



**RDG 360.41B - Word Analysis Skills
COURSE SYLLABUS: Spring 2016**

Instructor: Dr. Debra Lee
Senior Lecturer

Office Location: Sowers Education South 210, Commerce, Texas

Office Hours: Commerce: Tues. & Thurs. 9:00 – 11:00 am and 2:00-3:00 pm and also by appointment
Mesquite: Thurs. 4:00-4:30 pm and 7:15-7:45 pm
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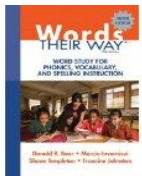
Course Hour & Classroom: Thurs. 4:30 pm-7:10 pm
Mesquite Metroplex Room 125

Faculty Website: <http://faculty.tamuc.edu/dlee/>

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:



- Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words TheirWay: Word Study for Phonics, Vocabulary and Spelling Instruction*. 5th edition, Englewood Cliffs, NJ: Merrill. ISBN-13: 978-0-13-703510-6
- RDG 360 Handbook prepared by Dr. Raine which will be available to all students in DocShare on e-College

Optional:

Students are encouraged to read widely from other texts on Word Analysis skills and study the state adopted material for reading instruction grades K through 6.

On-Line Resources:

TEKS for Language Arts and Reading available online 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

English Language Proficiency Standards available online at:

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>

Dyslexia Handbook available online at:

http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

Course Description:

This course examines the English phonological system used in reading and writing. The focus of this course is an examination of the competencies and TEKS related to word analysis skills of all learners. Specific attention is given to phonics and phonemic awareness and, the strategies that are useful to readers and writers in the development and assessment of word knowledge and word analysis. Prerequisites: ELED 300, RDG 350; minimum overall GPA of 2.75 and score 250 or higher on RDG THEA.

Student Learning Outcomes:

Upon completion of this course, the students should be able to:

1. Demonstrate knowledge of the phonemes of the English language.
2. Demonstrate understanding of all word identification skills useful in decoding unknown words.
3. Demonstrate teaching activities that support the study of word identification skills within the framework of the developmental spelling stages.
4. Identify the stages of spelling develop and explain various activities for fostering a child's progress through these stages.
5. Assess a child's orthographic stage.
6. Understand the organization of a class for word study based on orthographic development.
7. Additionally, preservice teachers who successfully complete this course will have extended knowledge and understanding of how the above objectives relate to English Language Learners.
8. Understand the knowledge and use of the English Language Arts standards, competencies and related Essential Knowledge and Skills identified by the Texas Education Agency.

Course Objectives:

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

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 V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard IX. Writing Conventions: Teachers understand conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR LANGUAGE ARTS AND READING

RDG 360 course content is aligned with the Texas Essential Knowledge and Skills for Language Arts and Reading for grades K – 6. The specific TEKS headings are:

- READING/ Beginning Reading Skills/ Print Awareness/ Phonological Awareness/ Phonics/ Vocabulary Development
- ORAL AND WRITTEN CONVENTIONS/ Conventions/ Handwriting, Capitalization, and Punctuation/ Spelling

TE_xES COMPETENCIES

The critical components of THE STANDARDS that can be measured with an examination are known as the TExES COMPETENCIES. While Competencies 001 Oral Language, 004 Literacy Development and Practice, 008 Writing Conventions, and 012 Assessment of Developing Literacy will be studied during this course the competencies that are aligned specifically and primarily with this course and the related Texas Essential Knowledge and Skills are:

Competency 002: (Phonological and Phonemic Awareness). The teacher understands phonological and phonemic awareness and employs a variety of approaches to help students develop phonological and phonemic awareness.

Competency 003: (Alphabetic Principle). The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps students understand the relationship between spoken language and printed words.

Competency 005: (Word analysis and identification skills). The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, and contextual analysis) and provides many opportunities for students to practice and improve word identification skills.

Competency 007: (Reading Comprehension and Applications). Related:

Reading/Vocabulary Development, English Language Arts and Reading Essential Knowledge and Skills.

The beginning teacher: B. Knows how to provide instruction to help students increase their reading vocabulary. C. Understands factors affecting students' reading comprehension (e.g., oral language development, word analysis skills, prior knowledge, language background, previous reading experiences, fluency, vocabulary development, ability to monitor understanding, characteristics of specific texts).

Oral and Written Conventions/Spelling §110. English Language Arts and Reading, Beginning with School Year 2009-2010. The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into five strands. The TEKS listed here are from the strand Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. Source: The provisions of this §110 adopted to be effective September 4, 2008, 33 TexReg 7162.

Pedagogy and Professional Responsibilities Standards:

Standard I. Domain I.

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

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.10k how lesson content and skills connect with other disciplines and within the discipline;

1.11k current research on best pedagogical practices.

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13k the importance of developing instructional goals and objectives that can be assessed

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k the importance of aligning instructional goals with campus and district goals.

- 1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
- 1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
- 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
- 1.25k the role of assessment in guiding instructional planning;
- 1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
- 1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
- 1.31k how to analyze data from local, state, and other assessments using common statistical measures.
- 1.4s plan instruction that motivates students to want to learn and achieve; and
- 1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
- 1.7s exhibit appropriate knowledge of a subject to promote student learning;
- 1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
- 1.9s plan instruction that reflects an understanding of important prerequisites relationships;
- 1.11s use a variety of pedagogical techniques to convey information and teach skills.
- 1.16s use various types of materials and other resources to aid in preparing and implementing instruction;
- 1.17s use technological tools to promote learning and expand instructional options; and
- 1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities
- 1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;
- 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
- 1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and
- 1.23s provide students with opportunities to explore content from many perspectives.

COURSE REQUIREMENTS

Course Overview:

This course is designated as a lecture course by the Curriculum and Instruction Department; however there **will be a variety of presentation methods** to include: modeling instruction, group activities with instructor materials, group activities with student made materials, videos, word sorting activities for guided practice and implementation of course content, and as appropriate lecture type instruction. Students' questions and reflections upon their study are encouraged. The course text was selected because of the strong match between text and course content. It is informative and a very useful resource. The handbook to accompany the course content is a necessary tool and very useful to guide student learning. Students are expected to read carefully and study both required texts.

Reference: DOMAIN 111 – Implementing effective, responsive instruction and assessment.

Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

Pedagogy and Professional Responsibilities for teaching English language learning and reading will be evidenced throughout the course. Of particular interest are DOMAIN 1 – Designing Instruction and Assessment to Promote Student Learning: Competency 003 A – Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.

Requirements and Activities:

1. **ATTENDANCE.** You are responsible to attend **all** class meetings, actively participate in discussions and be involved in group activities. Attendance is expected and does not earn course points. Mastery of the content in this course is critical for your ability to pass the TExES certification exam and your success as a teacher. Therefore, **students missing 2 or more class periods will not pass the course.** All absences must be made up regardless of the reason for the absence. Make-up work for this class is a two-page type written paper displaying professional quality outlined in this syllabus. Content includes:

- in depth review of the major topics discussed during the date of the absence
- thoughtful connections relating the topic to your teaching
- importance of the topic to student learning

Students are responsible to get notes and handouts from the missed class from a fellow classmate. Make-up work is due at the beginning of the next class period. Each absence not made-up will deduct 10 percentage points from the final grade. (TAMU-Commerce considers 3 absences to be excessive)

Please select a buddy and exchange contact information. In the event of your buddy's absence, please pick up extra handouts and take notes for that person. It is your responsibility to make contact with a fellow classmate to review the information that you missed if absent.

Name of Buddy	Phone Number	Email Address

2. **COURSE READING.** Read the required text and any other assigned material. Study outside of class is necessary and expected, therefore no course points are assigned for this activity. You are in control of your positive attitude and desire to learn the skills needed to become a primary grade teacher. Often it is a great help to students to form study groups.

3. **CHAPTER SHARING ACTIVITIES.** At the end of chapters 4, 5, 6, 7, & 8 are activities for teaching skills needed at each of the developmental stages. Construct **one** of these from each of the chapters. These will be demonstrated and evaluated during class. The activities will not be accepted at any time other than the scheduled due date. Take the information and directions from the text and produce it into a useable form. That means a total of five activities that will be produced. These will be worth 20 points each. A second activity is to be chosen from each chapter to be explained to the other students in a group. The second activity does not require making anything. It gives an opportunity to learn about all of the activities in the text by sharing information. (5 @ 20 pts each = 100 points)

4. **SPELLING INVENTORY.** Administer Elementary Spelling Inventory I (page 319) to a child any age from 5 years to 11 years old. Student will present findings and instructional design necessary to meet the needs of the student. (50 points)

5. **HOMEWORK/PARTICIPATION.** The majority of the work in our modern society is done in groups. Many groups in the educational workplace are self-directed work groups of peers. The ability to work in groups in is critical. It is the responsibility of every member of the team to participate equally in the discussion just as it is in the workplace. It is the responsibility of the team as a whole to make sure that

everyone participates equally, not the role of the instructor. A lack of engagement in class will result in a zero grade for participation. In addition, graded homework and in-class activities may be assigned to support concept learning. (50 points)

6. **EXAMS.** Three scheduled exams will provide evidence of student content understanding throughout the course. Unscheduled quizzes may be utilized to guide instruction and student study. (3 @ 100 pts each = 300 points)

Course Evaluation:

<u>Activity</u>	<u>Possible Points</u>	<u>Student's Points</u>
Chapter 4,5,6,7,8 Activities	100	_____
Exam I	100	_____
Exam II	100	_____
Exam III	100	_____
Spelling Inventory	50	_____
Homework/Participation	<u>50</u>	_____
Total	500	_____

Add the total of points that you have received throughout the semester and divide that number by the total of the points possible at that time and you will have your average. A=90-100%. B=80-89.5%. C=70-79.5%. D=60-69.5%. F=60% and below.

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in a web-enhanced course:

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2003 or 2007)
- Access to an Email

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0). Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

Students will also need to be able to access online the (TEKS) Texas Essential Knowledge and Skills requirements for English Language Arts and Reading.

ACCESS AND NAVIGATION

Access and Log in Information:

This course may be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

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

eCollege Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues, feel free to contact the support desk.

- Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

1. Attendance: Participants are expected to be on time and to actively participate. Your attendance and participation will impact your 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.

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).
- c. **Cell phones:** Phones must be silenced and stored off of the tables during class time. It is important to keep your phone put away, as it disrupts your learning and the learning of those around you. If you are expecting an emergency call, please notify the instructor and your group. Place your phone on vibrate and take the call in the hallway.

- 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.
- 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.

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 teacher and sent to parents/administrators **MUST BE PERFECT**. Begin that practice now! Therefore, if you need extra help, the **Writing Center** can assist you.

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.

Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 *Screening and Treatment for Dyslexia and Related Disorders*, §74.28. *Students with Dyslexia and Related Disorders*) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

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@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.**

The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by Texas A&M – Commerce.

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. eCollege: eCollege will be used for this course.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE/ CALENDAR

The course schedule will be given in class.