RDG 3335.010
SYLLABUS
FALL 2017/ Dr. Bustos

ASU College of Education
Teacher Education Department
RDG 3335.010 – Reading Development in the Elementary School
Course Syllabus – FALL 2017

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Office Hours: Monday: 10:30 - 11:45 a.m.; 3:30 - 5:00 p.m.
Tuesday: 12:30 - 1:30 pm; 3:30-5:00 p.m.
Wednesday: 10:30- 11:45 a.m.; 3:30 – 4:15 pm.
Thurs: 12:30 - 1:30 pm; 3:30-5:30 p.m.
Fri: By appointment

RDG 3335  Reading Development in the Elementary School

Day, Time & Location of Course  TR 11:00 am – 12:15 p.m., CARR EFA Rm 128

Course Description
This course provides an understanding of reading development from emergent to fluent, methods of reading instruction, and the sequence of reading instruction in the elementary classroom.

Methods of Instruction:
Lecture, direct instruction; readings; small group discussions, whole group discussions; small group activities; developing the skills of designing and writing lesson plans; using technology to support instruction/planning; some observations in local elementary schools.

Materials Required
TaskStream Account


Materials Needed

Course Requirements
Candidates are expected to complete all classroom and out-of-classroom assignments in order to successfully complete the course. Candidates are expected to check BLACKBOARD and ASU email on a regular basis each week. Candidates are expected to attend class, complete reading assignments prior to each class period, complete written assignments each week, and take tests/exams as scheduled. Candidates must access BLACKBOARD for electronic posting of
syllabus, assignments, announcements, grading information, PowerPoints, etc. Candidates are to download these documents and bring the copies to class. Contact the ASU Help Desk at 325-942-2911 to learn about BLACKBOARD and accessing it. **Do this before the second day of class.**

**Technology problems do not give you an extended time to complete assignments nor prevent points lost on assignments. You have one time to have an acceptable technology issue, e.g., printer not working, didn't save, etc.**

Candidates are expected to:
- attend class
- complete reading assignments prior to class
- participate in class activities/discussions
- take tests/exams as scheduled
- complete all assignments and projects
- attend pre-school phonemic awareness sessions
- attend school guided reading sessions

**COURSE OBJECTIVES:**
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning how to find and use resources for answering questions or solving problems
- Learning to analyze and critically evaluate ideas, arguments, and points of view

**LEARNING OUTCOMES**

The following chart lists the learning outcomes for this course. Learning outcomes are based on TEA, InTASC, ISTE, and the ASU Learning Goals. More information for each of these can be found at the Internet links listed below the chart.

**Social Responsibility Goals:**
By the end of this course the candidate will:
- Demonstrate effective engagement in the community and intercultural competence.

<table>
<thead>
<tr>
<th>Texas Educator Standards – English Language Arts</th>
</tr>
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<tbody>
<tr>
<td><strong>Standard I. Oral Language:</strong> Teachers of young students understand the importance of oral language, know the developmental process of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills. 1.1k, 1.3k, 1.4k, 1.5k, 1.7k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s, 1.6s, 1.9s</td>
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<tr>
<td><strong>Standard II. Phonological and Phonemic Awareness:</strong> 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. 2.1k, 2.2k, 2.3k, 2.1s, 2.2s, 2.3s, 2.5s</td>
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<tr>
<td><strong>Standard III. Alphabetic Principle:</strong> 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. 3.1k, 3.2k, 3.3k, 3.4k, 3.1s, 3.2s, 3.3s</td>
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<tr>
<td><strong>Standard IV. Literacy Development and Practice:</strong> Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy. 4.1k, 4.2k, 4.3k, 4.4k, 4.5k, 4.6k, 4.9k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.8s, 4.9s</td>
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</table>
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. 5.1k, 5.2k, 5.3k, 5.4k, 5.5k, 5.6k, 5.7k, 5.8k, 5.9k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency. 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 6.6k, 6.7k, 6.1s, 6.2s, 6.3s

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.7k, 7.8k, 7.10k, 7.12k, 7.13k, 7.16k, 7.18k, 7.19k, 7.23k, 7.2s, 7.3s, 7.6s, 7.8s, 7.11s

Standard VIII. Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication. 8.1k, 8.6k, 8.7k, 8.1s, 8.2s

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions. 9.1k, 9.2k, 9.3k, 9.7k, 9.2s, 9.4s, 9.5s

Standard X. Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students. 10.1k, 10.2k, 10.4k, 10.6k, 10.2s

Texas Educator Standards – English as a Second Language

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language. 1.1k, 1.2k, 1.3k, 1.4k, 1.1s, 1.3s, 1.4s

Angelo State University Learning Goals

1. LIBERAL KNOWLEDGE AND SKILLS OF INQUIRY, CRITICAL THINKING, AND SYNTHESIS: Students will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. Students will develop their abilities to practice higher-level critical thinking.

2. CORE SKILLS: Students will become proficient in reading, writing, speaking, and listening. They will also develop quantitative literacy and technological fluency.

3. SPECIALIZED KNOWLEDGE: Students will gain knowledge and skills appropriate both for their fields of study and to enter into the professional sector and/or graduate school

4. SOCIAL RESPONSIBILITY: Students will understand their responsibility as citizens in a complex, changing society.

5. CULTURAL IDENTITY: Students will gain insight into the ways cultural identities and experiences shape individual perspectives of the world.

InTASC Standards

Standard #1: Learner Development

Standard 1b: The candidate creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

Standard #2: Learning Differences

Standard 2c: The candidate designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

Standard 2e: The candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

Standard #6: Assessment

Standard 6n: The candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

Standard #7: Planning for Instruction

Standard 7a: The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
Standard 7g: The candidate understands content and content standards and how these are organized in the curriculum.

Standard 7k: The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

Standard 7n: The candidate respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

**Standard #8: Instructional Strategies**

Standard 8h: The candidate uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

Standard 8i: The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Standard 8m: The candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

**ISTE Teacher Technology Standards**

1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences and assessments
3. Model digital age work and learning

**TExES Competencies**

**DOMAIN I – English Language Arts & Reading:**

Competency 001 (Oral Language): The teacher understands the importance of oral language, knows the developmental processes of oral language and provides the student 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, know the components and processes of reading comprehension and teaches students strategies for improving their comprehension, including a variety of texts and contexts.

Competency 013 (Assessment of Developing Literacy): The teacher understands the basic principles of literacy assessment and uses a variety of assessments to guide literacy instruction.

**Angelo State University Undergraduate Learning Goals**

http://www.angelo.edu/dept/aaffairs/documents/LEARNING%20GOALS%20as%20of%2027-09.pdf

**InTASC STANDARDS:** http://www.angelo.edu/content/files/22151-intascmodelcoreteachingstandards2011pdf
Texas Educator Standards:  
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

TExES Standards /Competencies  http://cms.texes-ets.org/texes/prepmaterials/tests-at-a-glance/

ASU OP10.04 Academic Regulations Concerning Student Performance  
http://www.angelo.edu/opmanual/#s10

Assignments:  Information on assignments will be posted on Blackboard after being delivered verbally in class. Class calendar, topics, and due dates will also be posted on Blackboard and updated regularly. Points are listed after each assignment.

- Attendance/Professionalism/Participation – (100)
- Author Study – Candidates will select a children’s author to research and develop a brochure to share with the class. (50)
- Phonics & Shared Reading Projects – Candidates will assess a student (phonics) and develop lesson plans to teach. (75 - Phonics, 50 – Shared Reading)
- Literature Circle/Presentation – Candidates will participate in a literature circle and present on the book as a group. (75)
- Literacy Kit – Candidates will develop a kit containing activities to use later. (80)
- Guided Reading Observation/Reflection – Candidates will observe a guided reading session and complete a reflection. (50)
- Exams – There will be three exams over content covered in class. (75 first two, final is 100)
- Homework – Candidates will have to complete online assignments outside class. (20 - IRIS module, 55 - Reading Horizons)
- Reflections – Candidates will complete six (6) reflections over various topics and articles. (20 each)
- Social Responsibility/Phonemic Awareness Project – Candidates will observe an early childhood student, assess their literacy skills, develop an appropriate lesson plan to teach and enhance students’ skills, teach the lesson to the student, and complete a reflective essay regarding the experience. (75)

All written assignments, presentations, media presentations, etc., must follow the writing style found in the most current edition (6th) of the American Psychological Association Publication Manual (APA Manual) which is available at the ASU library, at the bookstore, or on-line at www.apa.org.

**Please note: A passing grade in “required courses” is C or better; D is not passing.
Grading Scale:  
900-1000 = A  
800-899 = B  
700-799 = C  
600-699 = D  
500--below = F

Course Evaluation and Grading Policies  
Grading includes neatness, organization, creativity, and appropriateness of material to course content. Assignments should reflect your professional best as an educator and will be graded accordingly. Please edit for grammar and punctuation! Assignments are due at the beginning of the class period. Late work is NOT accepted—NO WORK will be accepted after the original due date. Assignments receiving 70% or below may be re-submitted for grading, with 90% as the highest grade possible. The following components are factored into the final grade:

1. Class attendance is a professional responsibility. Please be on time and plan to stay the entire class period. Attendance will be taken during each class period. There are no “excused” absences in this class as you are allowed two before any loss of attendance points. Each absence after the 2nd absence results in 5 points off your Attendance Grade (100 pts total). It is appreciated that you notify the instructor (by voice message or email) if/when you have to be absent. Coming late and/or leaving early affect attendance!

IF you miss 0-1 days of class, 3 points will BE ADDED to your final average©️

Attendance Policy  
Candidates are to adhere to ASU policy OP 10.04 and Unit policy.  
http://www.angelo.edu/opmanual/#s10

ASU OP10.19 Student Absence for Observance of Religious Holy Day  
http://www.angelo.edu/opmanual/#s10

2. Completion and quality of assignments

3. Participation in, and preparation for, class activities and discussions: Assigned reading will be completed prior to class so you can participate in class discussions and also so you may receive clarification of concepts. Please bring necessary materials for in-class activities and discussions.

4. Adherence to university policies and professor requirements regarding electronics – NO CELL PHONES visible – MUST BE turned off

Written Assignments:  
Any written assignment or project submitted should be of high professional quality and APA format. This expectation includes:

1. All writing assignments must be produced in a WORD document unless otherwise defined. Please use double-line spacing and a standard 12-point font unless otherwise requested.

2. All written work must indicate evidence of competency in writing. This means that it is expected to be free of errors in typing, spelling, grammar, punctuation, sentence structure,
syntax, style, and organization. Do not use contractions unless you are quoting. **You will lose 5 points on each assignment for excessive errors.** Reread your work before submitting and read it aloud to yourself. All written assignments will be graded for the above writing traits using a rubric or checklist that will be given to you.

3. Submitting papers:
   - Some assignments may be required to be submitted in document carrier sheets (page protectors) or report covers.
   - All papers are to be stapled in the top left-hand corner, NOT paper clipped or folded at the corner.
   - Headings should be brief—*a one-line header* in most instances
   - Assignments are due at the beginning of the class period.

**ASU OP 10.04 Academic Regulations Concerning Student Performance**
http://www.angelo.edu/opmanual/#s10

**Persons Seeking Accommodations:** Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112, University Center, in order to request such accommodations prior to any accommodations being implemented. Students are encouraged to make this request early in the semester so that appropriate arrangements can be made.

**ASU OP 10.15 Providing Accommodations for Students with Disabilities**
http://www.angelo.edu/opmanual/#s10

**Academic Honesty:** Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook.* Prepared materials found on the Internet are not allowed.

**Plagiarism**
Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action of taking someone else’s work, idea, etc., and passing it off as one’s own. *Plagiarism is a literary theft.*

In your papers for this course, it is unacceptable to copy word for word without quotation marks and the source of the quotation. Quotes should be used sparingly as it is expected that you summarize the information in your own words while giving credit to the source. Resources to help you understand this policy better are available at the ASU Writing Center.
http://www.angelo.edu/dept/writing_center/academic_honesty.php

**Syllabus Changes:** The professor reserves the right to make changes as necessary to the syllabus and course calendar. If changes are needed, the professor will send an email, and post an announcement through Blackboard. It is the student’s responsibility to look for information regarding changes from the professor on a daily basis.
College of Education Cell Phone/Electric Paging Device Policy:
1. The University’s cell phone policy is in effect during class. The policy is posted in the classroom.
2. Cell phones or other electronic devices are to be turned OFF or SILENCED upon entering class.
3. Backpacks and large bags are to stay off of the tables.
4. Digital devices may be used only at the discretion of the professor.

Reference websites:
- American Psychological Association www.apa.org
- Blackboard access: http://blackboard.angelo.edu
- Texas Education Agency: http://www.tea.state.tx.us
- State Board for Educator Certification (Texas): http://www.sbec.state.tx.us

COURSE OUTLINE/SCHEDULE

Week 1
Aug 29 & 31   Intro to course/syllabus/expectations; TB Chap 1: effective reading teachers; learning theories; cueing systems; Reading: process & product
Assignments: Syllabus Quiz & IRIS Module

Week 2
Sep 5   TB Chap 2: History of reading instruction in the U.S.; community of learners; standards-based education; balanced approach to teaching reading
Sep 7   Field Trip: Tom Green County Library (Stephens Branch) – Assignment: Field Trip Reflection & Author Study Brochure

Week 3
Sep 12  TB Chap 3: Language acquisition & key components; listening & oral language – Cambourne’s conditions for literacy learning
Assignments: PA article & Literacy Kit
Sep 14  TB Chap 4: Alphabetic code and phonemic awareness (PA);
         TB Chap 13: Assessing PA; TEKs & Bloom’s Taxonomy;
         Review for 1st test

Week 4
Sep 19  TB Chap 13: Data-based decision making: planning lessons based upon assessment
         Assignment: PA Project
Sep 21  TB Chap 3: concepts about print; read-alouds; interactive story writing
         TB Chap 12: literacy and technology in a balanced classroom

Week 5
Sep 26  Guest Speaker: Technology in the Classroom
         Assignments: Reflection on Technology Activities; Phonics Article
Sep 28  TB Chap 5: Phonics – assessing phonics ability/in-class activities
         Assignment: Reading Horizons
         Test 1/online - due by end of week
Week 6
Oct 3  TB Chap 6: spelling & experimental spelling;
        TB Chap 11: literature circles & group reading strategies.
        Assignment: Phonics Project
Oct 5  Discuss Phonics article/reflection;
        TB Chap 11 – “Guided Reading” (pp. 237-244)
        Assignment: Guided reading observations

Week 7
Oct 10 Guest speaker presentation regarding Dyslexia
        Assignment: Reflection on presentation
Oct 12  Literature circles; TB Chap 5: sight vocabulary, fluency;
        Review for 2nd Test

Week 8
Oct 17  Literature circles; TB Chap 7: acquiring word meanings; vocabulary
Oct 19  Literature circles; TB Chap 8: reading comprehension & strategies;
        Test 2/online – due by end of week

Week 9
Oct 24  Literature circles; TB Chap 9: writing-reading connections; reading/writing
        workshop; Language Experience Approach (LEA)
Oct 26  Assignment: Literature Circle Presentation

Week 10
Oct 31  Presentations: Lit Circle Groups
        Nov 2  Reading/writing workshop; in-class writing activities

Week 11
Nov 7 & 9 Reading/writing workshop: Poetry, grammar & more (in-class writing activities)

Week 12
Nov 14  TB Chap 11: Large & small group reading strategies; shared reading;
        Differentiated instruction
        Assignment: Shared Reading lesson plan
Nov 16  Guest speaker – Mary Castanuela from Region 15 – topic: ELL
        Assignment: Reflection on ELL

Week 13
Nov 21  Group discussions/shared reading planning
Nov 23  Happy Thanksgiving! Safe travels & good times 😊
Week 14
Nov 28    TB Chap 10: informational text; text structures

Nov 30    Presentations: Shared Reading

Week 15
Dec 5 & 7    TB Chap 13: home literacy; end of semester review
DUE: Literacy Kits

Week 16
Dec 12th    FINAL EXAM - 10:30 am – 12:30 pm