



## RDG 448.711

### Planning and Organization of Literacy Instruction throughout the Curriculum: An Internship Field-Based Course COURSE SYLLABUS: Fall 2014

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**Office Hours:** Monday & Wednesday 3:00-5:00 pm or by appointment Room #230

#### COURSE INFORMATION

##### Room #202

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

###### *Textbook(s) Required:*

Rosado, L.A. (2013). TExES Generalist EC-6 (191) Book + Online (TExES Teacher Certification Test Prep)  
ISBN-10: **0738610518** | ISBN-13: **978-0738610511** | Edition: **Second Edition, Revised**

*(This text is required for ELED 437, ELED 438, and RDG 448)*

Suggested Website for Test Preparation:

<http://cms.texas-ets.org/texas/>

<http://quizlet.com/2470918/flashcards>

**Course Description:** Prospective teachers are to acquire knowledge, skill, and ability to teach EC-6 learners to interact with and use both teacher-directed and reader-based strategies to comprehend expository text, particularly social studies and science materials. Emphasis is on developing effective instructional strategies through the integration of teaching and technology. There will be attention given to classroom organization and groupings of children to facilitate the further development of literacy skills.

##### Student Learning Outcomes:

1. Students will have developed a wide variety of literacy strategies for use with children.
2. Students will be able to use teacher-directed and reader-based strategies to comprehend expository text.
3. Students will have developed and integrated technology into effective instructional strategies.

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

Instructional methods used in this course will be lectures, internet researches, displays and presentations of thematic units, classroom applications of Standards 1-12, and student presentations of integration of those standards.

**Note: 10 points will be deducted from your final course grade for any missed class, and points will be deducted for excessive tardiness. Please e-mail the instructor when you know you will be absent or late.**

## TECHNOLOGY REQUIREMENTS

Students will be expected to create, exhibit, and present a three-to-five day thematic unit integrating books, materials, children's work, and technology. Students will also be expected to research and present current internet articles in the field of literacy.

## COMMUNICATION AND SUPPORT

The instructor of this course will be available to students before, during, and after classes and through e-mail. Information for this purpose is included in the syllabus heading.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures and Objective:** Students will be able to comprehend and integrate into their instructional strategies Domain I, English Language Arts and Reading EC-6 Standards I – XII (approximately 40% of the TExES)

### University Specific Procedures:

**ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148**

[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

### Student Conduct:

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (*Code of Student Conduct from Student Guide Handbook*).

### 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.

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

<b>COURSE OUTLINE / CALENDAR</b>
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**Week 1**

Introduction to course and syllabus review	
Lecture, discussion, review, practice questions	
Standard I (Oral Language)	pages 19-29
Standard II (Phonological and Phonemic Awareness)	pages 29-34

**Week 2**

Lecture, discussion, review, practice questions	
Standard III (Alphabetic Principle)	pages 34-37
Standard IV (Literacy Development)	pages 37-42

**Week 3**

Lecture, discussion, review, practice questions	
Standard V (Word Analysis and Identification Skills)	pages 43-47
Standard VI (Reading Fluency)	pages 47-50

**Week 4**

Lecture, discussion, review, practice questions	
Standard VII (Reading Comprehension and Application)	pages 50-63
Standard VIII (Reading, Inquiry, and Research)	pages 63-65

**Week 5**

Lecture, discussion, review, practice questions	
Standard IX (Writing Conventions)	pages 65-69
Standard X (Written Communication)	pages 69-75

**Week 6**

Lecture, discussion, review, practice questions	
Standard XI (Viewing and Representing)	pages 75-77
Standard XII (Assessment of Developing Literacy)	pages 77-82

**Week 7**

Lecture, discussion, review, practice questions	
Chapter 10 Teaching English as a Second Language	pages 521-594

**Week 8**

Thematic Unit Project, Binder Check, Reflective Exam

## **ASSIGNMENTS:**

All written assignments in this course will be typed, double spaced, using 12 point font. They will be graded according to content, spelling, grammar, and sentence structure. Both your oral and written language skills will reflect on your grade as well as on your professionalism.

### **Lesson Plans: Content Lessons**

200 points (100 points each)

Students will create content area lessons based on a selected theme and grade level which will be a part of the final thematic unit project. The lessons will be written in a formal lesson plans format. The two lesson will be part of an integrated unit in the major content areas. The lesson plans will integrate technology and address the appropriate **TEKS** and **ELPS**. Specific requirements for the lessons can be found on the Rubric. These will be shared in class and receive feedback and grades from both peers and the instructor.

**Standards Presentation:** Choose one of the 12 Standards. Presentation sign-ups will be the first class meeting. (Total Points: 50)

1. Prepare a brief (5 minute) review to present to the class at the beginning of the class meeting following the week the Standard is introduced. For example, if you choose "Reading Fluency" you will present your review Week 4.
2. Provide classmates a visual or handout that can be used as a study guide for test preparation.
3. The review should be in your own words not copied or read from the text or internet source. Include vocabulary, key points, and application. (Does not need to be in complete sentences...bullet form is acceptable.)

**Binder:** Create a binder for this course divided into 15 Sections (Vocabulary section, ELL section, Research articles, and one section per standard). Organize it to fit your needs. Each section should hold information relating to a Standard, including power points, class handouts, your notes, Standards Presentation reviews, and evidence of completed reading assignments (i.e. completed rubrics). The purpose: Resource and study tool to prepare for the TExES EC-6 Generalist Exam. \*\* Bring your completed binder to our last class meeting (12/2). \*\*

**Final Exam:** You will complete a reflective exam based on the course student outcomes. You will submit this to my email at [tammy.schwartz@tamuc.edu](mailto:tammy.schwartz@tamuc.edu), 12/11 days after our last class meeting.

**Thematic Unit Project:** Refer to the assignment handout. Bring your completed project 12/9.

**Grading: RDG 448:** Attendance and Participation is required (please email or text the instructor if you will be out)

Internship: ITEP, Journals, Evaluations-Mentor/Liaison	10 %
Reading Binder	10%
Lesson Plans/Presentations/Class Work/Article Summaries	30%
Final Comprehensive Examination: TExES	10%
Thematic Unit Project	40%

**COURSE OUTLINE / CALENDAR**

<b>Dates</b>	<b>Content</b>	<b>Assignments Due</b>
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