



RDG 370 Syllabus
Fall, 2014

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COURSE INFORMATION

Materials- Textbooks, Readings, Supplementary Readings:

Fountas, Irene C., and Pinnell, Gay Su, *Guided Reading, Good First Teaching for All Children*. Heineman, Portsmouth, New Hampshire.

Fox, Mem, (1993) *Radical Reflections: Passionate Opinions on Teaching , Learning, and Living*. San Diego, New York, London, Harcourt, Inc.

Tompkins, *Teaching Writing, Balancing Product and Process*, 6th Edition.

On-line Resources:

English Language Arts and Reading TEKS available on-line @ <http://www.tea.state.tx.us/teks/index.html>

Texas Examination of Educator Standards (TExES) @<http://www.excet.nesine.com/>

English Language Arts and Reading (EC-6) Standards at <http://www.sbec.state.tx.us/>

Course Description:

This builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate reading and writing instruction. The focus of this course is an examination of how the Texas Essential Knowledge and Skills (TEKS) can be implemented with basal readers, trade books, literature cognition, reading comprehension, comprehension strategies, and formal and informal assessment strategies.

This course is designed to be taught through face-to-face lectures and class participation. Students will interact with one another as they explore assigned readings and discuss lectures.

Objectives:

Conceptual Objectives: (Supported through TEKS and TExES Standards)

This course will focus on the teacher knowledge and applications as supported by the following Standards:

- ❖ Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.
- ❖ Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young children strategies for improving their comprehension.
- ❖ Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.
- ❖ Standard IX. Writing Conventions: Teachers understand how young children use writing conventions and how to help children develop those conventions.
- ❖ Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Student Learning Outcomes/Objectives

During the course of RDG 370, learners will:

1. Participate in a variety of activities that will foster knowledge of the 5 essential components of reading(phonemic awareness, phonics, vocabulary, comprehension, fluency) and the part each plays in the development of literacy skills
2. Analyze current basal readers to determine how an integrated language arts program can function in a balanced literacy classroom
3. Examine the interrelatedness and mutually supportive aspect of reading and writing
4. Demonstrate understanding of the course materials through objective examinations
5. Demonstrate knowledge of a variety of effective strategies and activities for the teaching of literacy including strategies for ESL and at risk students.
6. Discover how comprehension and fluency are taught within a Guided Reading setting
7. Explore the view that beliefs about literacy learning influence instructional decisions and practices

COURSE REQUIREMENTS

Instructional Methods/Activities/Assessments

This course consists of a variety of assignments, activities and assessments to help you in achieving the outcomes/objectives for the course.

1. Reading Autobiographical Narrative

Learning Outcome #7: The learner will explore the view that beliefs about literacy learning influence instructional decisions and practices.

Learning Outcome #3: The learner will examine the interrelatedness and mutually supportive aspect of reading and writing.

You will write a paper reflecting on how you learned to read, the reading habits you have formed, the influences of your home and school experiences on your reading development, and the kinds of reading you do.

There is not a required length to this paper. You are expected to respond appropriately and demonstrate that you have taken time to reflect on your reading development. Your paper should demonstrate organization, voice, and evidence of editing

2. Basal Reader Examination

Learning Outcome #1: The learner will participate in a variety of activities that will foster knowledge of the 5 essential components of reading and the part each plays in the development of literacy skills.

Learning Outcome #2: The learner will analyze current basal readers to determine how an integrated language arts program can function in a balanced literacy classroom.

Locate basal readers in the curriculum library of Navarro College. You will need the teacher edition and the student book that accompanies it. Using the guide sheet given to you in class, examine the basal reader (teacher edition and student book), and write a response paper about your findings. You should expand on your responses to the guide sheet with your own opinions and feelings.

3. **Language Experience Approach (LEA) lesson**

Learning Outcome #1: The learner will participate in a variety of activities that will foster knowledge of the 5 essential components of reading and the part each plays in the development of literacy skills.

Learning Outcome # 3: The learner will examine the interrelatedness and mutually supportive aspect of reading and writing.

Learning Outcome # 5: The learner will demonstrate knowledge of a variety of effective strategies and activities for the teaching of literacy including strategies for ESL and at-risk students.

A language Experience Approach to teaching reading and writing will be modeled and studied in class. You will then be asked to find a K or 1st grade student to whom you will teach a Language Experience lesson. You will plan and execute the lesson. You will then prepare a written paper discussing the outcomes of the lesson, the value of this type of teaching and how reading and writing support each other in this lesson.

4. **Tests**

Learning Outcome # 4: The learner will demonstrate understanding of the course materials through objective examinations.

There will be 4 tests covering reading assignments and classroom discussions.

5. **Various Reader Responses to Radical Reflections:**

Learning Outcome #3: The learner will examine the interrelatedness and mutually supportive aspect of reading and writing.

Learning Outcome # 7: The learner will explore the view that beliefs about literacy learning influence instructional decisions and practices.

You will be assigned to read Mem Fox's *Radical Reflections*. We will use several different types of responses and approaches to discussing the book. This will be done as a model for using Literature Circles in the classroom. (And as a bonus, we will get to laugh, cry, and indulge in passionate teaching with Mem Fox.) Your grade will be determined by your response paper preparations and circle participation.

6. Reading Response Papers to Text Assignments

Learning Outcome #3: Examine the interrelatedness and mutually supportive aspect of reading and writing

Learning Outcome #4: The learner will demonstrate understanding of the course materials through objective examinations

7. Response Papers/Group Discussions concerning assigned DVD reading lessons

Learning Outcome #3: examine the interrelatedness and mutually supportive aspect of reading and writing.

Learning Outcome #5: Demonstrate knowledge of a variety of effective strategies and activities for the teaching of literacy including strategies for ESL and at risk students.

GRADING

Each test and assignment will be graded 0%-100%. Tests will be 40% of your final grade and other assignments will be counted as 60% of your final grade. There will be no extra credit work.

TECHNOLOGY REQUIREMENTS

This class is not a web-enhanced class.

ACCESS AND NAVIGATION

Not applicable to this class.

COMMUNICATION AND SUPPORT

Interaction with instructor:

You may contact me any time at my home email. I will check my email daily about noon.

I am also available at:

Home Phone: 903-489-0184

Cell Phone: 903-681-1595

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Attendance:

Attendance at all class meetings is required and is essential to your success in this class. Failure to attend class will impact your grade. If you must miss a class, you are expected to contact a class member to obtain notes and announcements. You also should contact me by phone or email. This is your responsibility.

Please arrive to class on time. Being late disrupts the class and the instructor. It also means that you have missed what has already taken place in class. Leaving early creates the same problems.

Professionalism:

Demonstrate professionalism by:

- Attending all classes
- Paying attention in class
- Participating actively and constructively
- Being responsible and prepared
- Being an equal partner in group work
- Showing enthusiasm and interest in being a teacher
- Turning off cell phones and/or other electronic equipment
- Arriving to class on time

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 PERFECT. Begin that practice now!

Written assignments should be:

- Double spaced
- 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

Academic Integrity/Honesty Statement:

This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to:

1. Turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance;
2. Turning in another person's work, in part or in whole, as your own;
3. Copying from professional works without citing them; and
4. Any form of cheating on exams.

Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an F in the course, or will be brought before a higher level of governance for possible dismissal from the university.

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 (902) 886-5835

Fax (903)468-8148

Student DisabilityServices @tamu-commerce.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). 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 your 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.

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 of contacting you and informing you of important information. It is available to you 24/7:

<https://leo.tamu-commerce.edu/login.aspx>

Disclaimer: The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced by the instructor in class, on ecollege, or via email. Students who do not attend class, log into ecollege, or check their email assume full responsibility for missing changes to the course.

