Course Change Request

Date Submitted: 01/30/18 10:20 pm

Viewing: RDNG 620: Literacy and Language

Last edit: 02/01/18 2:09 pm

Changes proposed by: ambyrios

Catalog Pages referencing this course

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
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<td>9798628122</td>
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</tbody>
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Rationale for Course

Edit

- The proposed changes are for accreditation purposes.
- Other
  - The proposed changes are part of a routine curriculum review.

Explain other rationale

Update for distance education equivalency.

Course prefix | RDNG | Course number | 620
Department     | Teaching, Learning & Culture
College/School | Education & Human Development
Academic Level | Graduate
Academic Level (alternate) | Undergraduate
Effective term | 2018-2019
Complete Course Title | Literacy and Language
Abbreviated Course Title | LITERACY & LANGUAGE

Catalog course description

Orthography of different languages and its relation to literacy acquisition and failure to acquire basic literacy skills. This is a seminar course in reading, language arts, bilingual education, psychology, linguistics, and related fields.

Prerequisites and Restrictions

Concurrent Enrollment | No
Should catalog prerequisites / concurrent enrollment be enforced? | No

In Workflow

1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 01/31/18 9:49 am
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 02/01/18 2:10 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/01/18 3:27 pm
   Melanie Robideau (mrobidew): Approved for ED Committee Preparer GR
4. 02/13/18 3:43 pm
   Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/13/18 3:46 pm
   Beverly Irby (irbyb): Approved for ED College Dean GR
6. 02/16/18 12:56 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:19 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
|Crosslistings| No| Crosslisted With| |
|Stacked| No| Stacked with| |
|Semester| 3| Contact Hour(s)| Lecture: 3 | Lab: 0 | Other: 0 | Total: 3 |
|Credit| 3| (per week):| |
|Hour(s)| | |
|Repeatable for credit?| No| |
|Three-peat?| No| |
|CIP/Fund Code| 1313150004| |
|Default Grade Mode| Letter Grade(G)| |
|Alternate Grade Modes| Satisfactory/Unsatisfactory| |
|Method of instruction| Lecture| |
|Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)| Yes| |

**Learning Outcomes**

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are met through the assignments, assessments, readings, and class lectures/activities, as indicated on the syllabus.

**Hours**

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

The number of hours of student work required each week is listed on the syllabus in the weekly schedule/calendar.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

Is 100% of this course going to be taught in Texas?

Yes

Will classroom space be needed for this course?

No

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

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**Course Syllabus**

Syllabus: Upload syllabus

https://nextcatalog.tamu.edu/courseleaf/approve/
Upload syllabus: RDNG 620 Fall 2017 Syll [Joshi] (9 hours).docx

Letters of support or other documentation: No

Additional information: 

Reviewer Comments: 

Reported to state: No
Texas A & M University  
College of Education  
Dept. of Teaching, Learning, and Culture  
RDNG 620: Literacy and Language  

Fall 2017

Instructor: R. Malatesha Joshi, Ph.D.  
E-Mail Address: MJOSHI@TAMU.EDU  
Office Address: 204, Harrington  
Office hours: by appointment

College of Education Vision: We are a community of learners engaged in multiple forms of scholarship to create a just and literate society.

College of Education Priority: Our strategic intent in 2020 will be to assist all citizens to lead productive and fulfilling lives and to participate fully in a just democracy as highly literate, effective, and physically and mentally healthy individuals.

Course Description

The main content of the course is to examine the nature of orthography of different languages and its relation to literacy acquisition and failure to acquire the basic literacy skills. The prerequisite for the class is graduate classification.


Course Objectives

After the successful completion of the course, each student is expected to be able to apply the knowledge to understand:

a. the relationship of phonemic, morphemic, semantic, and syntactic systems of language to the acquisition of literacy;

b. the basic concepts about various writing systems such as: Alphabetic writing (English and Spanish); Morphemic writing (Chinese); Syllabic Writing (Japanese Kana and Korean Hangul); Consonantal writing (Arabic and Hebrew) and Alphabetic-syllabic system (East Asian languages like Kannada, Tamil, etc.)

c. the relationship between orthographies and the ease of literacy acquisition; and

d. the influence of first language (L1) script on the literacy acquisition in a second language (L2).
Some of the questions that we will try to answer during this course are:

1. What are the roles and interaction of decoding and comprehension skills in fluent reading?
2. According to Seymour et al., ‘The establishment of an effective sight vocabulary and decoding needs about 2 years of reading experience in English as against 1- year in many European languages’. Then, is it easier to become literate in some languages than other languages? If so, why?
3. How difficult (or easy) it is to become literate in a second language? Similarly, if one has problem in acquiring literacy skills in first language, would that problem transfer to the second language also?
4. Do Chinese children perceive a word differently than English-speaking children? (In Chinese, each character or morpheme (syllable) takes the same amount of space while in English it does not, as in cat vs. caterpillar)

毛尔特 究西
R. Malatesha Joshi
5. English orthography is sometimes (albeit wrongly) referred to as irregular, chaotic, ... .Is that the reason for high incidence of reading problems? If English orthography is made regular (even if it is possible), then would we have fewer children with reading problems? Lessons from other regular orthographies.
6. What is the role of dialect in literacy acquisition?
7. Why is the ‘National Spelling Bee’ generally won by ‘first generation Americans’? (During the last 14 years, eleven of the winners are of Indian origin).
8. Arabic orthography: What kind of difficulties native Arabic readers face while learning English because of differences in directionality, absence of vowels and position of letters?

We shall also discuss other questions that pertain to the relationship of language to literacy as they arise.

Class Format: I shall be (mostly) available on Monday through Friday for a couple of hours preferably in the mornings to post the notes, discussion, and class-related work. I may access eCampus other times also. This is mainly to let you know that I don’t wish to be on-line for 24 hours a day.

Requirements and Grade Determination

Grades will be determined by the following criteria:

Although it is important to complete all assignments accurately and pass all examinations, the quality of the work is the most important factor. The student should make every possible effort to complete the assignments at the scheduled time. It will be necessary to discuss any exceptions to this policy, should they occur, with the instructor. All your assignments should be original and prepared during the current semester. Please do not ask for incompletes, make-ups, etc.
A. CLASS DISCUSSION/PARTICIPATION: (65 points)

a. You must comment, actively participate, and post discussion based on your readings in the textbook and class lectures. Actually, we will have two deadlines for each readings. I would like to have the readings posted by 9 am on Mondays and will be open till Friday 5 pm for discussions. It may sound confusing but I know you will do just fine as I have followed the pattern for the past few years. You need to post the summaries of assignments by Monday 9 am on Sept. 4 (remember, TAMU does not close on Labor Day), 11, 18, 25, Oct. 2, 9, and 23. Your discussions are due by Fridays, 5 pm on September 8, 15, 22, 29, October 6, 13, and 28. I would recommend having substantive discussions rather than statements like ‘I like the idea’ or ‘I did not know the complexity of the orthography, etc.’ (Total 21 points; approximately 3 points for each session)

b. There will be 16 presentations in the class (based on the number of students in the class). You must actively participate and comment constructively on a minimum of 13 presentations. (39 points)

B. PRESENTATION: In this assignment, you will prepare a presentation to the class on a topic related to literacy and language. Select a topic listed at the end of the syllabus. If you select a language, then briefly summarize the nature of its orthography and how it affects literacy development. You can summarize the highlights from the chapter in the book and then select at least eight articles from peer-reviewed journals (you may want to refer to Web of Knowledge to select recent articles on the topic. First go to Texas A & M website; click on Libraries; enter your userid and password; go to Web of Science/Web of Knowledge; type the topic (or the author’s name if you know); select from the last 5-7 years; check Social Science Citation Index at the bottom; and then search). Your presentation should be similar to how I send my presentation: a powerpoint accompanied by notes. However, in the past, some students have been very creative and have presented through Youtube, Prezi, etc. When I checked the class roster, 16 students have registered for the class. I like to schedule about 4 students per day to post their powerpoint and notes, which would last for about 4 weeks. Selection of the topic is mainly first come first served, however, there may be some exceptions based on the need, etc. You must post your notes and presentation by Monday 9 am of the week of presentation and will be open till Friday 5 pm of that week for discussion. Please upload your presentation only on the Monday of the week of your assigned presentation. If you upload before your scheduled dates, then, we may end up with more than three presentations which may not give enough time for discussion. Even though, I have listed September 15th to send me the topic of your presentation, earlier the better. The topic must be approved in advance by the instructor so that two students don’t end up with the same topic and content; also, if I know the topic in advance, I might be able to offer suggestions about references. Title due by Sept. 15th, 5 pm. Presentation dates are Oct. 23, Oct. 30, Nov. 6, & Nov. 13. (25 points)
The topic must be approved in advance by the instructor.

C. TERM PAPER: The paper should synthesize current research on a topic relating to literacy and should be of approximately 20 double-spaced typed pages in APA format with at least 15 references. At least 10 references must be from recent articles from peer-reviewed journals. A word of caution: Please don’t plagiarize (that is copying and pasting others’ works). If you
copy a whole paragraph and give the authors’ names, it is still considered plagiarism. Synthesize the information and write in your own words. It is alright to borrow ideas but not words!! Also, peruse the university regulations on page 6. The topic must be approved in advance by the instructor. (Due Nov. 27) (25 points)

D. EXAMS Mainly short answer questions based on the topics discussed. (Oct. 9-13, & Dec. 8-12) (90 points)

Final grades are due by Dec. 14th; so, please don’t ask for extensions, etc.

Grading scale will be as follows: A = 90-100% (180-200 points); B = 80-89% (160-179 points); C = 70-79% (140-159 points); D = 60-69% (120-139 points)

Bibliography


Further, students should familiarize themselves with current topics by reading the following journals regularly throughout the semester:

Reading and Writing: An Interdisciplinary Journal  
Applied Psycholinguistics  
Journal of Psycholinguistic Research  
Cognition  
Scientific Studies of Reading

**Accommodation for students**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services, Cain Hall, or call 845-1637. For additional information visit http://disability.tamu.edu.

**Academic Integrity Statement and Policy**

The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.” For specific information about plagiarism consult the “Academic Misconduct” section of the Texas A&M Student Rules: http://student-rules.tamu.edu and Please refer to the Honor Council Rules and Procedures on the web: http://aggiehonor.tamu.edu

**Academic Integrity Statement:**

“An Aggie does not lie, cheat or steal or tolerate those who do.”

**Outline for Presentation:**

a. Clear explanation and definition of terms and materials
b. Use research to clearly outline the pros/cons; compare and contrast the topic
c. Clearly summarize and interpret the research materials with reference to specific articles/authors
d. Application to teaching and research clearly discussed (used different resources that are recently published)
e. CONCLUSION: clearly summarize the presentation

**QUESTIONS & ANSWERS: VISUAL AIDS**

**REFERENCES: (APA format and Cited):** You may be interested in checking the following websites

http://owl.english.purdue.edu/owl/resource/560/01/
http://flash1r.apa.org/apastyle/basics/index.htm
Tentative class schedule:

Course Organization and Outline (Very Tentative)

In addition to the reading assignments, I shall be posting weekly lecture notes through powerpoints and word document related to the course content.

Please don’t be scared with the size of the book and the reading assignments; I have been teaching this class for more than 10 years and students have enjoyed it and have learned from it. Even though, you will be reading the chapters and discussing them, I shall be sending the powerpoint notes; the intention of asking you to read ahead is to keep you active and know beforehand what I shall be presenting. I think you will enjoy this class; previous students have.

According to the Southern Association of Colleges and Schools (SACS), of which Texas A & M is a member, requires for every 3 credit hours, students must have an additional 6 hours of work related to the class such as discussions, readings, working on the presentations and the term papers, etc. I have listed them accordingly.

Week #1 (Aug. 28-Sept. 1)
Please read the syllabus and introduce yourself to the class, with your name, your class standing (1st year, 2nd year, . . . ), your major, when you plan to graduate, reading related courses taken, and number of years of teaching as well as subjects taught.
Read Bilingualism as a protection against the onset of dementia and Bilingualism delays age at onset of dementia and post your comments on the discussion by Sept. 4th, 9 am (This may be Labor Day Holiday for the rest of the country but we labor here at A & M)
Discussions Sept 5-9 (5 pm).
Outside readings + discussion + searching for a topic for presentation= 9 hours

Week #2 (Sept. 4-8): Definition of Terms, Importance of literacy in the society; Factors affecting literacy acquisition, Nature of orthography in different writing systems
Powerpoint #1
Assignment: Read Chapters 27, & 28 and post your summaries by Sept. 18th, 9 am; Discussions Sept. 11-15 (5 pm)
Outside readings + discussion + searching for a topic for presentation= 9 hours

Week #3 (Sept. 11-15). Theoretical framework for beginning reading in different orthographies
Chaps, 27 & 28; powerpoint #2
Assignment: Read Chapters 29 & 31 and post your summaries by Sept. 18th, 9 am; Discussions Sept. 18-22
Title of the presentation due by Sept. 15th, 5 pm
Outside readings + discussion + preparing for presentation + working on term paper= 9 hours
Week #4 (Sept. 18-22)  Powerpoint #3
Assignment: Read Chaps. 32 & 35 and post your summaries by Sept. 25th, 9 am
Discussions Sept. 25-29 (5 pm)

Outside readings + discussion + preparing for presentation + working on term paper = 9 hours

Week #5 (Sept. 25-29) Powerpoint #4
Assignment: Read Chaps. 36 & 37 and post your summaries by Oct. 2nd, 9 am
Discussions Oct. 2-6 (5 pm)

Outside readings + discussion + preparing for presentation + working on term paper + studying for midterm exam = 9 hours

Week #6 (Oct. 2-6) Powerpoint #5 Review for the Mid-term Exam
Assignment: Read chapters 38 & 39, and post your summaries by Oct. 9th, 9 am

Outside readings + discussion + preparing for presentation + working on term paper + studying for midterm exam = 9 hours

Week #7: Oct. 9-13 Midterm exam

Week #8: (Oct. 16-20) Orthography, bilingualism and reading problems; Powerpoint #6

Outside readings + discussion + preparing for presentation + working on term paper = 9 hours

Please post your comments by Oct. 23th 9 am
Preparation for presentation. I shall provide an outline of an orthography (that has not been selected by students to model a typical outline of a presentation)
Discussions Oct. 23-27 (5 pm)

Weeks #9, #10, #11, & #12 (Oct. 23, 30, Nov. 6, & 13) Presentations and discussions. Please upload your presentations by Monday 9 am of the week you are scheduled to present. Please upload your presentation only on the Monday of the week of your assigned presentation. If you upload before your scheduled dates, then, we may end up with more than 3 presentations which may not give enough time for discussion.

Discussion + preparing for presentation + working on term paper = 9 hours

Week #13: (Nov. 27-Dec. 1) Orthography, bilingualism and reading problems
Term paper due Nov. 27th
Discussion + working on term paper + preparing for final exam = 9 hours

Weeks 14: (Dec. 4-7) Topics not covered previously, such as dialect and literacy acquisition; brain-mapping studies; research directions; and review for the final exam
Discussion + preparing for final exam = 9 hours

Final Exam due December 8-12 (Final grades are due by Dec. 14th; so, please don’t ask for extensions, etc.)

RDNG 620: Suggested topics for class presentations
You can select one language and describe:

a. Characteristics of its orthography – phonemes, graphemes and the special features;
b. how is literacy acquired – age and type of instruction
c. incidence of reading problems (not through CIA factbook); and
d. Research studies (at least 8 from recent refereed journal articles)

1. Spanish
2. Arabic
3. Hebrew
4. Chinese – Hong Kong, Taiwan, and Mainland China
5. Japanese
6. Korean
7. German
8. Czech
9. Italian
10. French
11. Russian

12. Greek

13. Portuguese

14. Persian

15. Other orthographies: Norwegian; Thai, Vietnamese... any other orthographies of your interest: please let me know.