

RDG 3335 – Reading Development in the Elementary School
Course Syllabus - Fall 2009

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CARR 185

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Office hours: MWF 11:00-12:00; 1:00-2:00; TR 10:45-11:45; 1:45-2:45; or by appt.

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.

Course Goals

The major goal of this course is the training of pre-service teachers who are:

- Knowledgeable about the basic reading skills of phonemic awareness, phonics, vocabulary, word identification, comprehension, and study skills as described by the Texas Essential Knowledge and Skills (TEKS).
- Aware of and proficient in the use of a variety of reading strategies, procedures, and materials to teach these basic skills to all learners.

Student Learning Outcomes:

The students will:

- Actively acquire knowledge and understand principles related to teaching reading.
- Understand the reading process, including basic definitions, terminology, theories of reading, and philosophical positions.
- Gain a working knowledge of a variety of strategies and procedures for teaching reading.
- Locate and use appropriate resources for reading instruction.
- Be familiar with the essential elements of reading as mandated by the state of Texas (TEKS) and the Texas Examination of Educator Standards (TExES).

Student Performance Evaluation:

Student Learning Outcomes will be assessed by four exams covering knowledge and understanding of principles related to teaching reading. Exams will also assess basic definitions, terminology, theories of reading and philosophical positions. Six lesson plans will determine if students have a working knowledge of a variety of strategies and procedures for teaching reading, as well as an understanding of how to locate and use resources for reading instruction. Lesson plans must also include state standards for elementary students (TEKS) and course exams will cover competencies for teacher certification exams (TExES).

TExES – Texas Examination of Educator Standards – Competencies covered:

Competency: 001 (Oral Language)

The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children 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 children 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 children understand the relationship between printed words and spoken language.

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 children's literacy.

Competency 05 (Word Analysis and Decoding)

The teacher understands the importance of word analysis and decoding skills for reading and provides many opportunities for children to improve their word analysis and decoding abilities.

Competency 06 (Reading Fluency)

The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

Competency 07 (Reading Comprehension)

The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

IDEA Information:

The main purpose of this course is to develop specific skills, competencies, and points of view needed by professionals in the field related to teaching reading in the elementary school. Students gain factual knowledge, fundamental principles, and theories for teaching reading.

School of Education Cell Phone/Electronic Paging Device Policy

Cell phones and other electronic paging devices are to be turned off during class.

ASU Academic Honesty 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*. Disciplinary Actions concerning academic dishonesty will follow the ASU Student Handbook, Section 5.3 on Academic Honesty. Note Section 5.312 regarding plagiarism.

ASU Policy for Persons Seeking Accommodations:

Persons with disabilities that may warrant academic accommodations must contact the Student Life Office in the University Center, 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.

Required Textbook

Literacy for the 21st Century (5th ed.), (2010) by Gail E. Tompkins, Merrill/Prentice Hall Publishing Company. ISBN-10: 0-13-502892-2

Course Requirements:

- Attendance is mandatory.
- Required readings in the text
- Class participation

Course Evaluation: The course grade will be based on 4 exams (10% each) and 6 lesson plans (10% each).

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. After that time, points will be deducted on a daily basis. All make-up tests will be given during dead week, the week before final exams.

Grading Policy: Number grades will be given on a 100 point scale. Letter grades will be given as follows:

100-90 = A	Excellent work	69-60 = D	Below standard work
89-80 = B	Better than average	Below 60 = F	Failure
79-70 = C	Average work		

After three absences, five points will be deducted from the FINAL GRADE for EACH additional absence. NO excuses will be accepted. Please be aware that 2 additional absences will drop you a complete letter grade. Save your absences for emergency situations!

Assignments:

Lesson plans for six literacy strategies with written descriptions for each of the following:

- Shared Reading
- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension
- Guided Reading

You will be graded on your written description and the following criteria used for presentation of the lesson to a group of your classmates:

- Objective stated (including TEKS)
- Visual aids
- Appropriate content
- Organization
- Creativity
- Clarity of presentation

Extra Credit Opportunity: **STARS** reading program – San Angelo ISD has this special program for volunteers to work with struggling readers in a one-on-one situation. Teachers will be in at the first of the semester to explain this and have you fill out a scheduling sheet and a criminal background check. Your grade for this portion of the course will be based on your participation, attendance, and a written reflection at the end of the semester about this experience.

Teaching Approach: This course will consist of lecture; video; small group discussions, projects, and presentations.

Course Content and Tentative Schedule

Chapters from the textbook will be discussed when listed. Please read chapters prior to the assigned date.

<u>Aug. 25</u>	Syllabus/Course requirements
<u>Aug. 27</u>	STARS teachers/Chapter 1: Effective Reading Teachers
<u>Sept. 1</u>	Finish Chapter 1/Reading Cueing Systems diagram
<u>Sept. 3</u>	Chapter 2: Teaching Reading and Writing
<u>Sept. 8</u>	Chapter 4: Working with Young Readers and Writers
<u>Sept. 10</u>	<u>Information on Shared Reading/plan in groups – lesson 1</u>
<u>Sept. 15</u>	Exam 1: Chapters 1, 2, 4
<u>Sept. 17</u>	Lesson Plan 1 due/Class presentations – Shared Reading
<u>Sept. 22</u>	Chapter 5: The Alphabetic Code
<u>Sept. 24</u>	<u>Phonemic Awareness video/ information – lesson 2</u>
<u>Sept. 29</u>	Chapter 6: Fluent Readers and Writers
<u>Oct. 1</u>	Lesson Plan 2 due/Class presentations – Phonemic Awareness
<u>Oct. 6</u>	<u>Phonics information/plan in groups – lesson 3</u>
<u>Oct. 8</u>	Exam 2: Chapters 5-6
<u>Oct. 13</u>	Lesson Plan 3 due/Class presentations– Phonics
<u>Oct. 15</u>	Chapter 7: Vocabulary

<u>Oct. 20</u>	<u>Information on vocabulary/plan in groups - lesson 4</u>
<u>Oct. 22</u>	Chapter 8: Comprehension – Reader Factors
<u>Oct. 27</u>	Chapter 9: Comprehension – Text Factors
<u>Oct. 29</u>	Exam 3: Chapters 7-9
<u>Nov. 3</u>	Lesson Plan 4 due/Class presentations – Vocabulary
<u>Nov. 5</u>	<u>Information on comprehension/plan in groups – lesson 5</u>
<u>Nov. 10</u>	Chapter 10: Organizing for Instruction
<u>Nov. 12</u>	Lesson Plan 5 due/Class presentations - Comprehension
<u>Nov. 17</u>	<u>Information on guided reading/plan in groups – lesson 6</u>
<u>Nov. 19</u>	Professor out of town for conference –Basal Reader evaluation assignment in library
<u>Nov. 24</u>	Chapter 11: Differentiating Reading and Writing Instruction
<u>Nov. 26</u>	<i>Thanksgiving Holiday</i>
<u>Dec. 1</u>	Lesson Plan 6 due/Class presentations – Guided Reading
<u>Dec. 3</u>	All Make-up Tests/Other students excused from class
<u>Dec. 10</u>	10:30 Final Exam: Chapters 10-11