TEXAS A&M
U N I V E R S I T Y
C O M M E R C E

RDG 520.01W
Literacy & Instruction I
COURSE SYLLABUS: Fall 2016
Instructor: Dr. Tami Morton

Class: Online
Office Location: Commerce Campus, Sowers Education North 216
Office Hours: available by appointment
Commerce Campus: 903-886-5529
Email Address: tami.morton@tamuc.edu

***Required Textbooks*:**
Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2012). *Words Their Way:*
Word study for phonics, vocabulary, and spelling instruction, 5th edition.   Englewood Cliffs, NJ:
Merrill.

Optional Resource:
American Psychological Association (2009). *Publication Manual of the American*
Psychological Association (6th Edition). ISBN: 13: 9781433805615 2

Course Description:
This course focuses on the application of knowledge of the interrelated components of literacy
across all developmental stages, including oral language, phonological and phonemic
awareness, the alphabet principle, word analysis, fluency, comprehension, vocabulary, written
language, concepts of print, and expertise in reading instruction at the primary,
intermediate/middle, and high school levels.

This course is required in the Texas A&M University-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 masters 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.

Student Learning Outcomes:
1. Gain an appreciation of how the various theories of literacy acquisition affect the development of various approaches to the instruction of reading.

2. Understand the role of oral language, phonics and word analysis, phonemic awareness, alphabetic principle, word analysis, fluency, comprehension, vocabulary, written language, and concepts of print, all in the context of literacy instruction.

3. Plan, implement, and monitor instruction that is responsive to individual students' strengths, needs, and interests based on ongoing informal and formal assessment of individual students' oral language development, phonological and phonemic awareness, understanding of the alphabetic principle, word analysis skills, development of writing, reading fluency, and concepts of print.

4. Research and share perspectives of leaders in the field of literacy learning.

5. Present and share an effective instructional literacy program appropriate for the participant's classroom.

COURSE REQUIREMENTS:

1.   Module Discussions and Activities (80 points): In each module, there will be online discussions and activities. There will be an opportunity to work as an individual, with a partner or in a group of 3-4 students. You are expected to show a level of professionalism and stay

actively engaged with your partner or the group through communication and contributions to complete the project **DUE DATE: Ongoing throughout the semester.**

2.   **Literacy Scholar Poster (40 points)** You will create a digital poster highlighting a literacy leader, scholar, and or educator that has contributed greatly to the field.

3.   **Literacy Case Study (80 points):** You will plan, implement, and monitor instruction that is responsive to an individual students' strengths, needs, and interests based on ongoing informal and formal assessment of individual students' oral language development, phonological and phonemic awareness, understanding of the alphabetic principle, word analysis skills, development of writing, reading fluency, and concepts of print. In this case study, it will consist of five major parts that will be completed throughout the semester. This project will also provide hours for your practicum hours: **DUE DATE: Ongoing throughout the semester**

4.   **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:

Module Discussions and Activities	80 pts.
Literacy Scholar Poster	40 pts
Literacy Case Study	80 pts.
Total	200 pts.

GRADING SCALE:

A= 180-200 points
B= 160-179 points
C= 140-169 points
D= 120-139 points
F= 119 and below

A&M University-Commerce Policies

1)   Requests from students with disabilities for reasonable accommodations must go through the Academic Support Committee. For more information, please contact the office of Advisement Services, BA 314, 903-886-5133.
2)   All students enrolled at the university shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.
3)   Academic Integrity/Honesty. 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 be brought before a higher level of governance for possible dismissal from the university.

COURSE OUTLINE/CALENDAR

Schedule for Fall 2016:

Requirements for each module will include a reading/writing assignments and engagement in threaded discussion boards. Due dates for each module are listed below. You will have 3-4 weeks to complete each module requiring time management skills. Do not contact me at the end of the module requesting an extension. An extension will not be granted.

Module 1 (Aug 29-Sept. 18)– **Introduction to Literacy Theories and Models**

Module 2 (Sept. 19-Oct. 9)– **Language Development of Emergent/Beginner Learners**

Module 3 (Oct. 10-Oct. 30)– **Language Development of Transitional Readers and Writers**

Module 4 (October 31 –Nov. 20)– **Language Development of Conventional Readers and Writers**

Module 5 (Nov. 21-Dec. 11)– **Case Study Projects**