Angelo State University
RDG 4303: Reading and Language Arts: Instructional Strategies for the Elementary and Middle School Teacher

Fall 2017
9:30-10:50 TT
Carr/EFA 128

Instructor: Associate Professor Marva Solomon Ph.D.
Office: Carr/EFA 120
Office Hours: 11-12, 1-2 MW; 11-1 TT;
Email: marva.solomon@angelo.edu
Office phone: (available first day of class)
Sign up for Remind:

Course Description: This field-based course emphasizes the integration of research and theories concerning the processes of learning reading and language arts knowledge and skills. This course is the capstone field-based experience in reading/language arts prior to the clinical teaching (student teaching) experience. A field-based experience is required. Pre-requisites: Reading 3332, 3335 or 3339, 3336. Co-requisite: RDG 4303

Required Text:
No textbook required for this course
Course IDEA Objectives: Candidates will experience progress in:
1. Learning to apply course material (to improve thinking, problem solving, and decisions).
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Learning how to find and use resources for answering questions or solving problems.

Candidate Learning Outcomes: Candidates will:
- Understand that reading is a language process and the teaching of reading should be integrated with that of the other language arts: writing, listening, speaking, viewing, and representing.
- Recognize and plan for a wide range of individual differences in the classroom.
- Use a variety of approaches to teach reading.
- Understand the role of assessing each student’s strengths and weaknesses in providing successful instruction.
- Demonstrate knowledge of English/Language Arts TEKS (http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.pdf) and TExES competencies (http://www.texas.ets.org) related to Reading and Language Arts.

Course Major Assignments Overview

Pre-Field Assignments
Attendance and Participation – Attendance and participation is required. 1 Absence is allowed.
Video Response – You will write response to videos viewed during class.

Field Assignments
Lesson Plans – You will need to teach and plan a minimum of six different lesson plans before you start your Total Teach. Eight or more is optimum. If you do not have a lesson plan, you are required to submit a note on Blackboard. At least one lesson must cover writing TEKS.
Daily Reflections – Reflections are required for each field day (after the first week of observations).
Notebook – Lessons plans, attendance sheet, and other records are required to be with you each field placement day.
Total Teach and Reflection – Complete 2-4 days where you and your partner(s) are in charge of the entire morning’s routine. Submit specific plan sheet and 1 page reflection.
Reading Block Collection – Turn in 2 lessons plans that include technology use by students, 2 lessons plans that integrate social studies and science content in to reading, 1 lesson plan that includes writing TEKS. Record at least 3 5-minute flipgrid videos of you teaching.

Final Video Reflection – You and your partners create an entertaining an informative Flipgrid reflection of your field experience.

**RDG 4303 Course Schedule (Draft)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Course Topics, Readings, and Homework</th>
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| 8/29  | 9:40-10:35 | • Course Introduction - Syllabus  
          • Blackboard Walkthrough  
          • Overview of Lesson Plans, Reflections, Integrated Unit  
          • Hopes, Fears, Strengths, Plans                                |
| 8/31  | 9:40-10:35 | • Lesson Planning  
          • Video Response -                                                |
| 9/5   | 9:40-10:35 | • Field Experience Presentation                                                                       |
| 9/7   | 9:40-10:35 | • Lesson Planning – Building Rubrics/Checklists for Lessons  
          • Video Response -                                               |
| 9/12  | 9:40-10:35 | • Total Teach (4 days)  
          • Flipgrid Presentation                                         |
| 9/14  | 9:45-10:35 | • Planning for Getting to Know You Lesson  
          • Reading Block Collection                                      |
| 9/19  | 8:30-10:50 | • Field Observation Only – Generate Questions for Class Padlet                                        |
| 9/21  | 8:30-10:50 | • Field Observation Only – Generate Questions for Class Padlet                                        |
| 9/26  | 8:30-10:50 | • Field Experience Begins – 9/26 through 12/1  
          • Absent Make up Day 11/21  
          • First Lessons Plans and Reflections Due  
          • Cooperating Teacher will assign you a Special Reader by this week.|
| 12/12 | 9:00-10:15 | • Flipgrid Video Due for sharing at the Final  
          • Share rough draft of RDG 4301 Case Study                      |
OUTCOMES for 4303 (INTASC, SBEC Standards)

SBEC Standards
Standard 1-10. Students in RDG 4303 will have opportunities to practice most of the English Language Arts knowledge and skills.

INTASC Standards
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

ISTE Standards
5. Designer
Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:
   a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
   b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

6. Facilitator
Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:
   a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
   b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
   d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.
Angelo State University General Policies

Attendance Policy:
Candidates are to adhere to ASU policy OP 10.4 and Unit policy.
http://www.angelo.edu/opmanual/#s10

ASU OP10.15 Providing Accommodations for Students with Disabilities
http://www.angelo.edu/opmanual/#s10
Persons with disabilities that may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, 942-2191, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.

Academic Honesty
Candidates are to be familiar with the ASU Student Handbook and the University Honor Code which includes the “Student Academic Honor Code Statement”
Candidates are to adhere to ASU policy. 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. Plagiarism or the use of Internet Web, etc. prepared papers is strictly forbidden! Faculty utilize Internet search links that assist in identifying plagiarized materials.