I.

Literacy Development in the Upper Elementary Grades
RDG352
Texas A&M University-Texarkana

Tuesday, 3:15-7:00 & Web Enhanced
University Center, Room _________
Instructor: LeeAnn Hampton
Email: hamptonl@txkisd.net
Cell: 870-904-2107
Course Number RDG352.001
Course Title Literacy Development in the Upper Elementary Grades
Credits 3SCH

Course Description
This course will address research, strategies, and materials related to literacy development in the upper elementary grades in the areas of reading comprehension, research and inquiry, written communication, viewing and representing as related to meaning construction. The targeted grade levels for this course are third through sixth grades.

Student Learner Outcomes
- Students will apply knowledge of comprehension strategies and vocabulary instruction by designing, planning and performing eight comprehensive tutoring modules with 90% accuracy, as evaluated by a checklist provided by the instructor at the beginning of the course.
- Students will examine Research and Inquiry skills outlined in Texas Essential Knowledge and Skills by developing a research unit based on 3-6 grade science and social studies TEKS with 90% accuracy, as evaluated by a checklist provided by the instructor at the beginning of the course.
- Students will compare and contrast print literacy versus media literacy by reading a classic children’s novel, watching the film version, then writing a written report detailing similarities and differences, how media influences comprehension, and how the author’s message was conveyed through each version with 90% accuracy, as evaluated by a checklist provided by the instructor at the beginning of the course.
- Students will identify and evaluate various approaches to TAKS preparation, the use of informational text for literacy instruction, challenges of the ELL student in the upper elementary grades, and literacy instruction in the content areas through in class and Web-based discussions and activities with 90% accuracy, as evaluated by criteria provided by the instructor as each activity is assigned.

Professional Behavior Outcomes
The following "Professional Behavioral Outcomes" are infused throughout the course. Students will demonstrate ...
1. appropriate attendance and promptness.
2. ability to meet deadlines.
3. positive, open attitude toward learning.
4. ability to utilize constructive feedback.
5. appropriate organizational skills.
6. appropriate collaboration skills.
7. emerging presentation skills.
8. growth as a reflective practitioner.
9. respectful attitude towards instructor and other students.
10. appropriate grammar, articulation and speech patterns.

Resources
Required Texts:
ISBN 9781571104816
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ISBN 9780131707498

Additional Resources:
- http://www.tea.state.tx.us
- www.texasreadsource.org
- www.childrenslearninginstitute.org
- http://iris.peabody.vanderbilt.edu
- www.fcrr.org

**Technology Integration**
Instructor will
- support instruction using a classroom presentation system.
- present material using PowerPoint presentations.
- utilize Web sites for current and supplemental information.
- conduct learning activities through Blackboard.

Students will
- use electronic resources to locate education research literature.
- employ Web resources to format and submit papers.
- construct assignments in a variety of environments including word processing, spreadsheet, and slide show.
- complete course activities through Blackboard.

**Methods of Instruction**
lectures, large and small group discussions, individual projects, independent study, guest practitioners, cooperative learning, video clips and reflection.

**Course Requirements**
• **Attendance**

Participants are expected to attend each class session. If missing a class is unavoidable, you are responsible for notifying the instructor (preferably in advance), for checking with class colleagues for notes, and for completing any missed assignments before the start of the next class. Participants are expected to be prompt to class.

• **Class Participation**

The completion of assignments, readings, and participation in classroom discussions and group work are routine expectations. Participation includes frequently volunteering for class and group discussions, practice effective listening skills while others are talking, and being tolerant of others ideas and opinions.

• **Academic Honesty**
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Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaborations, falsification of research data, plagiarism, and copying or undocumented use of materials from any source constitute academic dishonesty, and may be grounds for a grade of “F” in the course and/or disciplinary action. The student is responsible for reading and understanding the University Policy on Academic Integrity.

Assignments/Field-Based Activities

1. Tutoring Project:
Each student will be required to perform 8 designated tutoring modules. Each module may consist of 1-2 sessions. Each tutoring session will be designed and delivered by the student as various comprehension strategies are explored. Detailed lesson plans, student artifacts, and a 2 page reflection will be required for each module performed. Accommodations for English Language Learners must be included.
   Tutoring Modules:
   1. Monitoring Comprehension
   2. Background Knowledge/Making Connections
   3. Question Generation
   4. Visualizing/Inferring
   5. Vocabulary
   6. Summarization/Synthesis
   7. TAKS Objectives
   8. Content Area / Textbook Navigation

2. Content Area Research Unit Project
Based on study and inquiry skills outline in Texas Essential Knowledge and Skills for children in 3-6th grades, students in this course will design a research project unit to be carried out over a 2 week period. Students will be assigned a grade level and a content area and be required to plan developmentally appropriate research and inquiry activities for the assigned topic and grade. Units must include a list of materials and resources and at least 5 lesson detailed plans which include modification plans for special needs students and ELLs.

3. Text vs. Media Project
Each student will read a well-known children’s novel (reading levels 3-6) about which a movie has been made. Students will compare and contrast the two pieces in a narrative report. Students will address 1) how media influences meaning; 2) the decisions made by directors/editors of the film in order to create the film version; and 3) steps producers took to ensure the author’s message was conveyed through the film version. Students will then use current visual image makers (technology) to represent the content of their reports and present these images to classmates.

4. Web-based Activities
Students will complete Web-based modules highlighting the strategies presented in the textbook. Students will complete the activities in an electronic environment according to instructions provided by the instructor.

5. Exams
Three exams will be administered to evaluate the concepts presented in the course. The exams will be comprehensive evaluations of all material covered in the course.

### Assignment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Tutoring Project</td>
<td>150</td>
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<tr>
<td>Content Area Research Unit</td>
<td>60</td>
</tr>
<tr>
<td>Text vs. Media Project</td>
<td>40</td>
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<tr>
<td>Web-based and Class Activities</td>
<td>60</td>
</tr>
<tr>
<td>Exams</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>610</strong></td>
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### Methods of Evaluation:

Student learner outcomes will be measured by class assignments, projects, presentations, online discussions and exams. Criteria for mastery are indicated within the description of each course requirement. All projects must be completed to receive a grade in this class.

### Grading Scale

- Tutoring Project: 150 = 25%
- Research Unit Project 60 = 10%
- Text vs. Media Project 40 = 5%
- Web-based Activities 60 = 10%
- 3 Exams at 100 pts. Each 300 = 50%

**Total Points Possible 610 = 100%

<table>
<thead>
<tr>
<th>Grading</th>
<th>Grade</th>
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<tbody>
<tr>
<td>549-610</td>
<td>A</td>
</tr>
<tr>
<td>488-548</td>
<td>B</td>
</tr>
<tr>
<td>427-487</td>
<td>C</td>
</tr>
<tr>
<td>366-426</td>
<td>D</td>
</tr>
<tr>
<td>435 and below</td>
<td>F</td>
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### Week Date Topics

1. **FTF June 7, 2011**
   - Introduction, Course Syllabus and Overview, Foundations of Reading and Comprehension, Conditions for Learning
   - Foundations of Reading and Comprehension, Conditions for Learning

2. **FTF June 14**
   - ARC Cycle, Integrating English Language Proficiency, Comprehension Skills, Scaffolding Learning, Fluency
   - Exam #1
   - Text vs. Media Project Due

3. **FTF June 21**
   - Comprehension Skills, Fluency, Scaffolding Learning, Accommodations for Students with Special Needs
   - Exam #2
   - Week 3 Web-based activities

4. **FTF June 28**
   - Narrative and Expository Text Structures, Vocabulary
   - Tutoring Project Due

5. **FTF July 5**
   - Formative and Summative Assessments, Content Area Research Units Due and Presented
   - Exam #3

### Week 2 Web-based activities

- ARC Cycle, Integrating English Language Proficiency, Comprehension Skills, Scaffolding Learning, Fluency

- Exam #1

- Text vs. Media Project Due
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Students are required to read corresponding chapters in the text prior to each class meeting. The professor reserves the right to make changes to the course syllabus and will notify students accordingly.

Disability Assistance: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by contacting Carl Greig, University Center ______ or by calling 903.223.3062.

E-Mail Address Statement: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

TEExES Educator Frameworks for EC-6
ELAR Educator Standards:
IV. Literacy Development and Practice (4.7, 4.8)
VII. Reading Comprehension (7.2-7.24)
VIII. Written Communication (8.6)
XI. Research and Inquiry (11.1-11.4)
XII. Viewing and Representing (12.1-12.8)

PPR Standards:
Domain I
Competency 1: Human Development
Competency 2: Diversity
Competency 3: Designing Effective Instruction
Domain II
Competency 5: Safe and Productive Environment
Domain III
Competency 8: Active Engagement
Competency 9: Technology
Competency 10: Assessment and Feedback

Texas Essential Knowledge and Skills (TEKS)
TEKS 3-6 for Taglines: Phonics, Vocabulary Development, Comprehension of Literary Text, Comprehension of Informational Text, Media Literacy, Research- Organizing and Presenting Ideas, Figure 19

English Language Proficiency Standards (ELPS)
ESL Educator Standards:
III. Processes of first- and second-language acquisition (3.3;3.5.)
IV. ESL teaching methods to plan and implement effective, developmentally appropriate ESL instruction. (4.1;4.3)

ELPS:

Texas Assessment of Knowledge and Skills (TAKS)
Reading TAKS Objectives for 3-6 Grades- ALL
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STUDENT TECHNICAL ASSISTANCE:
• Solutions to common problems and FAQs for your web-enhanced and online courses are found at this link:
  http://www.tamut.edu/webcourses/index?pageid=37
• If you cannot find your resolution there, you can send in a support request detailing your specific problem here:
  http://www.tamut.edu/webcourses/gethelp2.php
• Blackboard Help Desk contacts:
  Office Hours are: Monday-Friday, 8 am - 5 pm
  Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
  Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
  Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

NOTES and REMINDERS:
• Text vs. Media Project Book: ________________________________

• Content Area Research partner: ____________________________