



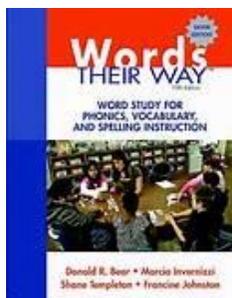
**COURSE SYLLABUS: Spring 2019**  
**TITLE: RDG360 Word Analysis Skills**  
**Section: 52B (22732) Thursday 5:00-7:40pm; Location: TBD**

**Dr. Agnes (Aggie) Stryker**

	CHEC:	Commerce:
<b>Office:</b>	none	EdS #248J
<b>Hours:</b>	Monday 3:00-5:00 Thursday 3:00-5:00; 8:00-9:00	By appointment only
<b>Phone:</b>	none	903-886-5537 ( Office)
<b>E-Mail:</b>	Agnes.Stryker@TAMUC.edu	

**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*. 5<sup>th</sup> edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0-13-703510-6

**Optional:** RDG 360 Handbook prepared by Dr. Raine available on doc share

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

**Course Description:** RDG 360. 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: EEd 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 Assoc.

## **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.

<b>COURSE REQUIREMENTS</b>
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**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.

**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:**

**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. This course is required to aid in your understanding of teaching reading.**

1. You are expected to attend **all class meetings** and pay attention to the instructor or presenter, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. **YOU WILL NOT BE ABLE TO PASS READING 360 WITH MORE THAN 2 ABSENCES. ALL ABSENCES MUST BE MADE UP REGARDLESS OF THE REASON FOR THE ABSENCE.** TAMU-Commerce considers 3 absences (for a biweekly class) to be excessive. The only excused absences are for (a) participation in a required university or school activity; (b) verified illness, (c) legal proceedings in fulfilling responsibility as a citizen (see Student’s Guidebook). Excused absences are only allowed provided the student notifies the instructor prior to the absence. Students are encouraged to contact the instructor by e-mail if possible when absent. Failure to contact the instructor could result in an unexcused absence.

**I will not bring additional copies of handouts from previous classes, nor will I provide notes from a previous class. Please notify me if you anticipate an absence.** Select a buddy, and exchange telephone numbers and email addresses with him or her. In the event of your buddy’s absence, please pick up extra handouts and take notes for that person.

Name of Buddy	Phone Number	Email Address

It is your responsibility as an adult to make contact with a fellow classmate to review the information that you missed if absent.

University Policy provides for make-up work for excused absences. **All absences must be made up or your absence will impact your grade. Unmade up absences will result in 10% points being deducted from your final grade. The instructor will not remind a student to complete the make-up work.**

**Make-up work for this class** is a two-page type written review of the purpose of the class, major topics and points brought out during class discussion, how class activities related to the topics, and how the topic relates to your teaching. Notes and handouts are to be obtained from a classmate. Make-up work is due at the beginning of the next class period. The homework assignment must be faxed to instructor on day of absence.

All unexcused absences are counted on the final grade. Make-up work will not be allowed for unexcused absences. Ten percentage points will be deducted from the final grade for each unexcused absence. Two or more unexcused absences may result in an F for the class.

***To repeat: All unexcused and unmade up absences will deduct 10% points off the final grade. Late arrival or early departure counts as ½ an unexcused absence. Make up work will not be allowed for unexcused absences.***

2. **If you are texting, using a cell phone, e-mailing or engaged in other non-class activities, you will be asked to leave the room and it will count as an unexcused absence.**
3. Read the required text and any other assigned material and complete assigned homework. **Study outside of class is necessary and expected. You are in control of your attitude and desire to learn the skills needed to become a teacher. Often it is a great help to students to form study groups.**
4. Sharing Activities: At the end of chapters 4, 5, 6, 7, & 8 are activities for teaching skills needed at each of the developmental stages. Construct **one** of these from assigned chapters. These will be demonstrated and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. A Lesson plan will accompany the demonstrated activities to demonstrate your ability to format appropriate grade level and content area TEKS and activities into a useable lesson. The activity and the accompanying lesson plan will be worth a 20 points each.
5. Administer Elementary Spelling Inventory I (page 319) to a child any **age from 5 years to 11 years old** and bring to class. I do not want you assessing your own child. 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 also 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

In class you will use this to learn how to evaluate a child's developmental stage in spelling (Reference Chapter 2). **This is assigned to aid in your understanding orthographic stages. It is worth 50 points.**

6. The majority of the work in our modern society is done in groups. Many groups in the educational workplace are self directed work groups of peers. The ability to work in groups is critical. It is the responsibility of every member of the team to participate equally in the discussion just as it is in the workplace. It is the responsibility of the team as a whole to make sure that everyone participates equally; it is not the role of the instructor. Non participation will result in a zero grade for the group discussion. The nature of this course is very consistent with the increased amount of work done by groups online versus in person.
7. Two on-line classes may be assigned instead of face-to-face classes. You will be notified when the classes will occur, when they will be due, and how to access the material. You will also be instructed on which format to use of the on-line classes. The classes will be available in DL2. On-line classes require the same focus, time and commitment as face-to-face classes. College level writing and higher order thinking must be evident in these assignments.
8. Take the unscheduled quizzes and scheduled exams (3) as scheduled and when scheduled.

### **Methods of Student Evaluation/Assessment of Student Outcomes/Grading Scale**

The grade earned from this course is based upon three objective exams plus the points from other assigned activities. Students must acquire knowledge of essential skills for teaching word analysis and the most appropriate means to demonstrate that content knowledge is with objective exams. This method was chosen because of the state requirements to achieve certification. Exam questions will be developed from the material presented in class and/or in the required text. The teaching activity points are added in with

the exam points and will **significantly increase the average** of the course grade. Knowledge of the course content is expected by the Texas Education Agency of all pre-K through 6<sup>th</sup> grade teachers.

Points given for the 4 homework assignments (10 points each = 40 points possible), the 3 Teaching Activities (20 points each = 60 points possible), the three Exams (300 points possible), the spelling inventory project and professionalism (25 points) will be totaled together. At the completion of the course ,grades will be based upon the percentage achieved of the total 475 points possible. *A=90-100%. B=80-89.5%. C=70-79.5%.D=60-60.5%. F=60% and below.* The following are tentative grading procedures:

<u>Possible Points</u>	<u>Student's Points</u>
Professionalism	25 _____
Act Ch 4	20 _____
Exam I	100 _____
Act Ch 5&6	20 _____
Exam II	100 _____
Act Ch 7&8	20 _____
Exam III	100 _____
Spelling Inventory	50 _____
Homework Assignments	40 _____
Total	450

### **TECHNOLOGY REQUIREMENTS**

This course is web-enhanced for the purposes of accessing the course syllabus, rubrics for assignments, communication with instructor and classmates, and for online discussions.

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection-high speed recommended (not dial up)
- Word Processor (i.e. MS Word, or Apple Pages, or Word Perfect)

### **ACCESS AND NAVIGATION**

This course will be facilitated using myLeo Online (D2L Brightspace), the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course.

### **COMMUNICATION AND SUPPORT**

#### **Interaction with Instructor Statement:**

The students will be able to communicate with Dr. Stryker through:

- Email: [agnes.Stryke@TAMUC.edu](mailto:agnes.Stryke@TAMUC.edu) The e-mail is checked daily and usually answered the same day.
- Through her cell phone number which will be shared at the first seminar meeting.

The instructors will communicate to the student through:

- Email
- D2L Brightspace Virtual Office
- placing a note in your folder
- text via your phone

### **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

#### **Course Specific Procedures:**

#### **Attendance Policy:**

Attendance and being on time at all assigned days, and school/university meetings is **required and is essential** to your success during this class. It is a requirement of the class to sign in upon arrival to document your attendance. For each absence make-up work is required. A deduction in total points will occur for any and all absences or being late/leaving early from class.

### **Professionalism:**

Professionalism at the **highest level** to be demonstrated at class as well as all university functions. An educator demonstrates professionalism in such ways as being on time, participating in and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during class and with assignments. Professional communication with faculty and classmates is expected. Students will be prepared for all assignments. Technology may be used strictly for purposes of course work at the appropriate times only. Misuse of technology during class will result in a deduction in your grade.

### **Technology Policy:**

Please respect the instructor and your peers **by silencing or turning off** your cell phone upon entering our classroom. If there is an emergency you may leave it on silence mode. This should constitute only emergencies. Texting during class is unprofessional and will result in a deduction in your professionalism grade. Utilizing technology (laptops, Tablets, etc.) only for the purposes of the course the student is currently attending and at the **appropriate times** is permitted and encouraged. Utilization for purposes other than the current attending course will result in a deduction in your professionalism grade.

### **Assignment Policy:**

**All assignments are due on the date they are assigned unless otherwise approved by the instructor.** All assignments that are late will have points deducted. Late means they are not turned into your folder when class meets or is not drop-boxed on the day and time the assignment is due. If you forget your assignment, then points will be deducted. You are a professional and must present yourself in a way that exhibits responsibility. Assignments will be either handed in during class or submitted on-line and **must be** in .doc or .docx format.

### **Written Assignments:**

**ONLY Homework graphic organizers** may be handwritten if the handwriting is legible. **All other written assignments** are to be **typed double-spaced in a legible 12 pt. font** with 1" margins and are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing (for all aspects of mechanics) in your writing. Excessive grammar, spelling, and vocabulary errors will result in a reduction of your score at the instructor's discretion. College level writing and higher order thinking must be evident in all written assignments. If you are unsure of your writing abilities, please visit the writing lab for help.

### **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.

### **Academic Honesty Policy:**

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing

of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Suggested sites for reference regarding what constitutes plagiarism and how to avoid it: <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or <http://www.indiana.edu/~wts/pam-phlets/plagiarism.shtml>  
Plagiarism will result in a grade of “F” for the course and may result in your dismissal from the program.

**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@tamuc.edu](mailto: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 *Code of Student Conduct from Student Guide Handbook* <http://web.tamuc.edu/studentLife/documents/studentGuidebook.pdf>).

**Procedure 34.05.99.R1** now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M–Commerce

### **Concealed Handguns**

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.

## **COURSE OUTLINE**

### **RDG360: Word Analysis Skills**

#### **COURSE OUTLINE / CALENDAR Spring 2019**

**Please note: The course calendar is tentative and subject to change.**

Assignments are to be completed prior to coming to class.

### **First third of the Course**

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

**MODULE #1 –**

- Syllabus & course requirements,
- cueing system for language,
- use and organization of the text and handbook
- Sorting for patterns in words.
- Text chapters 1, 3, 4; Week notes
- Handbook pages 1 - 9 (optional)

**MODULE #2 –**

- Emergent Readers – Phonemic Awareness
- Film: Phonemic Awareness VHS 3930 A & B
- Text chapter 4; Week notes
- Handbook pages 21-22 (optional)
- All about consonant letters and phonemes
- Sorting consonant blends and consonant digraphs
- Text chapter 4; Week notes
- Handbook pages 13-22 (optional)

**Student activities from Chapter 4 demonstrated in Week.**

Handbook page 10 will be used for peer evaluation. At the end of chapter 4 (pages 122 - 147) are activities for teaching skills needed at the emergent stages. Construct **one** of these to be demonstrated (played) and evaluated during Week. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. This activity will be worth 20 points.

- Syllable Juncture and Affixes Stage - Chapter 7
- Spelling rules for adding affixes
- The six syllable types
- Syllabication Generalizations
- Text chapter 7; and Week notes
- Handbook pages: 61 – 75 (optional)

**Second third of the Course**

**English Language Arts and Reading: Competency 004 Literacy Development, & Competency 005 Word Analysis and Identification Skills**

**MODULE 3–**

- Letter Name stage,
- short vowel pattern
- r-influenced vowels
- Students **choose** activities from chapters **5** (pages 177-197) and **6**: (pages 225-239)
- Text chapter 5; and Week note

- Handbook pages: 24-38 (optional)

**- First exam** (Student demonstration of knowledge.) (Exam will be a 50 question multiple choice exam on a recall, application and analysis level.)

- Long vowel patterns
- Long and short vowel patterns
- long and short oo,

#### **MODULE 4 –**

- Spelling features of Letter Name & Within Word Pattern
- All vowel sorting.
- Self testing discussion
- Text chapters 5 & 6; and Week notes
- Handbook pages: 52-59 (optional)

**Student demonstration** of activities from chapters 5 & 6. Handbook page 11.

This will be used for peer evaluation. At the end of chapters 5 (pages 177 - 197) & chapter 6 (pages 225 - 239) are activities for teaching skills needed at the Letter Name and the Within Word Pattern developmental stages. Construct **one** of these from **each** of these two chapters. These will be demonstrated and evaluated during the Week. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. These will be worth 20 points each.

- Diphthongs
- Schwa sound
- Within Word Pattern Stage
- Text chapters 5 & 6; and Week notes
- Handbook pages 39 – 51 (optional)

#### **Last third of the Course**

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

#### **MODULE 5 —**

The Derivational Relations Stage - Chapter 8

- Explain the Spelling Inventory assignment
- Text chapters 8
- Week notes (optional)

**Second objective exam.** (Student demonstration of knowledge). Chapters 5, 6 & Week notes & handbook pages as noted. (Exam will be a 50 question multiple choice exam on a recall and application level.)

- Assessment of children's orthographic development
- Organization for word study
- Text chapters 2 & 3; Week notes and handouts

If time permits, how to score and evaluate a spelling features inventory may be modeled. Students will bring the inventory that they have administered to an elementary school age child to use for applied practice. Comparisons will be made with the assessment of the other students and with the text information. **Assignment:** Prior to class, administer the Elementary Spelling Inventory I (page 319) and bring to class. All students should use the inventory on page 319 no matter the age of the child you assess. **Also**, bring a photo copy of pages 320 (Feature Guide) and 312 (Qualitative Spelling Checklist). Reference Chapter 2 and pages 313-314.

If time does not permit how to score and evaluate a spelling features inventory, the URL for YouTube videos will be provided

## MODULE 6—

- Final Stable Syllables [Final Patterned Syllables],
- Greek and Latin Roots and Stems
- Etymology
- Bound and Unbound morphemes; derivational and inflectional endings
- Consonant Alternations

**Student demonstration** of activities from chapters 7 & 8. Handbook page **12** will be used for peer evaluation. At the end of chapters 7 (pages 261 - 271) & 8 (pages 294 - 310) are activities for teaching skills needed at the Syllables & Affixes and Derivational Relations developmental stages. Construct **one** of these from **the two** chapters. The procedure follows the same as the previous student activity periods.

## MODULE 7 –

- Language Development Learning Disabilities
- Dyslexia,
- Dysgraphia
- Dysnomia,
- Aphasia
- Language and Orthographic Processing Disabilities

**Review Last Week before the final exam if time permits**

## FINAL EXAM

### RDG 360—Word Analysis Skills

Dr. Aggie Stryker  
*Tentative Schedule Spring 2019*

**Please note: The calendar/assignments are tentative and subject to change.**

Assignments are to be completed prior to coming to class.

Each homework assignment will have a different graphic organizer to help you analyze and synthesize the information. They will either be handed out or on DL2.

Week	Topics	Homework and Assignments

Week 1	<p>Introduction to the course          Creating the learning environment          Syllabus/ How to Succeed in RDG 360          Your Literacy Background          Cueing system of language          Components of literacy (structure: semantics, syntax, etc)          Alphabetical principle          Braid of Literacy (oral language-vocabulary, writing-reading, orthography)          Graphemes, phonemes, and morphemes          Some basic terminology</p>	<p>Reading Homework:          Text Chapter 1 (p 1-9) and (20-23)          Optional: Handbook pages 1 – 9          Graphic organizer (provided)</p>
Week 2	<p>Developmental Word Knowledge          Pre-emergent Reader and Writer          Phonological &amp; Phonemic Awareness, and Phonics          Layers of Orthography (Alphabetical principle, pattern, meaning)          Orthography and Alphabetical Principle          Word families          Print awareness          Alliteration</p>	<p>Reading Homework:          Text Chapter 4          Optional: Handbook pages 13 – 22          Graphic organizer (provided)</p>
Week 3	<p>Emergent Readers          Sorting consonant blends/ digraphs; voiced/unvoiced          Characteristics of vowels          Organizing for Word Study: Principles and Practices          Types of word sorts</p>	<p>Scan Chapter 3  <i>Word Sort Organizer</i> (instructions will be provided)</p>
Week 4	<p>Describing vowels &amp; enunciation          Describing Consonants Articulation          Defining syllables and Syllable division          Components of fluency          FLOSS rule</p>	<p>Reading Homework:          Text Chapter 5          Optional: Handbook pp. 39-51          Graphic organizer (provided)</p>
Week 5	<p>Word Study for Beginners in the Letter-Name-Alphabetic Stage          Long and short vowel patterns          Long and short vowel digraphs</p>	<p>Prepare for <b>Student demonstration</b> of activities-chapter 4          Graphic organizer (provided)</p>
Week 6	<p><b>Student activities</b> from Chapter 4 demonstrated in class          Rubrics provided for self &amp; peer evaluations.          Finish discussion on Chapter 3 &amp; 4    <b>First Exam</b></p>	<p>Take exam          Complete on-line class</p>

Week 7	Within Word Pattern Stage (Reading & Orthography) Writing Diphthongs, schwa Vocabulary Advanced Consonants	Prepare for <b>Student demonstration</b> of activities -chapter 5, Graphic organizer (provided)
Week 8	Spelling features of Letter name and within word pattern, Advanced consonant digraphs: ambiguous vowel sounds <b>Student demonstration</b> of activities of Chapter 5, Rubrics provided for self & peer evaluation,  <b>Second Exam</b>	Reading Homework: Text Chapter 6 Create 8-page book (instructions will be given) Optional: Handbook pp. 52-59
Week 9	Intermediate Readers & Writers (traditional or Beginning Conventional) Adding suffixes, prefixes, absorbed prefixes, advanced syllable division with accented/unaccented phonemes & graphemes	Reading Homework: Text Chapter 7; Optional: Handbook pp. 61-75 Graphic organizer (provided)
Week 10	Dyslexia, Dysnomia, disgraphia and language learning developmental delays of the reader/writer How to teach handwriting	Begin Spelling inventory Instructions found in Chapter 2 & module 6 in DL2
Week 11	Advanced Readers and Writers (Derivational Relations Stage; Conventional) Foreign influences, cognates, bound, unbound morphemes, absorbed prefixes and morphemes	Graphic organizer (provided)
Week 12	Final Stable Syllables [Beginning and advanced] Other spelling variations, Consonant alternation	
Week 13	<b>Review for Exam and Final Exam</b>	Final Exam
Week 14	<b>Student demonstration</b> of activities of chapter 6 Rubrics provided for self & peer evaluation Catch-up, review Classroom design for teaching reading & writing Teaching cursive handwriting writing	Spelling inventory due
WEEK 15	Closure	
Online class	Two on-line classes may be assigned instead of face-to-face classes. You will be notified when and how to access the material. They will cover [1] Extension of FLOSS Rule, dealing with final /k/-final /ch/-final /j/ [2] Characteristics of Beginners in the Letter-Name-Alphabetic Stage	

NOTE: The instructor reserves the right to modify any portion of the syllabus, including core items, course assignments, grading system, course calendar, due dates and on-line sessions as circumstances warrant.