share orally with the class. This discussion will expand our knowledge of the different word analysis activities available to primary teachers.

## 4. Elementary Spelling Inventory – 100 points:

You will administer the Elementary Spelling Inventory I to a child any age from 5 years to 11 years old and bring to class. As a workshop activity, you will use the Spelling Inventory Feature Guide to evaluate the child's developmental stage in spelling (Chapter 2).

## 5. Phonics Knowledge/Skills and Vocabulary – 100 points

You will participate in phonics knowledge/skills and vocabulary overview using the textbook and other resource materials to acquire an understanding of the basic principles of phonics related to teaching word analysis with emergent to advanced readers and writers. There will be tasks to reinforce appropriate word student vocabulary related to phonics. Students will keep a journal of the phonics knowledge/skills and vocabulary.

## 6. Exams - 300 points (100 each exam)

You will take three (3) Exams as scheduled to evaluate your knowledge and skills related to word analysis study for phonics, vocabulary, and spelling instruction based on the textbook, demonstrations, and other related materials as presented in class.

## 7. RDG 360 Study Binder – 100 points

You will prepare a RDG 360 Study binder to organize your word analysis materials in preparation for the future teacher certification exams. Details for the study binder will be discussed in class.

### Grading:

PERFORMANCE STANDARDS			
POINTS	PERCENT	GRADE	STANDARD
1200 - 1080	100%-90%	A	Superior
1079 - 960	89% - 80%	B	Above Average
959 - 840	79% - 70%	C	Average Performance
839 - 720	69% - 60%	D	Below Average
719 and Below	Below 59%	F	Unsatisfactory

### **COURSE OUTLINE / CALENDAR**

This is a tentative course outline / calendar and may be subject to change.

#### **First Third of RDG 360: August 31 – September 28**

English Language Arts and Reading: Competency 001 Oral Language  
Competency 002 Phonological and Phonemic Awareness  
Competency 003 Alphabetic Principle

*Words Their Way* textbook chapters 1, 3, 4

Chapter 4 Word Analysis Demonstration and second share

Phonics Tasks A-C

Exam #1

#### **Second Third of RDG 360: October 5 – November 9**

English Language Arts and Reading: Competency 001 Oral Language  
Competency 002 Phonological and Phonemic Awareness  
Competency 003 Alphabetic Principle

*Words Their Way* textbook chapters 5, 6, 7

Chapters 5 and 6 Word Analysis Demonstration and second share

Phonics Tasks D-F

Exam #2

#### **Last Third of RDG 360: November 16 – December 14**

English Language Arts and Reading: Competency 005 Word Analysis and Identification Skills  
Competency 009 Writing Conventions  
Competency 012 Assessment of Developing Literacy  
Reading and Vocabulary Development

*Words Their Way* textbook chapters 8, 2

Chapter 7 and 8 Word Analysis Demonstration and second share

Phonics Tasks G-H  
Final Exam