RDG 360—02W, Word Analysis Skills CRN 80584

COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Kamshia Childs
Office Location: Virtual; Physical Office Ed South- Room 220
Office Hours: Virtual Office Hours--Wednesdays 3:30-4:00pm (Recorded optional live Session Wed. 4:15-5:00 every other week--Recommended but not required)
University Email Address: Kamshia.Childs@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: Emails will be answered within 24 hours; all emails sent after 5:00pm on Fridays will be answered by Monday.

COURSE INFORMATION

Materials

No physical textbooks required. This course has been designed using Open Educational Resources (OER) and/or materials that are available through the Waters Library. All materials are embedded within the course or are accessible via the internet or accessible through the Waters Library resource portal. These resources can also be located by looking at the content list in D2L and then finding the course reading list. Students are encouraged to bookmark, download, or save materials provided via the internet for use with assignments in this class.

On-Line 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

Science of Teaching Reading Standards:
https://tea.texas.gov/sites/default/files/ch235e.pdf

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English Language Proficiency Standards available on-line at
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

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

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at https://tea.texas.gov/sites/default/files/ch149aa.pdf

Course Description

This course examines word examination of word identification within the context of language. The focus of this course is an examination of how to implement TEKS when facilitating children's development of the phonological system through writing. Specific attention is given to strategies that are useful to readers in the areas of word knowledge and word analysis. Prerequisites: ELED 300, RDG 350; minimum overall GPA of 2.75

Student Learning Outcomes

Upon completion of this course, the students should be able to:
1. Demonstrate knowledge of basic linguistic terminology and concepts used in reading and writing instruction. *(STR Standards)*
2. Demonstrate knowledge and use of EC-6 English Language Arts TEKS and Texas Prekindergarten Guidelines for vertical alignment and lesson planning. *(TEKS, PK Guidelines, STR Standards)*
3. Demonstrate understanding that decoding and encoding skills are reciprocal and develop synchronously as part of a recursive model of literacy instruction that involves the interconnected skills of listening, speaking, reading, writing, and thinking. *(PK Guidelines, STR Standards)*
4. Prepare effective, research-based teaching activities that support the study of word identification skills within the framework of developmental reading and spelling stages. *(TEKS, PK Guidelines, STR Standards)*

5. Identify characteristics of students at various stages of spelling and reading development and explain effective, research-based teaching strategies and activities for fostering a child's progress through these stages. *(PK Guidelines, STR Standards)*
6. Demonstrate an understanding of how student and class assessment data can be analyzed and used to make differentiated instructional decisions. *(PK Guidelines, STR Standards)*
7. Demonstrate an understanding of how language assets emergent bilingual and multilingual students bring to the classroom facilitate word knowledge development in English. *(STR Standards)*
8. Demonstrate familiarity with evidence-based instructional strategies and best practices that general education teachers in can use to help support the literacy development of students with dyslexia. *(STR Standards)*

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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.

RDG 360 course content is aligned with the Texas Essential Knowledge and Skills for Language Arts and Reading for grades EC–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

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.

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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.

Reading/Vocabulary Development
English Language Arts and Reading Essential Knowledge and Skills
Related to Competency 007 (Reading Comprehension And Applications)

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).

<u>Pedagogy and Professional Responsibilities Standards:</u>
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

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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

Minimal Technical Skills Needed

Knowledge and familiarity with Microsoft Word and D2L Brightspace.

Instructional Methods

The course includes: modeling instruction, videos, word sorting activities for guided practice and implementation of course content, and, as appropriate, lecture type instruction. The online component also consists of guided modules that are designed to build background knowledge in order to facilitate comprehension of the text content. Students' questions and reflections upon their study are encouraged. Students are expected to read the course resources carefully and study the required resources.

Student Responsibilities or Tips for Success in the Course

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

1. **Read the required resources** and any other assigned material and complete assigned modules in D2L Brightspace. You are expected to complete all modules and assignments in this course. (STR Standard 19 TAC §235.101(c) Reading Pedagogy (b)2, 3, 4, 5, 6; Tech Standards 2.2s-2.10s, 5.3k, 5.3s)

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It is your responsibility as an adult to make contact with your instructor if at any time you need support or assistance with accessing course content.

2. Sharing Activities (aka Activity Demonstrations): There are activities in this course to develop teaching skills needed for each of the developmental stages. More details will be discussed in class and can be found in D2L. (STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 2.1k, 2.2k, 2.5s, 2.8s)

3. Vocabulary Critical Assignment
This 3-part assignment will build over the course of the entire semester.
>   **Part 1: Completion of vocabulary information chart** (more information is provided in D2L)
>   **Part 2: Content Area Vocabulary Lesson Component**
>   The purpose of this part is to explore strategies for implementing vocabulary instruction within the context of a larger content area lesson. You will need to consider:
>   - How teachers select appropriate vocabulary for the lesson (key terms, etc.) based on students' content and language needs
>   - How to directly teach vocabulary with modeling
>   - How to embed vocabulary use within the guided practice part of the lesson
>
>   You will create a key vocabulary component of a lesson plan that focuses on comprehending or composing text. If the lesson is for a content area other than literacy (social studies or science) specific literacy skills (vocabulary/word study) and strategies will be addressed. The lesson component will highlight the vocabulary skills related to the strategies that together make up the central focus of the lesson. (More details and support will be provided by the instructor.)
>   **Part 3: Reflection**
>   After completing Parts 1 & 2, you will reflect on the process by answering specific questions provided by the instructor.
>   (STR Standard 19 TAC §235.101(c) Reading Pedagogy; edTPA alignment; Tech Standards 4.9s)

4. Spelling Inventory – Looking at class data & planning for small group instruction
>   This 2-part assignment includes an in-class session led by the instructor. For Part 1, the instructor will guide you through the process of using student work samples to record individual student data and analyze whole class data from a spelling inventory.
>   For Part 2, you will design a short (20-minute) lesson for small group targeted instruction based on the students' needs in that group. (More detailed information and instructions will be provided in D2L.)
>   (STR Standard 19 TAC §235.101(c) Reading Pedagogy (b)2, 3, 4, 5, 6; STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 4.3s, 4.9s)

5. Writing Stage Analysis and Instructional Decision Making Assignments
>   Analyze writing samples provided by the instructor and complete individual intervention plans for each student sample. (details found in D2L)

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(STR Standard 19 TAC §235.101(c) Reading Pedagogy; Tech Standards 4.3s, 4.9s)

6. STR (Science of Teaching Reading Exam) Assignment – Morphemic Analysis
Identify content specific vocabulary and use knowledge of morphemic analysis to find word meanings.

GRADING

Final grades in this course will be based on the following scale:
A=90%-100%
B=80%-89%
C=70%-79%
D=60%-69%
F=59%-or Below

Assignments will be weighted using the following scale in determining the final grade.

Grading Weights
Unit Application Activities   50%
Unit Quizzes & Final Exam   25%
Final Critical Assignment   25%

Assessments

There are quizzes at the end of each unit. The final exam covers content and pedagogy from the entire semester. The format will be similar to the Core Subjects EC-6 English Language Arts/Reading and the Science of Teaching Reading certification exam so that students can see how the content from the course is represented on the certification exams.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo D2L Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:

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https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool (Setting Up and Using Zoom)
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

The instructor firmly believes students need feedback as soon possible after an assignment is turned in. The instructor will make sure to begin grading all quizzes and assignments and giving feedback as soon as possible after the due date. Any items turned in early will not be graded until after the due date. For the projects (presentations, demonstrations) the instructor will need two weeks to complete the evaluations. Please email your professor at any time if there are questions or concerns about grading.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

ATTENDANCE is monitored by your viewing and completion of content in D2L (This can be monitored by your professor—we can see your login activity). **Participants are expected to participate actively and constructively. Your attendance and participation will impact your grade, particularly if you are on the borderline of a grade**. Contact the instructor (via email) if you anticipate any issues that will interfere with your participation in the online course, and give the 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 our online environment. We are trying to encourage professional development and life-long learning skills. Remember: **Group discussions cannot be made up after the late deadline has passed**; therefore, reinforcing the idea that participation and communication is important.

Confused on an assignment? CHECK THE WEEKLY AGENDA and D2L first. You are responsible for obtaining class materials/assignments/notes and being prepared for any online class meetings. If you are unable to make an optional live online meeting, it is your responsibility to watch the recorded video.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01. http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

Graduate Student Academic Dishonesty 13.99.99.R0.10

ADA Statement

Students with Disabilities

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- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

Nondiscrimination Notice

Texas A&M University-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

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veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus 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 the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit: www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

Order of course outline will vary according to semester and professor. A more detailed outline (with Chapter readings and Assignment due dates) be provided on weekly course agendas.

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