



**RDG 370-READING AND LITERACY II**  
**COURSE SYLLABUS: Fall 2015**

**Instructor:** Patsy Sosa-Sanchez, Ph.D.

Ad-Interim Assistant Professor

**Office Location:** Collin Higher Education Center 129 or 131  
 TAMUC Campus, Sowers Education South

**Office Hours:** Tues. & Thurs. 11:30-12:30 p.m. at CHEC  
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**Course Hour & Classroom:** Tuesdays/Thursdays 1:00-2:15 p.m.  
 CHEC Classroom 223

**Faculty Website:**

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

***Textbooks Required:***

Tompkins, G. (2013). Teaching writing: Balancing product and process (sixth edition). Pearson Publishing.

Fountas, I.C. & Pinnell, G. S. (1996). Guiding Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann.

***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](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#74.4>

**Course Description:**

This course builds upon the theoretical foundations of reading and literacy presented in the previous course, RDG 350. The developing teacher will explore how to integrate school 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, formal assessments, and informal assessment strategies.

**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 I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

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 IV. Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students 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.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

**Attention will also be paid to the Pedagogy and Professional Responsibilities Standards:**

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Student Learning Outcomes:

During the course of RDG 370, participants will be able to:

Select and plan appropriate comprehension reading strategies for diverse elementary students to include ESL learners.

Integrate appropriate children's literature into reading comprehension lessons

Observe and analyze experienced teachers' methods for ensuring comprehension and assess student learning.

Develop a variety of comprehension strategies to use for a variety of reading difficulties.

Analyze current basal readers to determine how reading and writing comprehension can be taught

Provide additional artifacts for their professional portfolio which will indicate growth in the five Teaching Proficiencies.

<b>COURSE REQUIREMENTS</b>
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**Instructional Methods / Activities / Assessments**

- Written assignments must be well-written, typed, and error-free.
- No late assignments!  
If it is TWO days or more late you will receive NO credit.
- Specific assignment details will be given for each assignment.

**1. Attendance, including Professional Attitude: (200 pts. total)**

Attendance will be monitored to ensure student success. Students will receive a grade based on a point system each class period for a total of 200 points. If classes are done via the internet attendance grades will be given. This will include, but not limited to, being involved with web conversations during specific times indicated by the professor, full participation in individual and group work, etc.

ONE MISSED CLASS=A DEDUCTION OF 100 PTS.  
TWO MISSED CLASSES=A DEDUCTION OF ANOTHER 100 PTS.

If you are unable to attend class you will not receive attendance points and this will impact your final grade.

### **Grading**

#### **Assignments**

Personal Writing	100
Reading Logs	100
Literature Circles	200
Reading Assessment	100
Live Binder	100
How to	200
<u>Participation</u>	<u>200</u>
Total	1000

**\*\*\*\*\*SPECIAL NOTE: ALL ASSIGNMENTS MUST BE TURNED IN DURING CLASS ON THE DUE DATE. If you fail to do this 50% of your points will be deducted from the total points. If it is two days or more late you will receive NO credit. NO EXCEPTIONS.**

**Keep in mind, if you are absent and do not turn in your assignment you will loose 50% of your points if it is not turned in on the due date. If it is not turned in on the second day you will receive NO credit.**

**\*\*\*\*\*IF YOU FIND YOURSELF SICK ON THE DAY OF A TEST YOU MUST HAVE A NOTE FROM YOUR DOCTOR FOR YOUR ABSENCE TO BE EXCUSED. IF YOU HAVE A NOTE YOU WILL TAKE THE TEST IMMEDIATELY AFTER THE NEXT CLASS PERIOD.**

#### **COURSE EVALUATION:**

1000-900 points = A  
899-800 points = B  
799-700 points = C  
699-600 points = D  
<599 points = F

<b>TECHNOLOGY REQUIREMENTS</b>
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Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

<b>COMMUNICATION AND SUPPORT</b>
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#### **Interaction with Instructor Statement:**

E-mail is preferred for outside of class contact. Students are encouraged to inform the instructor of concerns they may have pertaining to the course.

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**Course Specific Procedures:**

**1. Attendance is required and is essential to your success in this class. Participants are expected to be on time and to actively and constructively participate. Arriving late and/or leaving early two (2) times will constitute one (1) absence. Your attendance and participation will impact your grade, particularly if you're on the borderline of a grade.** Contact the instructor (via email) if you anticipate an absence or are absent for any reason explaining the situation. This is a common courtesy that is expected by all teachers. It is also part of forming that "community of learners" that we need in the classroom. When you are gone, there is a "hole" at your learning tables, as you are important to your community. If you miss more than 1 class, your grade may be/will be lowered. If you miss more than 2 classes, you may/will fail the course. We are trying to encourage professional development and life-long learning skills. Remember: **Class activities and group discussions cannot be made up;** therefore, reinforcing the idea that attendance is important!

**\*\*Missed Class: In the event of a missed class, you are responsible for obtaining class materials/assignments/notes and being prepared for the next class meeting. I will not bring additional copies of handouts from previous classes; therefore, it is your responsibility to get the necessary materials and assignments from a designated class member.** Select a buddy and exchange telephone numbers and e-mail with him/her. By exchanging information, your buddy agrees to collect all handouts for you and to explain any class materials/assignments/notes; however, it is your responsibility to contact your buddy for this information.

Name of Peer	Phone Number	E-mail Address

**2. Professionalism:** You will be evaluated on your growth in becoming a professional teacher. You must:

- a. **Engage in self-evaluation processes:** This will be done by using the rubrics provided for class projects.
- b. **Demonstrate professionalism:** This will be done by:
  - (a) attending **ALL** classes,
  - (b) paying attention,
  - (c) participating actively and constructively,
  - (d) being responsible and prepared,

- (e) being an equal partner in group work,
  - (f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form),
  - (g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook.
- Your grade will be adjusted based upon these criteria (see grading section).

**Remember: You need to come prepared to class.** For every 3 credit hour course you take, you are expected to spend 6-9 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 24-36 hours on homework. Thus, you need to plan according.

c. **Cell phones/IPODs:** These items must be turned off during class time. If you are expecting an emergency call let the teacher know and your group know. Also, the phone must be on vibrate and set on the table. If the phone vibrates, pick it up and leave the room. If you are using a phone without letting the teacher know you have an emergency situation, ten points will be deducted each time. It is important to keep your phone put away, as it disrupts your learning and the learning of those around you. In addition, it is disrespectful.

d. **Arriving to class on Time:** You are expected to be in your seats and ready to start when class is ready to convene. Class will start on time and you will be dismissed on time. Therefore, if you are late to class, you are expected to enter the class quietly and not to disrupt your table members by talking. **Remember if you are late and/or leave early two times, it is considered one absence.**

e. **Leaving During Class:** This is not acceptable behavior, as you are here to learn. When you are gone from class, you are missing both the lecture and the class discussion. If, for some reason you have an emergency (being sick, phone call or bathroom) your business is expected to be conducted in a timely manner with you returning to class quietly and quickly. **Remember if you are late and/or leave early three times, it is considered one absence.**

**3. 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! Therefore, if you need extra help, the **Writing Center** can assist you. See <http://web.tamu-commerce.edu/academics/colleges/artsSciences/departments/literatureLanguages/writingCenter/onlineWritingLab.aspx>

- a. Written Assignments should be:
  - \*double spaced
  - \*1" top and left side margins, 1" bottom and right side margins
  - \*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

b. Academic Integrity/Honest 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:

1. **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)**

2. **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.**

3. **Financial Aid Support:** You will be dropped from class if you have not paid the balance due on their 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.

**4. 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 on contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamu-commerce.edu/login.aspx>.

**5. eCollege:** eCollege will be used for this course.

### Assignment Descriptions:

#### *1. Personal Writing (100 points)*

As we learn the whys and wherefores of reading and writing, it is important that you learn by doing and not by watching. To this end, you will experience writing workshop through completion of your own writing. You will complete and publish one piece (100 points) of personal writing during the course of the semester. Ideas for topics and models to consider will be spoken about in class. From these conversations, you will generate several drafts; however, one of these pieces will be taken through the writing process – prewriting, drafting, conferring, revising, editing, and publishing. Be ready to write, to confer and to share.

#### *2. Research Log Entries for Reading (20 points each x 5=100 points)*

Teachers need to be organized. To that extent, you will complete a research log this semester to help you organize the questions you've asked, the materials you've read, and the sources you've used. Complete the research log as described in the syllabus. You should bring a copy of this log to class in order to complete in discussion groups. A copy should be emailed to the instructor THE NIGHT BEFORE CLASS. Points will be deducted if the log is not brought to class AND/OR not emailed to the instructor by the deadline. Remember, besides reading the assigned Teaching Writing chapter, you must also read AND BRING TO CLASS an additional journal article or chapter from a professional book dealing with the same topic.

#### *3. Literature Circles (100 each x 2=200 points)*

In a small group you will lead the discussion during the semester for 2 chapters from Guided Reading: Good First Teaching for All Children. You will be expected to present an interactive lesson to the class about what your group learned from the chapter. Chapter assignments will be made during the semester.

#### *4. Reading Assessment (100 points)*

Since informal literacy assessment is an integral part of a teacher's responsibility and one way to guide and plan instruction you will "assess" and determine the "instructional" level for a student within your certification area. You will turn in assessment instruments and a one-paragraph reflection for credit.

#### *5. Live Binder (100 points)*

To expand your literacy resources you will add five tabs to the Live Binder you created in RDG 350. Three of the tabs are: Guided Reading, Fiction/Non-Fiction Texts, and Lesson Planning. Two tabs are your own choice. More information about the Live Binder will be discussed during class.



### 6. *How To* (200 points)

Since we will spend the semester learning through inquiry, you will demonstrate your learning by writing a how to essay. This assignment is connected to assignment 2A. After identifying your “burning question,” you will need to spend time researching information related to your “burning question.” This means that you need to use library and internet resources, as well as keep notes --- you will need a small notebook to collect all of your information. You will have “workshop” time each week to discuss/research your topic, but do not count on that being the only time needed to work. Once you have been successful in finding a variety of sources, you will need to determine what information is the most appropriate to capture this particular topic. You will turn in a written format a final essay.

The instructor will be doing regular checks with each of you to determine how you are doing with your project. Be prepared to show the instructor your progress. During class there will opportunities for you to share works in progress. You should be prepared to individually share at least 2 times over the course of the semester. These do not have to be final drafts, but can be ideas that you are working on that you may want to get some feedback on or just ideas that you want to hear aloud. You will need to turn in a reference list with your final piece. Please use APA format. A more extended description with guidelines and information is forthcoming.

Examples:

How to: Implement Guided Reading  
Use fiction/non fiction Texts  
Teach Vocabulary  
Assess Literacy  
English Language Learners

## INQUIRY RESEARCH LOG FOR CHAPTERS

Topic:  

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WHAT I KNOW ABOUT THIS TOPIC:

3 QUESTIONS:

a.

b.

c.

WHAT I LEARNED (Including, DID I FIND THE ANSWERS TO MY QUESTIONS?):

ANY OTHER QUESTIONS MY READING HAS BROUGHT TO MIND:

SOURCES:

Fountas, I.C. & Pinnell, G. S. (2006). Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8. Portsmouth, NH: Heinemann. **PAGES** \_\_\_\_\_At least one other article or chapter that addresses this topic—APA format—**BRING ARTICLE OR CHAPTER TO CLASS**  

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**Reading 370 Course Calendar (\*Subject to change if necessary)**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
Wk 1: 8/31- 09/04	Welcome and Introduction to the course  The Writing Process	<b>Chapter 1</b> The Writing Process <b>Chapter 2</b> Developing Strategic Writers <b>Chapter 3</b> The Writers Craft Chapter	Inquiry Reading Log # 1 (20 points)
Wk 2: 9/7- 9/11	Writing Genres	<b>Chapter 5</b> Personal <b>Chapter 6</b> Descriptive	Personal Writing (100 points)
Wk 3: 9/14- 9/18	Using the Genres to Improve Comprehension	<b>Chapter 7</b> Poetry <b>Chapter 8</b> Narrative <b>Chapter 9</b> Expository Writing <b>Chapter 10</b> Biographical Writing	
Wk 4: 9/21- 9/25	Using Guided Reading to Scaffolding Student Comprehension  Frameworks for Scaffolding Student Comprehension	<b>Chapter 4</b> Assessing Writing/ Assessing Reading  Scaffolding Students Comprehension of Texts (provided by teacher)	Inquiry Reading Log # 2 (20 points)  Literature Circle # 1 (100 points)
Wk 5: 9/28- 10/02	Guided Reading	<b>Chapter 1</b> What is Guided Reading?	Live Binder (100 points)
Wk 6: 10/05- 10/9	Providing Relevance in Reading/Writing Lessons	<b>Chapter 2</b> Building on Literacy Learning <b>Chapter 3</b> Guided Reading Within a Balanced Literacy Program	How to Essay (200 points)

Wk 7: 10/12-10/16	Providing Relevance in Reading/Writing Lessons	<b>Chapter 11</b> Selecting and Introducing Books	Inquiry Reading Log # 3 (20 points)
Wk 8: 10/19-10/23	Assessing Reading/Writing	<b>Chapter 6</b> Using Assessment to Inform Teaching	Literature Circle # 2 (100 points)
Wk 9: 10/26-10/30	Assessing Reading/Writing	<b>Chapter 7</b> Using Running Records	Reading and Writing Assessment (100 points)
Wk 10: 11/02-11/06	Purposeful Reading Moments	<b>Chapter 8</b> Dynamic Grouping Books	
Wk 11: 11/9-11/13	Reading Across the Curriculum	<b>Chapter 12</b> Using a Gradient of Text to Match Books to Reading	Inquiry Reading Log # 4 (20 points)
Wk 12: 11/16-11/20	Reading Across the Curriculum	<b>Chapter 10</b> Using a Leveled Set of Books	
<b>Wk 13: 11/23-11/27</b>	<b>Thanksgiving Week</b>	<b>Happy Thanksgiving!</b>	
Wk 14: 11/30-12/04	Teaching with a Purpose	<b>Chapter 12</b> Teaching for Strategies	Inquiry Reading Log # 5 (20 points)
Wk 15: 12/07-12/11	Building a Reader	<b>Chapter 13</b> Learning about Letters and Words	