Upper Level Literacy Development
RDG 320.001 fall 2010

Stephen F. Austin State University
College of Education
Department of Elementary Education

Professor: Dr. Welsh
Course Location: face to face, room 204
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I. Course Description:
• Study of upper-level literacy assessment and instruction. Prerequisites: RDG 318 and pass all four parts of the Elementary Education Admissions Test.

II. Program Learning Objectives (PLOs):
The purpose of the TExES Generalist EC–6 test is to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The test is a requirement for candidates seeking a Generalist EC–6 certificate. There are a total of five tested domains for certification. Domain I, English Language Arts and Reading, comprises approximately 32% of the test. The following standards are aligned to Domain I.
• **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. (English Language Arts and Reading EC–6 Standard II)
• **Literacy Development and Practice**: 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. (English Language Arts and Reading EC–6 Standard IV)
• **Reading Fluency**: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency. (English Language Arts and Reading EC–6 Standard VI)
• **Reading Comprehension**: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension. (English Language Arts and Reading EC–6 Standard VII)
• **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. (English Language Arts and Reading EC–6 Standard X)
III. Student Learning Outcomes (SLOs):
The following competencies are aligned to the Standards above that are under Domain I, English Language Arts and Reading on the TExES® Generalist EC–6 test.

**Phonological and Phonemic Awareness:** (Competency 002)
- B. Understands differences in students’ development of phonological and phonemic awareness and adjusts instruction to meet the needs of individual students, including English-language learners.
- C. Plans, implements, and adjusts instruction based on the continuous use of formal and informal assessments of individual students’ phonological development.

**Literacy Development and Practice:** (Competency 004)
- B. Understands the elements of literary analysis (e.g., story elements, features of different literary genres) and providing students with opportunities to apply comprehension skills to literature.
- D. Understands that literacy development occurs in multiple contexts through reading, writing, and the use of oral language.
- F. Demonstrates familiarity with literature and provides multiple opportunities for students to listen to, respond to, and independently read literature in various genres and to interact with others about literature.

**Reading Fluency:** (Competency 006)
- B. Understands the connection of word identification skills and reading fluency to reading comprehension.
- C. Understands differences in students’ development of word identification skills and reading fluency and knows instructional practices for meeting students’ individual needs in these areas.
- D. Selects and uses instructional strategies, materials, and activities to develop and improve fluency (e.g., reading independent-level materials, reading orally from familiar texts, repeated reading, partner reading, silent reading for increasingly longer periods, self-correction).
- E. Provides students with opportunities to engage in silent reading and extended reading of a wide range of materials, including expository texts and various literary genres.
- F. Uses strategies to encourage reading for pleasure and lifelong learning.

**Reading Comprehension:** (Competency 007)
- A. Understands reading comprehension as an active process of constructing meaning.
- 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).
- D. Understands levels of reading comprehension and knows how to model and teach skills for literal comprehension (e.g., identifying stated main idea, recalling details), inferential comprehension (e.g., inferring cause-and-effect relationships, making predictions), and evaluative comprehension (e.g., analyzing character development and use of language, detecting faulty reasoning).
- E. Provides instruction in comprehension skills that support students’ transition from “learning to read” to “reading to learn” (e.g., recognizing different types of texts, understanding how a text is organized, using textual features such as headings and glossaries,
appreciating the different purposes for reading).

- **F.** Uses various instructional strategies to enhance students’ reading comprehension (e.g., by linking text content to students’ lives and prior knowledge, connecting related ideas across different texts, engaging students in guided and independent reading, guiding students to generate questions and apply knowledge of text topics).
- **G.** Knows and teaches strategies that facilitate comprehension of different types of text before, during, and after reading (e.g., previewing, making predictions, questioning, self-monitoring, rereading, mapping, using reading journals, discussing texts).
- **H.** Understands metacognitive skills, including self-evaluation and self-monitoring skills, and teaches students to use those skills to enhance their own reading comprehension.
- **I.** Knows how to provide students with direct, explicit instruction in the use of strategies to improve their reading comprehension (e.g., previewing, self-monitoring, visualizing, re-telling).
- **J.** Selects and uses instructional strategies, materials, and activities to guide students’ understanding of their own culture and the cultures of others through reading.

**Assessment and Instruction of Developing Literacy:** (Competency 012)

- **C.** Analyzes students’ reading and writing performance and uses it as a basis for instruction.
- **D.** Knows the state content and performance standards for reading, writing, listening, and speaking that constitute the Texas Essential Knowledge and Skills (TEKS) and recognizes when a student needs additional help or intervention to bring performance up to grade level.
- **H.** Understands the use of self-assessment in writing and provides opportunities for students to self-assess their writings (e.g., for clarity, interest to audience, comprehensiveness) and their development as writers.

**IV. Text and Materials:**
- No text is required. All readings are done within mycourses. Additional readings are recommended at the end of the syllabus.

**V. Course Requirements:**

**Articles to Read/Assessments/Assignments to Complete** - These articles are already in mycourses in a (pdf) format. Articles will be synthesized upon and may/may not be tested over. Reflections will guide your responses.

**Phonological and Phonemic Awareness:** (Competency 002)

- **Phonics Review (4 points)** – not an article, but a website

**Literacy Development and Practice:** (Competency 004)

- **Comprehension Instruction (4 points)**
- **Literature Circle Response Assignment (4 points)** Choice of reading position statements will be offered. A reflection on the reading will be submitted and a synthesis of the learning will be conducted in simulated literature circles.
- **TAKS Response (4 points)** The teacher candidate is expected to take the reading Texas Assessment of Knowledge and Skills (TAKS) online and submit a one page reflection about the content that was tested as well as its effect on classroom instruction.

**Reading Fluency:** (Competency 006)

- **Teaching Reading IS Rocket Science (4 points)**
- **Grand Conversation Video Viewing Assignment and Connection (2 + 4 points)** The teacher candidate is expected to view a video example of a second
grade class participating in a Grand Conversation. You are expected to participate as a learner using an independent reading of your choice.

**Reading Comprehension:** (Competency 007)
- **Older Students Struggling with Reading** (4 points)
- **Content Area Reading Instruction** (4 points)
- **Strategies for Comprehending Text** (4 points) The teacher candidate will be exposed to multiple content area strategies to assist ESL students and struggling readers make meaning of expository text. Strategies will be researched and compiled by content area disciplines.

**Assessment and Instruction of Developing Literacy:** (Competency 012)
- **10 Myths of Reading Instruction** (4 points)
- **Ten Components of Effective Schools** (4 points)
- **Crafting a Scripted ELF Lesson Plan** (4 points) As a teacher candidate, you will be given opportunities to demonstrate knowledge and understanding of the importance of and technique involved in preparing and delivering a small group guided reading lesson.

**Assessments (will add up to 35 points)**
1. Assessment - Getting Started + Discussion Board Posting (2 points + 2 points)
2. Assessment over **Comprehension Instruction** online article (4 points)
3. Assessment over **Teaching Reading IS Rocket Science** online article (4 points)
4. Assessment over Small Group Explicit Learning Framework (ELF) components (10 points)
5. Assessment over **Ten Components of Effective Schools** online article (4 points)
6. Assessment over **Content Area Reading Instruction** online article (4 points)
7. Assessment over ESL Standards (5 points)

**Professionalism/Discussion/Activities** (5 points) You are expected to show initiative and to **actively participate** in online discussions. You are expected to have a professional demeanor that will reflect your future successful teacher qualities. It is expected that you participate whether in an online or face to face classroom environment. Work is to be professional, neat and of the quality and integrity expected of a future teacher. **Late work is NOT accepted.** It is highly recommended that you still complete the assignment and read the required notes and articles in order to gain the knowledge needed. However, a grade of zero will still be entered. Correspondences, whether by e-mail or in writing are expected to be professional.

**Final Exam (10 points)** Any material within the course is subject to be included on the comprehensive final exam.
### VI. Course Calendar – timeline also posted in mycourses

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments (you are also responsible for reading any notes)</th>
<th>Where to Find Assignment</th>
<th>DUE by midnight</th>
<th>Total Points</th>
</tr>
</thead>
</table>
| Aug 30 – Sept 3 | • Assessment: Getting Started  
• Discussion Board Posting: Academic Discourse  
• Article and Assignment: **Comprehension Instruction**  
• Assessment: **Comprehension Instruction** | • Module 1: Getting Started  
• Module 2: Articles to Read | Sunday, Sept 5th | 2  4  4 |
| Sept 6 - Sept 10 | **Assignment: Phonics Review** | • Module 2: Articles to Read | Sunday, Sept 12th | 4 |
| Sept 13 - Sept 17 | **Assignment: Literature Circle Response** | • Module 3: Literature Circles | Sunday, Sept 19th | 4 |
| Sept 20 - Sept 24 | • Article and Assignment: **Teaching Reading IS Rocket Science**  
• Assessment: **Teaching Reading IS Rocket Science** | • Module 2: Articles to Read | Sunday, Sept 26th | 4  4 |
| Sept 27 - Oct 1 | **Assignment: Texas Assessment of Knowledge and Skills (TAKS)** | • Module 4: Texas Assessment of Knowledge and Skills (TAKS) | Sunday, Oct 3rd | 4 |
| Oct 4 - Oct 8 | • Read ALL notes and watch ALL videos pertaining to Small Group Reading Instruction  
• Assessment: Small Group Reading Instruction / Guided Reading | • Module 5: Small Group Reading Instruction | Sunday, Oct 10th | 10 |
| Oct 11 - Oct 15 | **Assignment: Grand Conversation Reflection**  
• Assignment: Personal Connections with a Text of your Choice | • Module 6: Grand Conversation | Sunday, Oct 17th | 2  4 |
| Oct 18 - Oct 22 | • Article and Assignment: **10 Myths of Reading Instruction** | • Module 2: Articles to Read | Sunday, Oct 24th | 4 |
| Oct 25 - Oct 29 | • Article and Assignment: **Ten Components of Effective Schools**  
• Assessment: **Ten Components of Effective Schools** | • Module 2: Articles to Read | Sunday, Oct 31st | 4  4 |
| Nov 1 - Nov 5 | • Article and Assignment: **Older Students Struggling with Reading** | • Module 2: Articles to Read | Sunday, Nov 7th | 4 |
| Nov 8 - Nov 12 | • Assignment: Crafting a Scripted ELF Lesson Plan | • Module 7: Crafting a Lesson Plan (ELF) | Sunday, Nov 14th | 4 |
| Nov 15 - Nov 19 | • Article and Assignment: **Content Area Reading Instruction**  
• Assessment: **Content Area Reading Instruction** | • Module 2: Articles to Read | Sunday, Nov 21 | 4  4 |
| Nov 22 - Nov 26 | No classes – enjoy Thanksgiving with your family and friends | Eat a lot of pumpkin pie and turkey! | | |
| Nov 19 - Dec 3 | • Assignment: Strategies for Comprehending Text | • Module 8: Strategies for Comprehending Text | Sunday, Dec 5th | 4 |
| Dec 6 - Dec 10 | • Assessment: ESL Standards | • Assessment TAB on left of screen | Sunday, Dec 12th | 5 |
| Dec 13 - Dec 17 | • **FINAL EXAM – open Monday, Tuesday, Wednesday, Thursday; closes at MIDNIGHT on Thursday, the 16th** | • Assessment TAB on left of screen | Thursday, Dec 16th | 10 |
| ENTIRE COURSE | • **PROFESSIONALISM** – posting to discussion boards; responding and contributing in class; attendance; demeanor | | ALL WEEKS | 5 |
VII. Evaluation and Assessments (Grading):
• A  90-100  points
• B  80-89  points
• C  70-79  points
• D  60-69  points
• F  Below 60 points

VIII. Attendance Policy:
• Due to the nature of the class, participation is critical. Being an active online participant means regularly referring to DUE dates and abiding by the timeline set forth. E-mail and announcements should be checked on a regular basis as well as reading and responding to colleagues’ discussion board postings. If you are absent, it is your responsibility to get the missed material from a colleague.

IV. Academic Integrity (A-9.1):
• Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
• Definition of Academic Dishonesty
  Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
• Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

X. Withheld Grades Semester Grade Policy (A-54):
• Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

XI. Students with Disabilities
• To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely
manner may delay your accommodations. For additional information, go to 
http://www.sfasu.edu/disabilityservices/

XII. Course Evaluations:
• Near the conclusion of each semester, students in the College of Education electronically 
evaluate courses taken within the COE. Evaluation data is used for a variety of important 
purposes including: 1. Course and program improvement, planning, and accreditation; 2. 
Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, 
and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in 
completing the evaluation. Please know that the COE faculty is committed to excellence in 
teaching and continued improvement. Although the instructor will be able to view the 
names of students who complete the survey, all ratings and comments are 
confidential and anonymous, and will not be available to the instructor until after 
final grades are posted.

XIII. Acceptable Student Behavior
• Classroom behavior should not interfere with the instructor’s ability to conduct the class or 
the ability of other students to learn from the instructional program (see the Student 
Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be 
tolerated. Students who disrupt the learning environment may be asked to leave class and 
may be subject to judicial, academic or other penalties. This prohibition applies to all 
instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 
The instructor shall have full discretion over what behavior is appropriate/inappropriate in 
the classroom. Students who do not attend class regularly or who perform poorly on class 
projects/exams may be referred to the Early Alert Program. This program provides 
students with recommendations for resources or other assistance that is available to help 
SFA students succeed.

XIV. Recommended Scientifically Based Reading Research (SBRR) Websites for 
Additional Readings:
   1. Vaughn Gross Center for Reading and Language Arts  www.texasreading.org 
   2. International Reading Association  www.reading.org 
   3. Florida Center for Reading Research  www.fcrr.org 
   5. Pacific Resources for Education and Learning  www.prel.org 
   7. Texas Education Agency (TEA)  www.tea.state.tx.us

XV. Recommended Scientifically Based Reading Research (SBRR) Material for Content 
Area Reading Instruction (General)

Alvermann, D. E., & Phelps, S. E. (1994). Content Reading and Literacy: 

and Applications for Teaching Writing in the Content Areas. Belmont, 
CA: Wadsworth.


