



RDG 360 01B Word Analysis Skills

COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Rene Sawatsky, Instructor

Office Location: Ed South 132

Office Hours: T/Th 9-4pm
M-F (online)

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Preferred Form of Communication: email

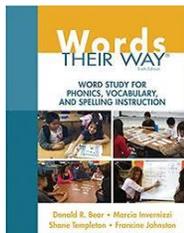
Communication Response Time: I will respond to all emails within 4 hours during the weekdays 8:00-5:00; After 5:00 you will receive an email by 8:00 am the following day.

COURSE INFORMATION

Required Materials/Supplementary Readings:

Textbook:

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. 6th edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0-13-703510-6



RDG 360 Handbook prepared by Dr. Raine available in Doc Share in D2L

Other Texts:

Students are encouraged to read widely from other textbooks on Word Analysis skills and study the other state adopted materials for reading instruction grades K through 6.

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>

Dyslexia Handbook

http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

Course Description:

This course examines analysis 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 reading and writing. Specific attention is given to strategies that are useful to readers in the areas of word knowledge and analysis, reading, writing and spelling.

Prerequisites: ELED 300, RDG 350; minimum overall GPA of 2.75 and score 250 or higher on RDG THEA.

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, pre-service teachers who successfully complete this course will have extended knowledge and understanding of how the above objectives relate to English Language Learners and understand the knowledge and use of the English Language Arts standards, competencies and related Essential Knowledge and Skills identified by the Texas Education Association.

COURSE REQUIREMENTS

Word Analysis RDG 360: This course introduces the theoretical foundations of language development and explores how reading, writing and spelling processes are developed. An examination of teaching/classroom approaches, reading, writing, listening, speaking, linguistics, language layers, cueing systems, letter-sound relationships, phonemic awareness, phonics, word recognition, spelling, comprehension, differentiation, and student assessment are included.

**** This course includes participation in a required evening of literacy activities put on by TAMUC students at our local elementary school. Date and time to be announced.**

Minimal Technical Skills Needed

Students will need the following technical skills: use of the learning management system D2L-Brightspace, Microsoft Word and PowerPoint, presentation and graphics programs, and research databases.

Instructional Methods

Students will be exposed to Lectures, Small Groups, Cooperative Groups, Station work, and partner activities in an effort to provide instructional practice examples and models of teaching appropriate for the EC-6 grade levels.

Student Responsibilities or Tips for Success in the Course

1. **REQUIRED READING:** Students are required to read the chapters/materials in the syllabus **before** the class sessions. Students will be more prepared to engage in the content and assignments covered in class. Reading is a required reflective activity to help foster questions and enhance discussion in the classroom.
2. **EXPECTED HOURS OF OUTSIDE WORK:** For each 3 hour course, expect to spend 3-6 hours per week in reading, assignments, and projects. Students must also complete the required literacy night. Plan accordingly to accommodate all requirements of the syllabus.
3. **WRITTEN WORK:** All work turned in must be typed, 12 pt. font, double spaced when turned in. All references must be cited in APA 6th format must also be used.
4. **FOLDERS:** All work will be submitted through the Brightspace D2L portal under the corresponding assignment folder for this class or in class as instructed.

GRADING

Final grades in this course will be based on a point system. Instructor reserves the right to adjust/change assignments as needed based on curriculum and student need.

Assessment:

1.Attendance (100 points). You are expected to attend all class meetings, be engaged and give attention to the instructor/ presenter, participate as appropriate in class discussions, and be actively involved in all group activities. Attendance is taken by you signing in on your name tent each session. Be sure to sign in at every class, or you will be considered absent. After two unexcused absences, each additional absence will result in a **35 pt. deduction in your attendance grade.** Three tardies will count as one absence. **Finals week is required.**

The only excused absences are for (a) participation in a required university or school activity; (b) dr. visit/verified illness with a medical note, (c) immediate family member funeral (proof required); or (d) legal proceedings in fulfilling responsibility as a citizen (see Student's Guidebook). Students are encouraged to contact the instructor by email if possible when absence occurs.

Additional copies will not be provided, nor will notes from a previous class. Please notify a classmate if you anticipate an absence. Select a buddy and exchange telephone numbers and email addresses with him/her. In the event of your buddy's absence, please pick up extra handouts and take notes for that person.

2.Readings and Discussion (120 points – 20 points/module). Read the required text and any other assigned material and complete assigned homework and reflections. Study outside of class is necessary and expected. Consider forming study groups to discuss and cement course concepts.

Discussion and reflections will be part of each week's study/readings. Reflections will be uploaded in D2L. Since most of our class time will be spent on lecture, discussion and activities in learning centers, you will be expected to collaborate with others inside/outside of class to deepen your learning. This will be your opportunity to really question and broaden your knowledge base on each topic. Don't miss the opportunity – no teacher is an island!

3.Sharing Activities (250 points - 50 points each): At the end of each of chapters 4, 5, 6, 7, & 8, there are activities for teaching skills needed in each of the developmental stages. You will construct one of these from each of the chapters. These will be demonstrated and evaluated during class by the instructor and class per a performance rubric. The activities will not be accepted at any time/given credit other than the scheduled due date. These will be presented at the literacy night, so create them professionally.

Take the information and directions from the text and produce it into a useable form with a handout for each of your classmates to take away from your activity. Format will be a professionally designed handout that includes specific directions/examples and differentiated instructions for dyslexia, learning disabilities, ELLs, SPED, etc., for the spelling activity assigned. Student handouts will also be uploaded to the D2L in the appropriate submission folder. That means a total of five activities will be produced per student – one per chapter. Buy your construction supplies now!

4.Spelling Inventory and Analysis (200 points). Administer Elementary Spelling Inventory (page 319) to a child any age from 5 years to 11 years old. I would prefer if it were not your own child. You will need to turn in a photo copy of pages 320 and 321, along with the page on which the student has written the spelling words. You will also write and turn in a short report (2-3 pages) telling me:

- Background about the student (including any outstanding issues that may have contributed to his/her performance on the assessment)
- Where and when the inventory was administered
- The student's age or grade level
- What orthographic stage the student is currently in and how you know
- What the student knows, or uses, or is insecure/secure about
- What the student abuses or confuses
- What the student needs additional help with
- How you as a teacher will help the student progress to the next stage, including plans for home-school partnership

(Reference Chapter 2)

5.Exams (100 points each). Two exams will be taken during class time. Take the scheduled exams as assigned.

6.Reflections (10 points each). You will be asked to reflect weekly and at the end of the course on what you have learned through a synthesis of the readings, discussions, lectures and weekly classroom activities. This means you need to show in your reflection what you knew, what you learned, and how it applies to the classroom.

7.Interactive Notebook (50 points). An interactive notebook will be presented for a grade at the conclusion of the semester. This notebook will contain handouts from class as well as other resources regarding phonics instruction which you collect throughout the semester.

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.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|-----------------------|--|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | <p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p> |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words "[click here](#)" to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

The instructor firmly believes students need feedback soon after an assignment is turned in. The instructor will make sure that all quizzes and assignments are graded immediately after the due date. Any items turned in early will not be graded until after the due date. For the projects (group project, live binder, and text sets), the instructor will need two weeks to complete the evaluations.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

1. **ATTENDANCE** is taken from your signing in on your name tent. Be sure to sign in at every class or you will be considered absent. Attendance is required at all scheduled face-to-face classes for RDG 360. **After 2 absences**, each additional will result in a **35 pt.** deduction in your attendance grade for each day missed from class. **Three tardies will count as one absence.** **Finals week is required.**
2. **CELL PHONES** must be turned to vibrate and not seen during class. When using a laptop/tablet, I must be able to see the computer screen. If you are texting, using a cell phone, emailing or engaged in other non-class activities, you will be asked to leave the room, and it will count as an unexcused absence. If you have an emergency, please inform the instructor prior to the beginning of class.
3. **LATE WORK** must be turned within a week of the student's return to earn credit. Student must get assignments from the instructor or from a peer once they know they will be absent. If the absence is unexcused, a late penalty will be deducted (10%).
4. **MISSED QUIZZES/EXAMS:** Students will only be allowed to make up missed quizzes/exams if they have informed the instructor of the reason for their absence and the absence has been excused. If the absence is unexcused, no credit will be given for the quiz/exam.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

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.

Campus Concealed Carry Statement

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

COURSE OUTLINE / CALENDAR

****This schedule is tentative and may be changed at any time by the instructor. If the schedule is changed, it will be communicated early and be to the student's benefit.

| Class Dates/Topics | Reading Assignments |
|--|--|
| Week 1: 1/13/19 Introduction Syllabus/Course Outline Vocabulary Terms Activities Assign Graphic Organizer | Introduction to Chapter 1 Interactive Notebook set up Reflection due by midnight Friday |
| Week 2: 1/20/19 Orthographic Stages Layers and Stages Historical Perspective Consonant/phoneme Grapheme/morpheme Activities Schedule | Chapter 1 Module 1 on D2L Graphic Organizer Chapter 1 due by midnight Friday |
| Week 3: 1/27/19 Emergent Stage Characteristics, models Instruction continuum | Chapter 3 Reflection due by midnight Friday |
| Week 4: 2/3/19 Concept sorts Make and Take | Handbook pps 1-9; 21/22 Reflection due by Friday midnight |
| Week 5: 2/10/19 Emergent Stage – Reading/writing/spelling Classroom applications Student presentations – Ch 4 | Chapter 4 Module 2 on D2L Reflection due by Friday midnight |
| Week 6: 2/17/19 Letter/Name Stage – Consonant blends/digraphs Vowel patterns R-influenced sounds Student Presentations – Ch 5 | Chapter 5 Handbook pps 13-20 Reflection due by midnight Friday |

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|---|--|
| <p>Week 7: 2/24/19 Letter Name Stage – Continue Handbook discussions and simulations</p> <p>Spelling Inventories – Ch 2</p> | <p>Handbook pps 24-38 Module 3 on D2L</p> <p>Reflection due by midnight Friday</p> |
| <p>Week 8: 3/3/19 Exam #1 – Midterm</p> <p><u>No Class Thursday</u></p> | <p>Chapters 1-5</p> <p>Work on Spelling Inventory</p> |
| <p>Week 9: 3/10/19 Within Word Pattern Stage - Assign student activities</p> <p>Long/short vowel Diphthong Schwa Exceptions</p> | <p>Chapter 6 Module 4 on D2L</p> <p>Reflection due by midnight Friday</p> |
| <p>3/17-2/23 SPRING BREAK</p> | |
| <p>Week 10: 3/24/19 Within Word Pattern Stage - Reading/writing/spelling applications</p> <p>Student presentations - Ch 6</p> | <p>Handbook pps 39-59</p> <p>Reflection due by midnight Friday</p> |
| <p>Week 11: 3/31/19 Syllable-Affixes Stage Spelling rules for adding affixes The six syllable types Syllabication Generalizations Organization for word study</p> | <p>Chapter 7 Module 5 on D2L</p> <p>Reflection due by midnight Friday</p> |
| <p>Week 12: 4/7/19 Syllable-Affixes Stage Reading/writing/spelling applications</p> <p>Student presentations - Ch 7</p> | <p>Handbook pps 61-75</p> <p>Reflection due by midnight Friday</p> |

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|--|--|
| <p>Week 13: 4/14/19</p> <p>Derivational Relations Stage - Final Stable/Patterned Syllables Greek and Latin Roots/Stems Etymology Bound/Unbound morphemes Derivational/inflectional endings</p> | <p>Chapter 8 Module 6 on D2L</p> <p>Reflection due by midnight Friday</p> |
| <p>Week 14: 4/21/19</p> <p>Derivational Relations Stage Reading/writing/spelling Applications</p> <p>Student presentations – Ch 8</p> | <p>Handbook pps 76-84</p> <p>Spelling Inventory Analysis Paper due by midnight Friday</p> |
| <p>Week 15: 4/28/19</p> <p>Dyslexia Presentation</p> <p>Dyslexic Activities</p> | <p>Final Reflection Synthesis Paper Due by midnight Friday</p> |
| <p>Week 16: 5/5/19</p> <p>Exam #2 – Attendance Required In Class</p> | <p>Interactive Notebook Shown to Instructor</p> |