



RDG 521.01W
Literacy & Instruction II
COURSE SYLLABUS: Spring 2016

Instructor: Dr. Tami Morton--Assistant Professor
Office Location: Office Location: (Main Campus) EdS 216;
 (CHEC) 129

Office Hours:

Tuesday & Thursday 10:15-11:15, 1:15-2:15 at the CHEC
 Friday-by appointment only
 Online: Monday-Friday, email checked until 10 p.m.

Office Phone: (Main Campus only) 903-886-5529

Office Fax: 903 886 5581

University Email Address: Tami.Morton@tamuc.edu

Office Phone: (Main Campus only) 903-886-5529

Office Fax: (Main Campus only) 903-886-5581

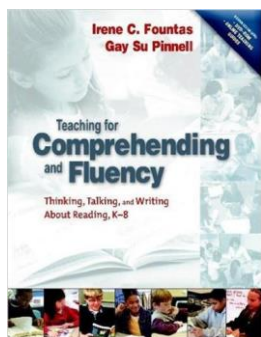
University Email Address: Tami.Morton@tamuc.edu

University Faculty Webpage: <http://faculty.tamuc.edu/tmorton/>

COURSE INFORMATION

Textbook(s) Required:

Fountas, I. & Pinnell, G.S. (2006). *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8*. Portsmouth, NH: Heinemann.



ISBN-13: 978-0325003085

ISBN-10: 0325003084

Optional:

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

Course Description:

This course explores research proven classroom strategies for student comprehension

development and expression through writing, with a focus on the reader, the writer, texts, and the transaction. In addition, this course examines assessment of reading comprehension and writing, with attention on profiling class needs and individual needs and abilities, the selection of appropriate books and materials for grouping, and the teacher as a reading professional.

This course is required in the TAMU-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 master's 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.

Domain V—Roles of the Master Reading Teacher

Standards Assessed:

Standard VI: The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders, mentoring,

coaching, and consulting with colleagues, providing professional development for faculty, and making decisions based on converging evidence from research.

Student Learning Outcomes:

1. Continue to understand and value literacy based research.
2. Explore and understand research-proven reading comprehension strategies.
3. Investigate and grasp the concepts of writing with the focus on the reader, the writer, differing texts, and the transaction between writer and reader.
4. Survey research in writing in an effort to understand the dynamic in writing fully.
5. Administer, analyze and interpret a variety of informal reading and writing assessments to plan and implement targeted reading instruction.
6. Examine and practice the structure of the reading/writing workshop.
7. Demonstrate growth as a literacy professional.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments:

A. Expectations: Students in this course are exposed to diverse perspectives in the context of literacy assessments that will stretch your thoughts and perceptions beyond your present experiences and knowledge. This action will occur while encouraging depth of knowledge through discussion and interaction with the professor and peers.

B. Assignments

1. **Reading Assignments:** (40 points): Each module you will be asked to read and respond to assigned texts and/or articles. There are two types of reading assignments, described below.

Talking Points (16 points)

During each module you will be asked to share “talking points” you’ve collected from your reading of the assigned texts. They can be in the form of salient points, questions, points of disagreement, applications to teaching, or anything else you think is important. You will submit your talking points as well as share them with your group on the discussion board.

Reaction Papers (24 points)

Where indicated, you will be asked to submit a response/reaction paper. More guidelines will be provided for writing this paper in our Doc Sharing section. The paper should be single spaced, 700-900 words in length.

Papers will be scored on a 6-point rubric focusing on the criteria for comprehensiveness and inquiry/response as follows:

- *Comprehensiveness:* The full range of significant ideas represented in the assigned readings are addressed in responses (3 points).
- *Inquiry/Response:* the concepts presented in the book or article are elaborated by reactions, questions, and connections (3 points).

2. **Digital Poster Session** (30 points): Reading comprehension is an integral component of this course. There are a variety of research-based strategies to support students’ reading comprehension. In this digital poster presentation, you will present one of these strategies to the class and create a PowerPoint, Prezi, (or any type of digital presentation) that addresses what

the strategy is, how to implement it and why a teacher would choose it. Also, provide information that evaluates and critiques the reading strategy.

3. **Midterm Paper: Children's Literature** (50 points)

The midterm paper is a study of the way that a particular topic is addressed in children's literature. Young children have many questions about the way the world works and there many high quality books that address the diverse and complicated nature of our world. After picking a "difficult" topic that kids have questions about, you will find 3-4 children's books that address this topic. The paper requires you to synthesize the way in which the topic is addressed and then choose a genre in which you want to present your synthesis and critique. You could choose to write a traditional analysis or position statement paper (2 pages, single spaced). Alternatively, you may choose a different genre: letter to parents summarizing the topic and the books, designing a catalog advertising these books, etc.

4. **Writer's Notebook** (40 points):

During the third module, students will be immersed in process writing exploring two genres for their notebook. The notebook must show all of the parts of the writing process used to create your final writing pieces including their group edits. The final presentation will be submitted in a digital format including all of the stages of the writing process with the culminating notebook at the end.

5. **E-Portfolio** (50 points):

At the end of the semester, students will submit their electronic portfolio that includes assessments used for literacy. Many assessments will be used throughout the previous models that can be added to the e-portfolio beginning with the literacy history created by students at the beginning highlighting their own background in literacy which often influences the assessments selected for their students. The e-portfolio will organized into an online system selected by students, however must be able to show all assessments in an organized format (such as in LiveBinder, Wikispaces, Protopage, Evernote, or Symbalooedu).

6. **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:

Reading Assignments	40 pts
Digital Poster Presentation	30 pts
Midterm Paper	40 pts
Writer's Notebook	40 pts
E-Portfolio	50 pts
Total	200 pts.

GRADING SCALE:

A= 180-200 points; B= 160-179 points; C= 140-159 points; D= 120-139 points;
F- 119 and below

ACCESS AND NAVIGATION

eCollege: eCollege will be used for this online course. You get to eCollege through your MyLeo account.

COMMUNICATION AND SUPPORT

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>.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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**. Therefore, if you need extra help, the writing center can assist you. You can get assistance on line at <http://faculty.tamu-commerce.edu/scarter/rfwOWL.htm>

Written Assignments should be:

- *Use APA 6th edition style
- *double spaced
- *1" top and left side margins, 1" bottom and right side margins
- *12 point font size
- *Times New Roman or Arial
- *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/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.

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.

University Specific Procedures:

1. 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

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.tamuc.edu/login.aspx>.
5. **TAMUC Quality Enhancement Plan:**

Objective of TAMUC Quality Enhancement Plan: "Preparing students for an Interconnected World" by improving students' global competency.

Global competency will be improved by implementing 3 student-learning outcomes:

1. Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems).
2. Students will be able to apply knowledge of the interconnectedness of global dynamics.
3. Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

COURSE OUTLINE/CALENDAR

Schedule for Spring 2016:

Module 1 –Introduction to Literacy and Learning Styles (3 weeks)

Module opens January 19

Module closed February 7

Module 2 –Vocabulary, Reading Comprehension, & Fluency (4 weeks)

Module opens February 8

Module closes March 6

Module 3 –Writing (4 weeks + Spring Break)

Module opens March 7

Spring Break March 14-18

Module closes April 10

Module 4 - Literacy Assessments for Reading and Writing (4 weeks)

Module opens April 11

Module closes May 8