



## RDG 360: Word Analysis Skills COURSE SYLLABUS: Spring 2016

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### COURSE INFORMATION

**\*\*Meets in Room BC 202 on Wednesdays from 5:00 pm-7:20pm**

**Textbook(s) Required:** *\*\*Preferred to own instead of renting*

**Words their Way 6th edition** By Donald R. Bear, Marcia A. Invernizzi, Shane Templeton, Francine A. Johnston

ISBN-10: 0-13-399633-6      ISBN-13: 978-0-13-399633-3

**Technology Required:** Prior to the first day of class

**\*\*Join Edmodo.com**– Join as a teacher and use your first and last name for your username, Group code **wawddt** (if you already have an Edmodo account) or Join link to sign up for account (<https://edmo.do/g/ecwt6i>)

**\*\*Gmail address** that will work with Googledrive (not your leomail)

**\*\*Remind 101 App** on your phone (Join and class code is @rdg360); quick way to send messages about weather cancellations, etc.

**Course Description:** RDG 360. Word Analysis Skills. 3 Hours.

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: RDG 350; ELED 300 co or prerequisite; minimum overall GPA of 2.75, must have passed TSI and THEA 250 Reading score or ACT 23 Composite and 23 English or SAT 1070 Combined and 550 Critical Reading or Verbal.

**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/ Spelling

## Student Learning Outcomes:

### 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.

#### Course Objectives:

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 and 012 Assessment of Developing Literacy will be studied during this course the competencies that are aligned specifically and primarily with this course 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).**  
The beginning teacher: knows how to provide instruction to help students increase their reading vocabulary, 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).

#### 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, pre-service 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 Association.

## TECHNOLOGY REQUIREMENTS

**Required: Texas Educator Certification. Texas Examinations of Educator Standards (TEXES) review and practice materials are found online.**

- Access the Texas Education Association information on the Essential Knowledge and Skills requirements for English Language Arts and Reading.

## 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 they may have pertaining to the course. Please email instructor at: [tammy.schwartz@tamuc.edu](mailto:tammy.schwartz@tamuc.edu)

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Course Specific Procedures:** You are preparing for an exciting career in a profession that approves a high standard of personal integrity, honesty and positive attitude. You are expected to study to increase knowledge of effective teaching strategies, use Standard English in spoken and written communication, and demonstrate emotional and social maturity. Behavior during class should show respect to the instructor and fellow classmates. Visiting in class when instruction is occurring, use of cell phones or computers, and doing home work from other classes will negatively affect your understanding and interfere with the learning of other students; therefore, this should not be occurring. When you present a project, you will be expected to dress and act as you would in the classroom.

**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 (903) 886-5835  
Fax (903) 468-8148**

StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

*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*).

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments

#### 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. Student's 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. Students are expected to read carefully and study the text and additional resources.

#### Requirements and Activities:

**Congratulations for your progress in your education!!! This is an exciting opportunity. You are preparing for an important profession and certain expectations for your continuing success are listed here.**

1. You are expected to attend **all** class meetings and act with attention to the instructor, participate as appropriate in class discussions and be involved in group activities. Attendance is expected and does not earn extra points. Excessive absences most often results in a lowered grade. Two (2) or Four (4) (Summer session) and Six (6) consecutive absences or a total of eight (8) (Fall or Spring semester) or more will result in being dropped from the course. Students are encouraged to contact the instructor by e-mail if at all possible when absent. Make contact with a fellow classmate to review the information that you missed if absent. (TAMU-Commerce considers 3 absences to be excessive.)
2. Read the required text and any other assigned material. Study outside of class is necessary and expected. 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. You will receive a Participation/Attendance Grade because class discussions, presentations, homework assignments are critical to understanding the material. (100 points)
3. At the end of each 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. The lessons 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. These will be worth 100 points each. The second activity will be explained but does not require making anything. It gives an opportunity to learn about all of the activities in the text by sharing information. (5 @ 100 points each= 500 points)
4. Administer Elementary Spelling Inventory I (page 319) to a child any age from 5 years to 11 years old; bring to class and create a presentation to reflect learning of the Spelling Inventory process. (300 points)
5. Take the exams as scheduled and when scheduled. (3 @100 points each= 300 points)
6. Binder check- You will keep a binder all semester and are responsible for printing and collecting material in the course. A Rubric will be given and each section will hold your chapter assignments, Power Points, notes, handouts, etc. The binder serves as a study aid for the certification exam and graded throughout the course. (3 @100 points each= 300 points).

**Methods of Student Evaluation/Assessment of Student Outcomes/Grading Scale**

<u>Possible Points</u>	<u>Points Possible</u>	<u>Student's Points</u>
Chapter 4,5,6,7,8 Activities	500	_____
Exam I	100	_____
Exam II	100	_____
Exam III	100	_____
Spelling Inventory	300	_____
Binder Check #1, #2, #3	300	_____
Participation/Attendance	100	_____
Total	1500	_____

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.

**COURSE OUTLINE / CALENDAR**

**First Third of the Course**

**English Language Arts and Reading: Competency 001 Oral Language, Competency 002 Phonological and Phonemic Awareness, & Competency 003 Alphabetic Principle**

<b>Class Date</b>	<b>Activity</b>
<b>1/20</b> <b>Week 1</b>	<ul style="list-style-type: none"> <li>• Syllabus &amp; course requirements,</li> <li>• PP use and organization of the text and handbook,</li> <li>• PP Chapter 1</li> <li>• Word Sorting Preview</li> </ul>
<b>1/27</b> <b>Week 2</b>	<ul style="list-style-type: none"> <li>• Cueing system for language,</li> <li>• Chapter 3 Word Sorts</li> <li>• Jeopardy</li> <li>• Technology Word Sort HW</li> </ul>
<b>2/3</b> <b>Week 3</b>	<ul style="list-style-type: none"> <li>• Discuss Chapter 4 using Read, Relate, Respond Chart</li> <li>• Discuss Chapter 4 activities and assignment &amp; grading rubric</li> <li>• Phonemic Awareness and Vocabulary</li> <li>• Teaching Phonics with Authentic Literature</li> <li>• Create Literacy Diet Charts (skill &amp; activities)</li> </ul>

<p><b>2/7</b> <b>Week 4</b></p>	<ul style="list-style-type: none"> <li>• Review for Exam 1</li> <li>• Emergent Stage</li> <li>• Whole-Part Phonics teaching</li> <li>• Cueing Systems</li> <li>• Picture Sort</li> <li>• Syllable sort</li> <li>• Posters of Literacy Digest</li> <li>• Chapter 4 Activity</li> <li>• Presentation Questions</li> </ul>
<p><b>2/14</b> <b>Week 5</b></p>	<ul style="list-style-type: none"> <li>• <b>Chapter 4 Activity Presentations/Explanation</b></li> <li>• <b>Exam 1</b></li> <li>• <b>Binder Check #1</b></li> </ul>

**Second Third of the Course**

**English Language Arts and Reading: Competency 001 Oral Language, Competency 002 Phonological and Phonemic Awareness, & Competency 003 Alphabetic Principle**

**Dates: 2/21-3/23 (Will be given in class)**

**Last third of the Course**

**English Language Arts and Reading: Competency 005 Word Analysis and Identification Skills, Competency 009 Writing Conventions, Competency 012 Assessment of Developing Literacy, and TEKS: Reading/Vocabulary Development.**

**Dates: 3/30-5/11 (Will be given in class)**