

Prairie View A&M University
A Member of The Texas A&M University System
Prairie View, Texas

Department of Curriculum and Instruction

Whitlowe R. Green College of Education

Reading Programs

COURSE OUTLINE and SYLLABUS

RDNG 3623-P01 Linguistics in Rdng

Spring Semester 2013

Instructor Name: Dr. Clarissa Gamble Booker, Tenured Professor

Office Location: Wilhelmina Fitzgerald Delco Building, Room 315

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Office Hours: Tuesday 8:00 a.m. – 11:00 a.m.; 3:30 p.m. - 5:30 p.m.
Wednesday 9:00 a.m. – 11:00 a.m., By Appointment
Departmental Meetings, Sponsor Student Organizations,
School-University Partnerships, Clerical Duties
Thursday 8:00 a.m. – 11:00 a.m.; 3:30 p.m. - 5:30 p.m.
Saturday 9:00 a.m. - 10:00 a.m.; 2:00 p.m. - 3:00 p.m.
By Appointment

Virtual Office Hours: None

Course Locations: Sam R. Collins Tech Bldg., Room 225
John B. Coleman Library

Class Meeting Days and Time: Tuesday and Thursday 2:00 p.m.-3:20 p.m.

Course Abbreviation and Number RDNG 3623-P01

COURSE TITLE AND CREDIT HOURS

Linguistics in Reading Instruction. (3-0) Credit 3 semester hours.

CATALOG DESCRIPTION

A study of the relationships between language, dialect, linguistics, phonics, and reading.
Applications of linguistics to reading.

Prerequisites: None

Co-requisites: None

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Required Textbook:

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (5th ed.). Boston: Pearson.

Teacher References:

Hennings, D.G. (2002). *Communication in action: Teaching literature-based language arts* (8th ed.). Boston: Houghton Mifflin Company.

Strickland, D. (2011). *Teaching phonics today: Word study strategies through the grades*. Newark, DE: International Reading Association.

Professional References:

Denham, K., & Lobeck, A. (2010). *Linguistics for everyone: An introduction*. Boston, MA: Wadsworth Cengage Learning.

Fox, B.J. (2010). *Phonics and structural analysis for the teacher of reading: Programmed for self-instruction*. New York: Allyn and Bacon.

Fromkin, V., Rodman, R., & Hyams, N. (2011). *A course in phonetics* (6th ed.). Boston, MA: Wadsworth Cengage Learning.

Hacker, D., & Sommers, N. (2010). *The bedford handbook* (8th ed.). Boston: Bedford/St. Martin's. <http://www.dianahacker.com>

McWhorter, J. (2008). *Understanding linguistics: The science of language*. Chantilly, VA: The Teaching Company.

Strunk, W., Jr., & White, E.B. (2000). *The elements of style* (4th ed.). Boston: Allyn and Bacon.

State Board of Education Standards:

- English Language Proficiency Standards (ELPS), Texas Education Code, 2007
<http://www.statutes.legis.state.tx.us/SOTWDocs/ED/htm>
- Texas Education Agency. (2008). Texas Administrative Code, 2008 English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) which were adopted in 2008 and Will be implemented beginning with school year 2009-2010
<http://www.ritter.tea.state.tx.us/rules/tac/chapter110/index.html>
- Texas College and Career Readiness Standards (CCRS)
Texas Higher Education Coordinating Board, 2008
<http://thecb.state.tx.us/collegereadiness>

Texas Examinations of Educator Standards (TExES) Preparation Resources:

Certify Teacher Preparation Software for Educator Certification.

<http://www.certifyteacher.com> 1-866-209-9986 Toll Free

CliffNotes. (2010). *TExES generalist EC-6*. Hoboken, NJ: Wiley Publishing Company.
www.cliffnotes.com

Kortz, J., Hester, V., Green, V., & Mentze, M. (2010). *Pass the TExES generalist EC-6*. Dallas, TX: Ed Publishing and Consulting. www.passthetexes.com

Rosado, L.A. (2010). *The best teachers' test preparation for the TExES 191 generalist EC-6*. Piscataway, NJ: Research & Education Association.
www.rea.com/TExES/191Generalist.htm

Sims, K., & Mantze, M. (2009). *English language arts and reading 4-8*. Dallas, TX: Ed Publishing and Consulting. www.passthetexes.com

Texas Education Agency. (2006). *Texas examinations of educator standards: Preparation manual: Preparation manual 117 English language arts and reading 4-8*. Austin, TX: Texas Education Agency.

Texas Education Agency. (2011). *Texas examinations of educator standards: Preparation manual 191 generalist EC-6*. Austin, TX: Texas Education Agency.

Wynne, S. (2008). *TEExES English language arts and reading 4-8 117*. Boston: XAMonline, Inc. www.xamonline.com

Access to Learning Resources:

Prairie View A&M University Library
Telephone: 936-261-1500
Web: <http://www.tamu.edu/pvamu/library>

University Bookstore
Telephone: 936-261-1990
Web: <http://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Whitlowe R. Green College of Education TExES Prep Lab
Wilhelmina Fitzgerald Delco Building, Room 332
Hours Monday - Friday 9:00 a.m.-12:00 Noon; 1:00 p.m.-5:00 p.m.

Assessment and Artifacts:

The assignments completed in RDNG 3623 will be considered “artifacts” (an item of course work that serves as evidence that course objectives are met) and will be loaded into eCourses—MOODLE. These required artifacts will be identified by the instructor. Due dates for these artifacts will be announced prior to the due dates. Reminder: Maintain copies of your artifacts for your records.

PURPOSE OF THE COURSE:

To develop competencies which will enable a candidate to achieve a satisfactory score on the *Texas Examinations of Educator Standards (TExES)*.

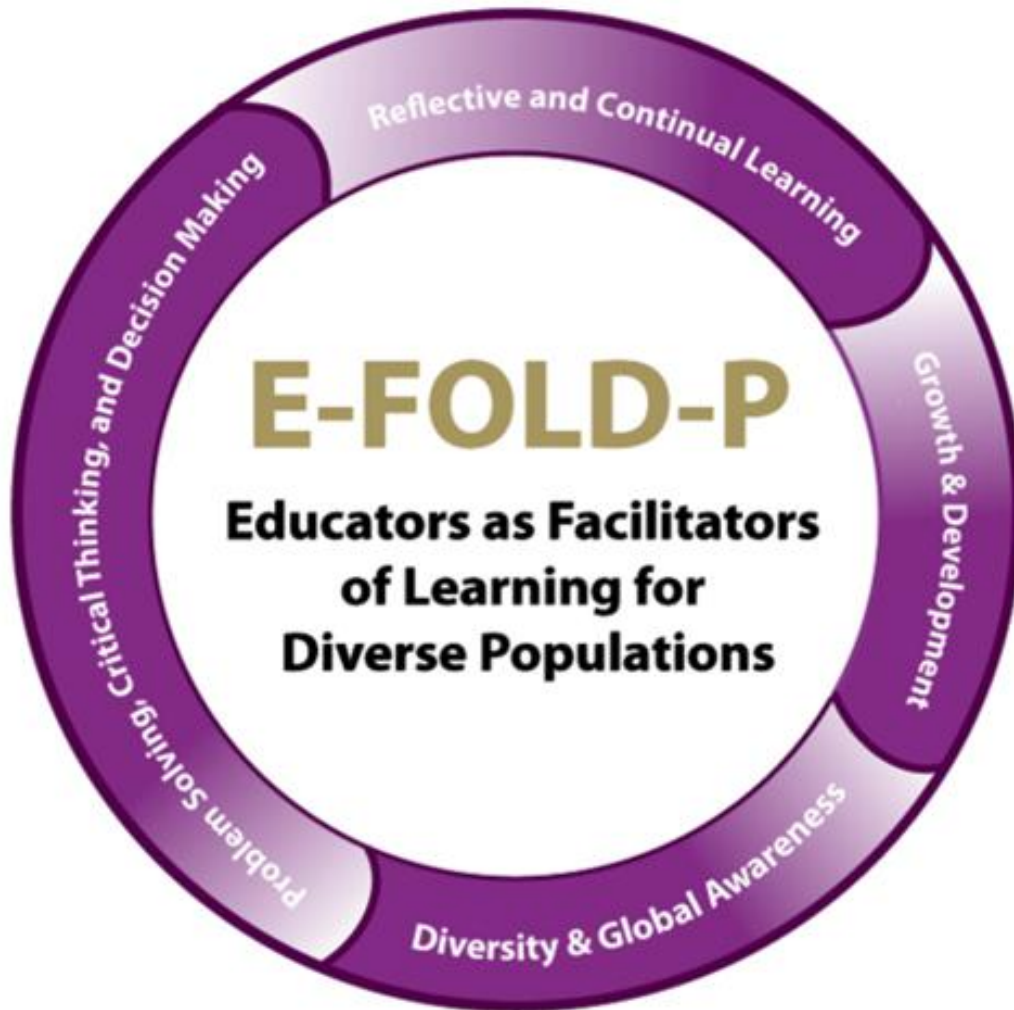
COURSE GOALS: RDNG 3623 focuses on goals identified in the Whitlowe R. Green College of Education Conceptual Framework:

Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P MODEL), is fundamental to learning content in all areas and in teaching a diverse population. It is designed to achieve these outcomes:

1. Develop the reading teacher as a problem-solver, critical thinker, and decision maker.
2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices.
3. Develop the reading teacher as a facilitator of student growth and development, by precept and example.
4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness.

Professional Education Unit

Conceptual Framework



The conceptual framework for both the basic and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual Framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. This new visual depiction of the conceptual framework with no changes in the wording was adopted by the Teacher Education faculty, in February 2008. The framework consists of four major goals anchored by technology.

Reading Assignments:

1. *Texas Examinations of Educator Standards® (TExES)®: Content Knowledge Micro-Teaching*
Educator Standards Domains-Competencies [Standards I-XII]
2. *Oral and Written Presentations TExES [PowerPoint]*
Educator Standards Domains-Competencies [Standards I-VI, XII]
3. *Reading Lesson Plans:*
TExES Educator Standards Domains-Competencies [Standards I-VI, XII]
4. *Group Project—SPRING READING WORKSHOP*
TExES—Educator Standards Domains-Competencies [Standards I-VI]
5. *Reflection Paper and Book Review*
Johnson, S. (2010). *The present: The secret to enjoying your work and life, now!*
New York: Broadway Books.
[TExES-Educator Standards Domains-Competencies VIII, IX, XI, XII]

Scientifically-Based Reading Research

Ambruster, B.B., Lehr, F., Osborn, J., Adler. (2006). *A child becomes a reader: Proven ideas from research for parents* (3rd ed.). Jessup, MD. National Institute for Literacy. <http://www.nifl.gov> Download
[TExES Domains-Competencies: 001, 002, 003, 005, 006]

Ambruster, B.B., Lehr, F., Osborn, J., Adler, C.R., & Noonis, L.T. (2006). *Put reading first kindergarten through grade 3: The research building blocks for teaching children to read* (3rd ed.). Jessup, MD: National Institute for Literacy at ED Pubs.
<http://www.edpubs@inet.ed.gov> 1-800-228-8813
[TExES Domains-Competencies: 001, 002, 003, 005, 006]

Texas Examinations of Educator Standards Preparation Manuals: 191 Generalist EC-6; Generalist 4-8 111; English Language Arts and Reading 4-8 117; English Language Arts and Reading 131; Special Education EC-12 161, etc.

National Reading Panel. (2000). *National Reading Panel report*. Washington, DC: Department of Education. Available online at <http://www.nationalreadingpanel.org>
(This report can be read online or downloaded or a free copy can be ordered.)

1. Phonemic Awareness [Domain-Competencies 001, 002, 003]
2. Phonics [Domain-Competencies: 001, 002, 003, 005]
3. Fluency [Domain-Competency 006]
4. Vocabulary [[Domain-Competency: 004]
5. Text Comprehension [Domain-Competency: 007]

Executive Summary Reprint Excerpt from “Teaching Reading IS Rocket Science,” by Louisa Moat (1999). American Federation of Teachers. Reprinted with permission.

McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

State Board for Educator Certification Texas
Educator's Code of Ethics
Texas Administrative Code 247.2
Statement of Affirmation
[Handout—Distributed and Signed in Class]

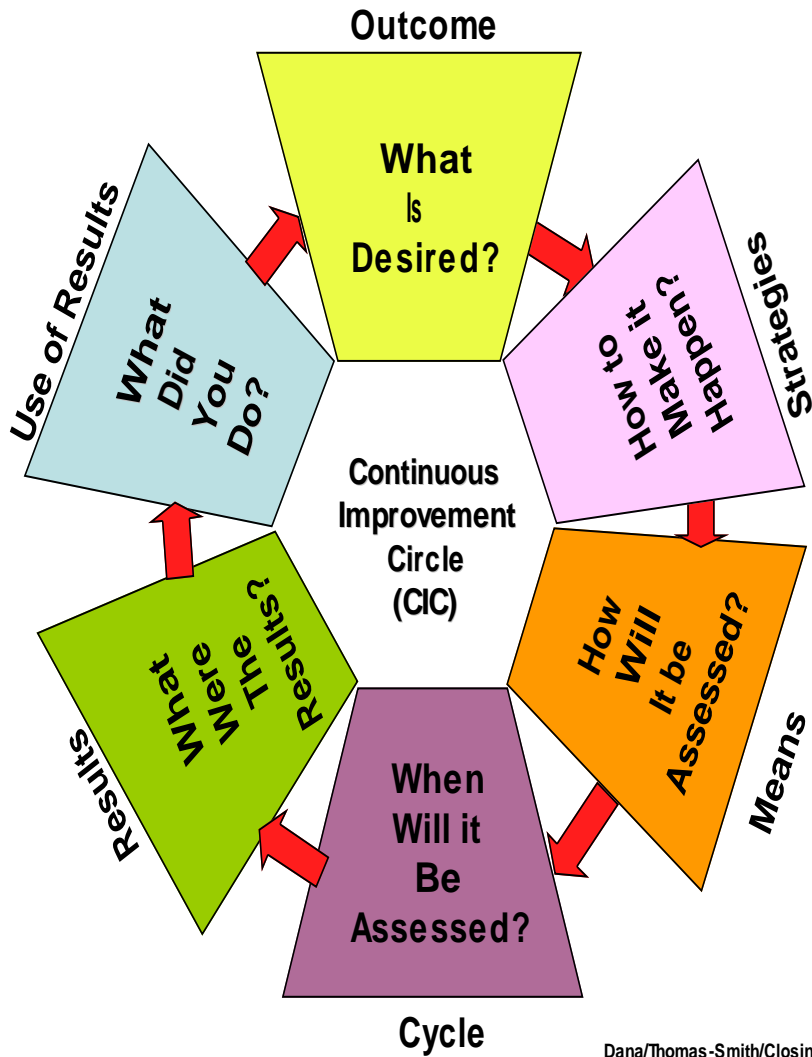
The Dyslexia Handbook, Revised 2007, Updated 2010 Procedures Concerning Dyslexia and Related Disorders, Texas Education Agency

COURSE OUTCOMES/OBJECTIVES

Upon completion of RDNG 3623, the candidate will be able to demonstrate competencies and levels of achievement as listed below:

1. Demonstrate an understanding of language, dialect, linguistics, phonics, and reading
[STANDARDS I, II, III EC-6; STANDARDS I, III 4-8; 8-12] <http://www.sbec.state.tx.us>
Course Learning Outcomes Core Curriculum 1,4,5,6
2. Apply phonic analysis skills to decode unfamiliar words
[STANDARDS I, II, III, V EC-6; STANDARDS I, III 4-8].
Course Learning Outcomes Core Curriculum 1,4,5,6
3. Apply structural analysis skills to decode unfamiliar words
[STANDARDS I, II, III, V EC-6; STANDARDS I, III 4-8].
4. Analyze word derivations and etymology [STANDARD V EC-6; Standard III 4-8].
5. Apply knowledge of syntax and semantics to determine word meanings
[STANDARDS I, V EC-6; STANDARDS I, III 4-8].
6. Apply knowledge of sentence and paragraph structure
[STANDARDS IV, VIII, IX, XII EC- 6; STANDARDS V, VII 4-8].
Course Learning Outcomes Core Curriculum 1,4,5,6
7. Analyze the use of language to convey meaning to literature
[STANDARDS I, IV, VI, VII EC-6; STANDARDS III, IV 4-8].
Course Learning Outcomes Core Curriculum 1,4,5,6
8. Identify techniques and activities for improving students' linguistic skills
[STANDARDS I-XII EC-6; STANDARDS I-VIII 4-8].
Course Learning Outcomes Core Curriculum 1,4,5,6
9. Apply knowledge of linguistics and cultural difference to reading instruction
[STANDARDS I-XII EC-; STANDARDS I-VIII 4-8].
Course Learning Outcomes Core Curriculum 1,4,5,6
10. Demonstrate the ability to use communication skills (oral, written, and presentation) in the reading program
[STANDARDS I-XII EC-6; STANDARDS I, III, VII 4-8].
Course Learning Outcomes Core Curriculum 1,4,5,6
11. Demonstrate the ability to integrate use of technology in the reading program
[STANDARDS I-XII EC- 6; STANDARDS I-VIII 4-8].
Course Learning Outcomes Core Curriculum 1, 6
12. Demonstrate an understanding of the objectives for Educator Standards, Domains, and Competencies
[STANDARDS I-XII EC-6; STANDARDS I-VIII 4-8; 8-12].
<http://www.rittertea.st.tx.us/rules/tac/chapter110/index.html>
13. Demonstrate an understanding of the English Language Proficiency Standards (ELPS), English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS), and College & Career Readiness Standards.
[STANDARDS I-XII EC-6; STANDARDS I-VIII 4-8; 8-12].
<http://www.rittertea.st.tx.us/rules/tac/chapter110/index.html>
14. Demonstrate an understanding of competencies for the *Texas Examinations of Educator Standards (TExES)*
[STANDARDS I-XII EC-6; STANDARDS I-VIII 4-8; 8-12].
15. Demonstrate an understanding of scientifically-based reading research.

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University



Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

EDUCATOR STANDARDS

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS

<http://www.ritter.tea.st.tx.us/rules/tac/chapter110/index.html>

<http://www.sbec.state.tx.us>

<http://www.texas.ets.org/assets/pdf/testprep.manuals>

- Standard I. Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.
- 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 IV. 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.
- 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 VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.
- 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.
- 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.
- Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.
- 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.
- Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
- Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

ENGLISH LANGUAGE ARTS AND READING (Grades 4-8) STANDARDS

<http://www.ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

<http://www.sbec.state.tx.us>

<http://www.texas.ets.org/assets/pdf/testprep.manuals>

- Standard I. Oral Language: Teachers of students in grades 4-8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.
- Standard II. Foundations of Reading: Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.
- Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.
- Standard IV. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.
- Standard V. Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.
- Standard VI. Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.
- Standard VII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
- Standard VIII. Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

A room without books is like a body without a soul."

-G.K. Chesterton

COURSE EVALUATION:

The course evaluation will be based upon the teacher's ACADEMIC FREEDOM to evaluate each student.

The evaluation methods for the course will be cumulative and summative:

Cumulative Evaluations will take place periodically either announced or unannounced to determine the degree and extent of proficiency of the content and extent of learning outcomes of the course and expected knowledge on the *Texas Examinations of Educator Standards (TExES)*.

Summative Evaluation will be made on a scheduled and announced date at the end of the course. The summative evaluation is to determine the gross learning over the full content of the course and the expected content of the *Texas Examinations of Educator Standards (TExES)*.

The course evaluation will be based upon:

- | | | |
|---|------------------------|-------|
| - Classroom Attendance, Classroom Participation, and High Quality Completion of Assignments | 50% | _____ |
| - Mid-Term Examination and Portfolio | 20% | _____ |
| - Scheduled Practice Examinations | No Credit Given | |
| - Final Examination | 20% | _____ |
| - Ethics, Professional Development and Leadership | 10% | _____ |
1. Attendance and participation at Professional Meetings
 2. Membership in Professional Organizations
 3. Attendance and participation at Century II Book Reviews
 4. Reading and Writing of Professional Articles
 5. Professional Attire and Decorum
 6. Professional Leadership Characteristics
 7. Documented Evidence of Community Service
 8. Other(s)

GRADING SYSTEM FOR UNDERGRADUATE STUDENTS*

Grades in the course will be assigned as follows:

A	90-100	I	Incomplete
B	80-89	W	Withdrawal from a course
C	70-79	WV	Withdrawal from the University Voluntarily
D	60-69	MW	Military withdrawal
F	0-59		

*The Grading System is located in the *University's undergraduate catalog, 2005-2007*, p. 104.

“Time itself is an invaluable gift. It is wise to cherish it carefully and give it away generously.”
- Dr. Maya Angelou

BASIC METHODS OF INSTRUCTION

Basic methods of instruction to include:

Lectures, examinations, individual research reports (oral and written), small and large group discussions, book reviews, book fairs, simulation activities, films, video presentations, cassettes, consultants, guest speakers, research critiques and summaries, reading workshops and conferences, PowerPoint presentations, modeling, field experiences, portfolios, reading lesson plans, unit plans, forms of presentations (oral, written and use of technology), demonstrations, modeling, and performance assessment.

OUTLINE OF COURSE CONTENT AND SCHEDULE OF TOPICS

WEEKS 1 – 2

- I. Linguistics in Reading
 - A. Introduction to the Course, Educator Standards, National Standards, and Professional Education Unit Conceptual Framework:
Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P)
 - B. **UNIVERSITY CLASS ATTENDANCE POLICY**
 - C. The Americans with Disabilities Act (ADA)
 - D. Administer Pre-Assessment
 - E. Assignments--*Texas Examinations of Educator Standards (TExES)*
 - F. Artifacts, Assessment, Rubrics, and Candidate Dispositions
 - G. Criteria for Oral and Written Scientifically-Based Reading Research Reviews and Reports
 - H. Vocabulary Terms for RDNG 3623-TExES—Domains/Competencies
 - I. English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS)
 - J. English Language Proficiency Standards (ELPS)
 - K. Educator Certification Online System [Handout]
<http://www.sbec.state.tx.us/sbeconline/standtest/edstancertifieldlevl.asp>
EDUCATOR STANDARDS
 - English Language Arts and Reading Generalist EC-6 Standards
 - English Language Arts and Reading (Grades 4-8) Standards
 - Other Educator Standards`
 - TEXAS EDUCATOR CERTIFICATION PROFESSIONAL HANDOUTS
 - a. Reducing Test Anxiety (2006)
 - b. Study Tips: Preparing for the Texas Educator Certification Tests
 - L. Linguistics in Reading Study Guides
 - M. Read Chapters 1 and 2 of the textbook.
 - N. Discuss components of a Scientifically Based-Reading Program
National Reading Panel. (2000). *National Reading Panel report*.
Washington, DC: Department of Education.
<http://www.nationalreadingpanel.org>
 - Phonemic Awareness - Vocabulary
 - Phonics - Text Comprehension
 - Fluency

Put reading first kindergarten through grade 3: The research building blocks for teaching children to read <http://www.edpubs@inet.ed.gov> 1-800-228-8813

A child becomes a reader: Proven ideas from research for parents
<http://www.nifl.gov> Download

- Acquainting Future Educators with the McKinney-Vento Act (Federal Law) 2011
<http://www.cbsnews.com/video/watch/?id=7371392n>

- State Board for Educator Certification Texas Educator's Code of Ethics

- New University Policies and Regulations--Effective fall 2011
[Handout—Distributed in Class] <http://www.pvamu.edu>

TExES Professional Development Workshop

Saturday, January 19, 2013

Wilhelmina Fitzgerald Delco Building, Room 332

12:00 p.m.-3:45 p.m.

Review Session for Content Areas: Generalist EC-6; 4-8; 8-12; Special Education EC-12, etc.

Topic: Educator Standards, Domains-Competencies with Practice Activities

January 31, Thursday

10:00 a.m.

General Student Assembly--All Students Attend

Opal Johnson Smith Auditorium

WEEKS 3 - 5

II. Orthographic Development and Word Study

- A. Language Development
- B. Word Study-Principles and Practices
- C. Word Study-The Emergent Stage
- D. Artifacts, Assessment, Rubrics, and Candidate Dispositions
- E. Oral and Written Presentations-PowerPoint *TExES Domain I: Competencies*
- F. Videos and Research Critiques
- G. Linguistics in Reading Study Guides
- H. *The Dyslexia Handbook*, Revised 2007, Updated 2010 Procedures Concerning Dyslexia and Related Disorders, Texas Education Agency

Scientifically-Based Research Data [Book and Handouts]

Competencies 001, 002, 003

Fitzpatrick, J. (1997). *Phonemic awareness: Playing with sounds to strengthen beginning reading skills*. Cypress, CA: Creative Teaching Press, Inc.

Yopp, H.K. (1992). Developing phonemic awareness in young children. *The Reading Teacher*, 45(9), 696-703.

Yopp, H.K. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher*, 49(1), 20-29.

Note: BLACK HISTORY MONTH GENERAL ASSEMBLY

- Date, Time, and Facility will be announced by the professor of the course.

WEEKS 6 - 7

III. Linguistics

- A. Word Study-The Emergent Stage
- B. Listening and Oral Expressions
- C. Course Assignments
- D. Assignments for the Course
- E. Oral and Written Presentations-PowerPoint
- F. Linguistics in Reading Study Guides
- G. Artifacts, Assessment, Rubrics, and Candidate Dispositions

- H. Reflection Paper and Book Review
- I. *The Dyslexia Handbook*, Revised 2007, Updated 2010 Procedures Concerning Dyslexia and Related Disorders, Texas Education Agency

Review for Mid-Semester Examination

WEEK 8

MID-TERM EXAMINATION (Formal)

Thursday, March 7, 2013

Linguistics in Reading Portfolio Due

Include the following: Table of Contents, course outline and syllabus, teacher expectations, *TExES* content knowledge reading materials, linguistics in reading study guides, class notes, handouts, reading research summaries, lesson plans, professional meetings attended, etc.

Document data and include reference data. See References.

SPRING BREAK

March 11 – 16, 2013

WEEKS 9 - 11

III. Word Study-Transitional Learners in the Within Word Pattern Stage

- A. Linguistics in Reading Practice Activities—Language, Phonological and Phonemic Awareness, Alphabetic Principle, Word Analysis and Decoding, Phonics, Fluency
- B. Oral and Written Research Reports: Lesson Plans, Unit Plans
- C. Assignments, Artifacts, Assessment, Rubrics, Dispositions
- D. **PROJECT SPRING READING WORKSHOP**
- E. Educational Field Trip
- F. Artifacts, Assessment, Rubrics, and Candidate Dispositions

WEEKS 12 - 13

IV. Enhancing the Study of Linguistics in Reading

- A. Writing, Language Conventions, and Grammar
- B. Spelling, Dictionary Use, and Handwriting
- C. Oral and Written Research Reports, Lesson Plans
PowerPoint Presentations
- D. Educational Field Trip
- E. Artifacts, Assessment, Rubrics, and Candidate Dispositions

WEEKS 14 – 15

IV. Group Discussions

- A. Artifacts, Assessment, Rubrics, Candidate Dispositions
- B. Book Discussion and Reflection Paper
- C. Linguistics in Reading Portfolio
- D. Administer Post-Assessment
- E. Closing the Loop
- F. Self-Evaluation and Reflections
- G. Review for FINAL EXAMINATION

FINAL EXAMINATION (Formal)

Disability statement (See Student Handbook)

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See *Student Handbook*)

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your *Student Handbook*, especially the section on academic misconduct. Students who engage in academic misconduct are subject to University disciplinary procedures.

Forms of academic dishonesty:

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See *Student Handbook*)

The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See *Student Handbook*)

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the University community violating this policy will be subject to disciplinary action.

Attendance Policy

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or an assignment of a grade of "F." Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the *Undergraduate Catalog* and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Submission of Assignments

Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will **not** be accepted.

- Submit all assignments and papers on the scheduled due date(s) and during the regular scheduled class time.
- Submit quality reports for all assignments. **Be sure to document data.**
- **Keep a duplicate of all written work submitted. Be sure to document data.**

Formatting Documents:

Microsoft Word is the standard word processing tool used at Prairie View A&M University. If you're using other word processors, be sure to use the "save as" tool; and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Examination Policy

Examinations should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (*See Student Handbook*).

Successfully pass all examinations as scheduled by the professor and by the university on the scheduled date(s), and during the regular scheduled class time(s).

Professional Organizations

- International Reading Association (IRA)
- Prairie View A&M University Reading Council
- The Century II Reading Committee
- KAPPA DELTA PI, International Honor Society in Education (KDP)
Mu Epsilon Chapter 293
- National Alliance of Black School Educators, Inc. (NABSE)
- Black Child Development Institute, Inc. (BCDI)

Expectations of the Candidate:

- Be on time for each class and remain in class for the full class time.
- Purchase required textbook for RDNG 3623.
- Read handout on **Teacher Expectations**.
- **Provide documented evidence of TExES activities completed in the TExES Prep Lab,** Whitlowe R. Green College of Education, Wilhelmina Fitzgerald Delco Building, Room 332.
- Attend lectures on announced dates. Refer to OUTLINE OF COURSE CONTENT AND SCHEDULE OF TOPICS.
- Participate and make meaningful contributions to class discussions.
- Participate in professional meetings as scheduled.
- Attend scheduled Century II Book Reviews.
- Participate in all field-based assignments as scheduled.
- Present quality assigned individually and /or group oral and written report(s) in the course.
- Professional dress and professional decorum in the course.
- Read and complete all required research studies and articles according to the format provided by the professor of the course. Refer to References.
- Successfully pass all examinations as scheduled by the professor and by the university.
- Complete Practice Examinations, Mid-Semester Examination and Final Examination.
- Submit all assignments and paper on the scheduled due date(s).
- All papers are to be typed, double-spaced, and submitted on white erasable bond paper.
- References are to be properly cited and written according to the *Publication Manual of the American Psychological Association* (6th ed.), 2010.
- Integrate use of technology in completing class assignments.
- Complete learning experiences and writing assignments according to the format given to each candidate by the professor of the course. Place data in linguistics portfolio.
- Arrange to see the professor of the course for a minimum of two (2) conferences during the semester. Please check Office Hours for arranging conferences with the professor of the course.

Academic Calendar – Spring 2013
[Handout Distributed in Class]
<http://www.pvamu.edu>

January 14, Monday

- Instruction **Begins**
- Late Registration and Drop/Add **Begins**

January 24, Thursday

- General Student Assembly-**All Students Attend**

January 30, Wednesday

- 12th Class Day (Census Date)
- Last Day to Withdraw from Course(s) **without Academic Record**
- **Late Deadline to apply for Spring 2013 graduation**

January 31, Thursday

- Withdrawal from courses **with Academic record (“W”) Begins**

March 7 – 9, Thursday - Saturday

- Mid-Semester Examination Period

March 11 - 16, Monday - Saturday

- Spring Break

March 27, Wednesday

- Founders Day/Honors Convocation

April 12, Friday

Graduation Application Deadline for SUMMER 2013 AND FALL 2013

April 30, Tuesday

- Last Class Day for Spring Semester
- **Last Day to Withdraw from the University (From All Courses) for Spring 2013 Semester**

May 12, Saturday

Commencement

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References to Periodicals

- *Educational Leadership*
- *Elementary School Journal*
- *Journal of Adolescent & Adult Literacy*
- *Journal of Learning Disabilities*
- *Language Arts*
- *Phi Delta Kappan*
- *Reading Today*
- *The Reading Teacher*

NEWSPAPERS AND WORLD WIDE WEB ADDRESSES

- *Education Weekly* [http: www.edweekly.com](http://www.edweekly.com)
- *Houston Chronicle* <http://www.houstonchronicle.com>
- *The Dallas Morning News* <http://www.DallasNews.com>

- *The New York Times* <http://www.nytimes.com>
- *The Washington Post* <http://www.washingtonpost.com>
- *USA TODAY* <http://www.usatoday.com>

WORLD WIDE WEB ADDRESSES

- American Library Association (ALA) <http://www.ala.org>
- Center for Applied Linguistics (CAL) <http://www.cal.org>
- Family Literacy Foundation <http://www.read2kids.org>
- Florida Center for Reading Research <http://www.fcrr.org>
- International Reading Association (IRA) <http://www.ira.org>
- Istation <http://www.istation.com>
- National Council of Teachers of English (NCTE) <http://www.ncte.org>
- National Institute of Child Health and Human Development <http://www.nichd.nih.gov>
- Reading Online (an electronic journal of IRA) <http://www.readingonline.org>
- Searchlight <http://www.searchlight.uttexas.org>
- Texas Success <http://www.texassuccess.org>
- United States Department of Education <http://www.ed.gov>

Educational Materials from the Vaughn Gross Center for Reading and Language Arts
 The University of Texas at Austin College of Education www.texasreading.org/otra

- Online Teacher Reading Academies –Videos
- First Grade Teacher Reading Academy Professional Development
- First Grade Teacher Reading Academy Part I and Part II

National Institute of Child Health and Human Development. (1999). *Teaching children to read*.
 Rockville, MD: NICHD Clearinghouse.

<mailto:info@texasreading.org> **View DVD Reading First Teacher Education Network** national models on how to teach reading, funded with a 2003 grant from the U.S. Department of Education and the National Council for Accreditation of Teacher Education with Dr. Timothy Shanahan and Dr. Boyce C. Williams www.RFTEN.org.

View DVD Videos (2004) by Professor John McWhorter, Manhattan Institute
 Chantilly, VA: The Teaching Company
 The Story of Human Language, Part 1
 The Story of Human Language, Part 2
 The Story of Human Language, Part 3

View DVD Videos (2008) by Professor John McWhorter, Manhattan Institute
 Chantilly, VA: The Teaching Company.
 Understanding Linguistics: The Science of Language, Part 1
 Understanding Linguistics: The Science of Language, Part 2
 Understanding Linguistics: The Science of Language, Part 3

UNIVERSITY CLASS ATTENDANCE POLICY

Effective September 1, 1998

Class Attendance

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student's course grade being reduced or in a student's being assigned a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Excused Absences

Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

Unexcused Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor's department head, and finally, to the instructor's dean who must refer the matter to the Chair, Admissions and Academic Standards Committee if it cannot be resolved within the college offering the course.

Absences on Religious Holy Days

In accordance with Texas Education Code, Section 61.003, subdivision (7), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of that notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

17 items to include in Syllabi

1. Child development
2. Reading
3. Learning theories
4. TEKS organization and structure
5. TEKS (content area if applicable)
6. State assessment of students
7. Lesson planning
8. Classroom assessment (students)
9. Diagnosing learning needs
10. Classroom management
11. Developing a positive learning environment
12. Parent Conferences
13. Communication Skills
14. Instructional Technology
15. Pedagogy/Instructional strategies
16. Differentiated Instruction
17. Texas Code of Ethics