



RDG 360 Word Analysis Skills  
Course Syllabus Spring 2018

**Instructor:** Dr. Freida Golden

**Office Location:** Midlothian Center for Professional Development & Technology

**Office Hours:** Before class, after class or by appointment

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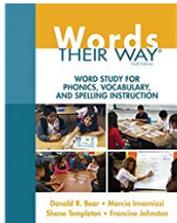
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**COURSE INFORMATION**

**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. 6th edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0-13-703510-6

**Course Description:**

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 Agency

### **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**

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. Students are expected to read carefully and study 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:**

### **1. Professionalism and Active Participation (100 points)**

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. Class periods are completely interactive. If you miss, it is virtually impossible to make-up planned interactive learning opportunities. **You will not receive credit for the class assignments or attendance if you miss them in class.** 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 at the beginning of the class. Electronic media and professional behaviors will also be considered as part of this grade. Unless you have an important reason for your phone to be out I will expect it put away and silenced. Texting during class will be noticed and recorded. Please refer to disruptions by electronic media for further information about professional behaviors.

Contact the instructor (via email) if you anticipate an absence or are absent. 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.

**\*\*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.

Peer Name	Peer Phone	Peer Email

**2. Sharing Activities (50 points) and Lesson Plan (50 points)**

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. These will be demonstrated and evaluated during class. You will present your activities to demonstrate your ability to format appropriate grade level and content area TEKS and activities into a useable lesson. You will write up at least one of your activities using a lesson plan handed out in class. This plan is due the day you present your activities.

**3. Administer Elementary Spelling Inventory (100 points)**

You will find a child any age from 5 years to 11 years old and administer the spelling inventory. You may not use your own child. You will study the inventory on page 319. You will need to turn in a photo copy of pages 320 and 312 along with the page on which the student has written the spelling words. You will write and turn in a short paper describing: • A little background about the student • Where and when the inventory was administered • The student’s age or grade level • What orthographic stage the student is currently in • What the student knows, or uses, or is secure about • What the student abuses or confuses • What the student needs help with • How you as a teacher will help the student progress to the next stage. Please attend to the writing instructions included with the syllabus.

**4. Book List (100 points)**

You will develop a list of 20 children’s books that are useable for teaching phonics. Follow the APA format in listing the books. Include a one sentence summary with each book. Include a short, 3-5 sentences, to explain what concept you would teach from the book and how you will use the book to teach this concept.

**5. Quizzes (100 points)**

Two short quizzes will be given during the class. Each will be worth 50 points for a total of 100 points for quizzes.

**Grading Assignments**

Professionalism and Active Participation	100
Sharing Activities	50
Lesson Plan	50
Spelling inventory	100
Book List	100
<u>Two Quizzes</u>	<u>100</u>
Total	500

**COURSE EVALUATION:**

- 500- 450 points = A
- 400-350 points = B
- 300- 250points = C
- 250-200 points = D
- <200 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 they may have pertaining to the course.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### 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.** Texting will be noticed and considered unprofessional use.

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. Closing the media so that I am not able to view what is on the screen will be noticed and considered unprofessional use.

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/>

- 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
  - \*saved on computer disk or copied on paper for your records
- Written assignments should be turned in using the following order:
  - \*pre-writing
  - \*rough draft
  - \*revisions
  - \*edits
  - \*final paper on top ready to grade

## 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.

**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:**

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.

#### *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 162**

**Phone (903) 886-5150 or (903) 886-5835**

**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.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*).

*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.

**Campus Gun Law** (effective Fall, 2016)

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.