



RDG 350 (80069)-READING AND LITERACY I
 COURSE SYLLABUS: Fall 2016

Instructor: Dr. Kim Pinkerton
 Associate Professor

Office Location: Main Campus, Sowers Education South, 216

Office Hours: Tues. & Thurs. 11:00-12:00 p.m. at Main Campus; Tues. 4:15-5:00 p.m. at the CHEC;
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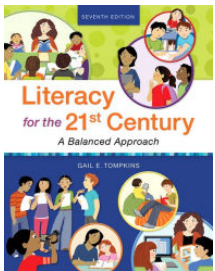
Course Hour & Classroom: Tuesday 5:00-7:40 pm
 CHEC Classroom 100

Faculty Website: TBA

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required: Tompkins, Gail. (2017). Literacy for the 21st Century: A Balanced Approach. (7th Edition- Loose Leaf Version (LLV)). New York, NY: Pearson. ISBN-10: 0134204042; ISBN-13: 978-0134204048



Online 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

English Language Proficiency Standards available on-line at

<http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>

The Dyslexia Handbook

<http://dyslexiahelp.umich.edu/professionals/dyslexia-school/strategies-for-teachers>

Course Description: This course introduces the theoretical foundations of reading and explores how reading, literacy and cognitive processes are developed. An examination of teaching approaches, text genre, writing, listening, speaking, linguistics, cueing systems, letter-sound relationships, phonemic awareness, phonics, word

recognition, spelling and comprehension are included. *This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction.* Prerequisites: Minimum GPA 2.5 and passing scores on THEA – Texas Higher Education Assessment.

Objectives:

ELA/Reading Objectives: (Supported through TEKS and TExES Competencies)

This course will focus on the teacher knowledge and applications as supported by the following Competencies:

- Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the students with varied opportunities to develop listening and speaking skills.
- 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 004 (Literacy Development): The teacher understands that literacy develops over time, progressing from emergent to proficient stages and uses a variety of approaches to support the development of students' literacy.
- 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 006 (Fluency Reading): The teacher understands the importance of fluency for reading comprehension and provides many opportunities for students to improve their reading fluency.
- Competency 007 (Reading Comprehension and Applications): The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including using a variety of texts and contexts.
- Competency 008 (Vocabulary Development): The teacher knows the importance of vocabulary development and applies that knowledge to teach reading, listening, speaking and writing.
- Competency 010 (Writing Conventions): The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing conventions.
- Competency 011 (Written Communication): The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students' competence in written communication.

Pedagogy and Professional Responsibility Objectives (Supported through TEKS and TExES Competencies):

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.

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

1.2k the implications of students' developmental characteristics for planning appropriate instruction;

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning; and

1.6k appropriate strategies for instructing English Language Learners

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 with other disciplines and within the discipline; and

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning.

1.25k the role of assessment in guiding instructional planning;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and

1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction

1.7s exhibit appropriate knowledge of a subject to promote student learning;

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

1.22s 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.

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

2.1k the importance of creating learning environment in which diversity and individual differences are respected;

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students.

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

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.

3.3k spoken and written language that is appropriate to students' age, interests, and background; and

3.6k how to present content to students in relevant and meaningful ways

Dyslexia and other language disorders (In compliance with TEA requirements):

- Pre-service teachers will be knowledgeable of local, state, and national mandates governing dyslexia and other language disorders.
- Pre-service teachers will develop an understanding for “related disorders” like developmental auditory imperceptions, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.
- Students will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level.

Student Learning Outcomes:

During the course of RDG 350, participants will be able to:

- Select and plan appropriate reading lessons of the essential components 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.
- Deliver effective oral presentations in a variety of settings.
- Use multiple formats and technologies to communicate ideas effectively in large and small group settings.
- Provide additional artifacts for their professional portfolio which will indicate growth in the five Teaching Proficiencies.

COURSE REQUIREMENTS

Literacy History (10 points)

At the beginning of the semester, you will complete a survey to reflect on and highlight your own literacy history. The survey will be shared with your instructor at the beginning of the semester. Five points will be provided for the completed, detailed survey. At the end of the semester, you will review your literacy history and write a reflection about what was learned from completing the initial survey, the 15-hour observation requirement, and changes you have made to your literacy history over the course of the semester. Five points will be provided for a detailed reflection. A detailed assignment description will be provided.

Live Binder (10 points)

Using www.livebinders.com, you must compile a digital notebook on the essential elements of literacy based on the material learned in this course. At the end of the semester, live binders will be shared and evaluated. An evaluation rubric will be provided.

Children's and Young Adult Literature Project (20 points)

You will learn about the children's and young adult literature genres of contemporary realistic fiction and fantasy. In conjunction, you will learn about the comprehension strategies of questioning and predicting. You will read one self-selected text (from a short list) as a small group and one self-selected text (choice) independently. Each reading will be accompanied with during and after-reading tasks that will be graded (strategy practice, discussion, creative response, and reflection). A detailed assignment description will be provided.

Themed Fiction/Nonfiction Group Unit Plan (30 points)

You will learn about the children's and young adult literature genres of historical fiction and nonfiction (informational and biography). In conjunction, you will learn about the comprehension strategies of inference and determining importance. As a group, you will select a theme of interest to students at the grade level for which you would like to teach. Based on this theme, the group will select both an historical fiction and nonfiction piece of quality children's or young adult literature to read together. You will read the text and complete a reader's response journal while reading. The group will then create a unit of lesson plans based off of the texts read. Each person in the group will write a lesson plan that helps to teach one of the essential elements of reading (oral language, phonemic awareness, phonics, vocabulary, reading comprehension, vocabulary, fluency, and writing) that can be covered with the text. One lesson will be presented to your classmates. An evaluation rubric will be provided.

Picture Book Pecha Kucha (10 points)

You will select five different high quality picture books to read. You will then create a Pecha Kucha presentation that conveys the themes, application to the classroom, and personal response. An evaluation rubric will be provided.

Textbook/Lecture Tests (20 points/10 points for each test)

You will be required to complete the textbook/supplemental readings as assigned. In addition, you will be required to take notes during short lectures about the concepts covered in the textbook. You will then answer multiple-choice questions related to these concepts. The questions will be scenario-based in order to provide preparation for the style of questions on the TExES exam. There will be two tests this semester. Each test will be worth 10 points.

Observation Hours Log In Sheet

This course includes a 15-hour observation requirement that will acquaint you with public school reading instruction. **If this is not complete, you will fail this class.** Documentation must be turned in for credit by the end of the semester.

Grading:
 90-100 points = A
 80-89 points = B
 70-79 points = C
 60-69 points = D
 <60 points and/or not turning
 in the observation documentation =F

TECHNOLOGY REQUIREMENTS

Access to TK20 and www.livebinder.com. Access to eCollege for supplemental course materials and assignment submission.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement: Email is preferred for outside of class contact (please see office hours above.). Use the phone number as a last resort, as that phone number is shared with another professor. Students are encouraged to inform the instructor of concerns or questions they may have pertaining to the course.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

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 more than two (2) times will constitute one (1) absence for each instance of arriving late and/or leaving early. 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; be sure to explain 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 will be lowered by one point per absence. If you miss more than 3 classes, you should drop the course, as you will have missed too much information in our interactive sessions, which cannot be made up or repeated. We are trying to encourage professional development and life-long learning skills. Remember: Class activities and group discussions cannot be made up, 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.

Turning in Assignments: Details about when and where to turn in assignments can be found on the detailed assignment descriptions provided to you. Most assignments will be submitted electronically. Some assignments will be submitted in hard copy or presentation format in class. Follow the assignment descriptions carefully so that you do not make a mistake about when and where to turn in assignments. Assignments not submitted to the correct location before the start of the class due date will be considered late. Late work may be

accepted in rare cases. Late work will be penalized with a 10% deduction from the total points possible. Late work will not be accepted if it is more than one week past due. All work is due prior to the start of the designated class due date.

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 through reflections, rubrics, and peer/professor feedback.
- 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.

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.

Cell phones: These items must be silenced during class time. If you are expecting an emergency call let the teacher know and/or your group know. If the phone vibrates, leave the room to respond if it is an emergency. It is important to not allow your phone to be a distraction, as it disrupts your learning and the learning of those around you. In addition, it is disrespectful.

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.tamuc.edu/academics/colleges/artsSciences/departments/literatureLanguages/>

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 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 provide 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
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

2. Concealed Carry Statement: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

3. 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.

4. 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.

5. Texas 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.

6. MyLeo & eCollege: 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 of contacting you and informing you of important information. It is available to you 24/7 at <https://leo.tamuc.edu/>. eCollege will be used for this course. It is accessed through your MyLeo account. <https://leo.tamuc.edu/>.

Class Date	Topics	What's Due for this Class?
Day 1 (August 30)	Welcome & Building a Community of Learners Getting to Know the Course & eCollege Literacy Histories & Motivation Whole Class Text & Making Connections	Attend Class On Time Ch. 1: pp. 14-16 Ch. 8: pp. 255-261; 281-285
Day 2 (September 6)	Educational Theories Reading Models Visualizations, Whole Class Text & Activities Live Binder Set Up Sign Up for PechaKucha Presentation Dates	Read: Chapter 1: pp. 4-10; 16-19 Literacy History Survey
Day 3 (September 13) Online Class/Library Visit	Differentiation of Instruction Picture Books Library Visit: Spend an hour in the children's picture book section. Select and read 5 picture books.	Read: Chapter 1: pp. 28-31 Read: Chapter 11 Supplemental Reading: Picture Books
Day 4 (September 20)	PechaKucha Presentations Reading Workshop & the Gradual Release Model of Reading Comprehension: Questioning Genre: Contemporary Realistic Fiction Literacy Circles Planning	PechaKucha Presentations Read: Chapter 1: pp. 21-25 Read: Chapter 8: pp. 261-265 Read: Chapter 9: pp. 290-306 Read: Chapter 10: pp. 346-352
Day 5 (September 27)	PechaKucha Presentations Cueing Systems Reading Processes Developmental Stages of Reading Emergent Reading: Oral Language Development Literacy Circle Reading Meeting 1	PechaKucha Presentations Read: Chapter 1: pp. 11-14 Read: Chapter 2: pp. 39-47 Read: Chapter 4 Complete ½ Reading Assignment for Literacy Circles
Day 6 (October 4)	PechaKucha Presentations Literacy Circle Meeting 2 & Activities Developing Readers: Phonological Awareness Genre: Fantasy Inference Fantasy Reading Selections	PechaKucha Presentations Complete Reading Assignment for Literacy Circles Read: Chapter 5: pp. 146-155 Supplemental Reading: Self-selection & Classroom Libraries
Day 7 (October 11)	Alphabetic Principle & Word Identification and Decoding Fantasy Reading Small Group Meeting 1	Test #1 (Online/Due Before Class Starts) Read: Chapter 5: pp. 155-179 Complete ½ of Self-selected Reading
Day 8 (October 18)	Fluent Readers Nonfiction Text & Close Reading	Complete All of Self-selected Reading

	Fantasy Reading Meeting 2 & Activities Themed Unit Planning: Theme & Text Selection	Read: Chapter 6 Read: Chapter 8: pp. 266-267 Read: Chapter 9: pp. 306-311
Day 9 (October 25)	Gradual Release Model of Writing & the Writing Process Vocabulary Development Literature Units Themed Fiction Group Meetings	Children's and Young Adult Literature Projects Due Read: Chapter 2: pp. 48-58 Read: Chapter 7 Read: Chapter 10: pp. 340-346
Day 10 (November 1)	Writing Workshop & Writer's Craft Poetry Thematic Units Themed Fiction Group Meetings	Read: Chapter 2: pp. 58-64 Read: Chapter 9: pp. 311-317 Read: Chapter 12: pp. 421-426
Day 11 (November 8)	Reading & Writing Workshop Lesson Planning Dyslexia & Planning Lessons for Dyslexic Students Themed Nonfiction Group Meetings	Read: Chapter 10: pp. 353-362 Supplemental Reading: Dyslexia
Day 12 (November 15)	ELL & Planning Lessons for ELL Students Special Education: Planning Lessons for Unique Learners Themed Fiction/Nonfiction Group Meetings	Supplemental Reading: ELL & Unique Learners
Day 13 (November 22)	Themed Fiction/Nonfiction Group Lesson Presentations Live Binders	All Themed Fiction/Nonfiction Group Unit Plans Due Live Binders Due
Day 14 (November 29)	Themed Fiction/Nonfiction Group Lesson Presentations Live Binders	
Day 15 (December 6)	Themed Fiction/Nonfiction Group Lesson Presentations Live Binders Reflecting on Our Literacy History	Test #2 (Online/Due Before This Class) Literacy History Reflections Due