



**RDG 520.01W**  
**Literacy & Instruction I**  
**COURSE SYLLABUS: Fall 2015**  
**Instructor: Dr. Tami Morton**

**Class:** Online

**Office Location:** Commerce Campus, Sowers Education North 216

**Office Hours:** available by appointment

**Commerce Campus:** 903-886-5529

**Email Address:** tami.morton@tamuc.edu

**Required Textbooks:**

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2012). *Words Their Way: Word study for phonics, vocabulary, and spelling instruction, 5th edition*. Englewood Cliffs, NJ: Merrill.

**Optional Resource:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th Edition)*. ISBN: 13: 9781433805615 2

**Course Description:**

This course focuses on the application of knowledge of the interrelated components of literacy across all developmental stages, including oral language, phonological and phonemic awareness, the alphabet principle, word analysis, fluency, comprehension, vocabulary, written language, concepts of print, and expertise in reading instruction at the primary, intermediate/middle, and high school levels.

This course is required in the Texas A&M University-Commerce graduate reading curriculum and is designed to prepare teachers who wish to acquire the Texas Master Reading Teacher Certificate and/or to include this course as part of the required course sequence for the 36 semester hour masters degree.

**Objectives (Supported by TX Master Reading Teacher)**

Domain I—Foundations of Reading Knowledge and Instruction, Part I

Standard 1: The Master Reading Teacher applies knowledge of the interrelated components of reading across all development stages, including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, and has experience in reading instruction at the primary, intermediate/middle, or high school level.

Domain II—Foundations of Reading Knowledge and Instruction, Part II

Standard 1: The Master Reading Teacher applies knowledge of the interrelated components of reading across all development stages, including oral language, phonological and phonemic awareness, the alphabetic principle, word analysis, fluency,

comprehension, vocabulary, written language, and concepts of print, and has experience in reading instruction at the primary, intermediate/middle, or high school level.

#### Domain III—Principles of Instructional Design, Delivery, and Assessment in Reading

Standards Assessed:

Standard II: The Master Reading Teacher selects and administers appropriate reading assessments on an ongoing way basis and uses the results to design, inform, and adjust instruction to promote literacy.

Standard III: The Master Reading Teacher designs and implements reading instruction that reflects state content and performance standards and addresses the varied learning needs of the students.

#### Domain IV—Reading Instruction and Assessment for Students with Diverse Backgrounds and Needs

Standards Assessed:

Standard IV: The Master Reading Teacher applies knowledge of primary and secondary language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.

Standard V: The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to facilitate and promote literacy.

#### **Student Learning Outcomes:**

1. Gain an appreciation of how the various theories of literacy acquisition affect the development of various approaches to the instruction of reading.
2. Understand the role of oral language, phonics and word analysis, phonemic awareness, alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, all in the context of literacy instruction.
3. Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests based on ongoing informal and formal assessment of individual students' oral language development, phonological and phonemic awareness, understanding of the alphabetic principle, word analysis skills, development of writing, reading fluency, and concepts of print.
4. Research and share perspectives of leaders in the field of literacy learning.
5. Present and share an effective instructional literacy program appropriate for the participant's classroom.

#### **COURSE REQUIREMENTS:**

1. **Module Discussions and Activities (100 points):** In each module, there will be online discussions and activities. There will be an opportunity to work as an individual, with a partner or in a group of 3-4 students. You are expected to show a level of professionalism and stay

actively engaged with your partner or the group through communication and contributions to complete the project **DUE DATE: Ongoing throughout the semester.**

**2. Literature Review (25 points):** Students will write a literature review on a topic that pertains to your case study student. The topic will relate to literacy topic that you, as the teacher, needs to more information on in order to work more effectively with your student. ***Topic must be accepted by Dr. Morton before the literature review is written.***

**3. Literacy Case Study (75 points):** You will plan, implement, and monitor instruction that is responsive to an individual students' strengths, needs, and interests based on ongoing informal and formal assessment of individual students' oral language development, phonological and phonemic awareness, understanding of the alphabetic principle, word analysis skills, development of writing, reading fluency, and concepts of print. In this case study, it will consist of five major parts that will be completed throughout the semester. This project will also provide hours for your practicum hours: **DUE DATE: Ongoing throughout the semester**

**4. New Requirements for the Texas Master Reading Teacher Certification include** documentation of literacy work through practicum hours. The current requirement is 40 hours per MRT course. We will discuss what constitutes practicum hours and how to go about documentation.

#### GRADING SUMMARY:

Module Discussions	50 pts.
Module Activities	50 pts
Literature Review	25 pts
Case Study	75 pts.
Total	200 pts.

#### GRADING SCALE:

A= 180-200 points  
 B= 160-179 points  
 C= 140-169 points  
 D= 120-139 points  
 F= 119 and below

#### A&M University-Commerce Policies

- 1) Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact the office of Advisement Services, BA 314, 903-886-5133.
- 2) All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.
- 3) Academic Integrity/Honesty. 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 be brought before a higher level of governance for possible dismissal from the university.

### COURSE OUTLINE/CALENDAR

Schedule for Fall 2015:

Requirements for each module will include a reading/writing assignments and engagement in threaded discussion boards. Due dates for each module are listed below. You will have 3-4 weeks to complete each module requiring time management skills. Do not contact me at the end of the module requesting an extension. An extension will not be granted.

**Module 1** (Aug 31-Sept. 20)– **Introduction to Literacy Theories and Models**

**Module 2** (Sept. 21-Oct. 11)– **Language Development of Emergent/Beginner Learners**

**Module 3** (Oct. 12-Nov. 1)– **Language Development of Transitional Readers and Writers**

**Module 4** (Nov. 2 –Nov. 22)– **Language Development of Conventional Readers and Writers**

**Module 5** (Nov. 23-Dec. 13)– **Case Study Projects**