I. COURSE DESCRIPTION
The emphasis is on instructional approaches supported by current theory and research and supervised implementation in a school setting. Attention is given to word study, comprehension, critical reading and reasoning, and reading-writing connections. Prerequisites: READ 3320, READ 3351, and READ 4380. This course must be taken concurrently with READ 4394.

II. RATIONALE
This course is designed to prepare undergraduate students to teach reading well. This course will provide undergraduate preservice teachers an opportunity to analyze and synthesize information regarding the teaching of reading in grades EC-6.

III. STATE ADOPTED PROFICIENCIES
A. The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. The teacher creates a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. The teacher responds appropriately to diverse groups of learners.
D. The teacher, as a reflective practitioner dedicated to all students’ success demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES COMPETENCIES (Domain I English Language Arts and Reading)
A. Competency 001 (Oral Language)
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides children with varied opportunities to develop listening and speaking skills.
B. Competency 002 (Phonological and Phonemic Awareness)
The teacher understands phonological and phonemic awareness and employs a variety of approaches to help children develop phonological and phonemic awareness.
C. Competency 003 (Alphabetic Principle)
The teacher understands the importance of the alphabetic principle for reading English and provides instruction that helps children understand the relationship between printed words and spoken language.
D. Competency 004 (Literacy Developmental)
The teacher understands that literacy develops over time, progressing from emergent to proficient stages, and uses a variety of approaches to support the development of children’s literacy.
E. Competency 005 (Word Analysis and Decoding)
The teacher understands the importance of word analysis and decoding for reading and provides many opportunities for children to improve their word-analysis and decoding abilities.
F. **Competency 006 (Reading Fluency)**
The teacher understands the importance of fluency for reading comprehension and provides many opportunities for children to improve their reading fluency.

G. **Competency 007 (Reading Comprehension)**
The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

H. **Competency 008 (Research and Comprehension Skills in the Content Area)**
The teacher understands the importance of research and comprehension skills to children’s academic success and provides children with instruction that promotes their acquisition and effective use of these skills in the content areas.

I. **Competency 009 (Writing Conventions)**
The teacher understands the conventions of writing in English and provides instruction that helps children develop proficiency in using writing conventions.

J. **Competency 010 (Development of Written Communication)**
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes children’s competencies in written communication.

K. **Competency 011 (Assessment of Development Literacy)**
Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.

L. **Additional Standards from International Reading Association.** Every teacher education program should ensure that its students know:
   1. Foundational Knowledge and Dispositions
   2. Instructional Strategies and Curriculum Materials
   3. Assessment, Diagnosis, and Evaluation
   4. Create a Literate Environment
   5. Professional Development

V. **COURSE OBJECTIVES AND OUTCOMES**
This course is designed to enable students to:
   - Review and apply current theory and research with regard to teaching reading as identified by the TExES competencies.
   - Review and apply current knowledge on comprehension and motivation.
   - Review the literature on effective reading practices for home-school connections.
   - Review the literature on creating an effective literary classroom environment.
   - Participate in The Author’s Chair
   - Develop a work ethic with regard to attendance, punctuality, and professionalism.

VI. **COURSE TOPICS**
The major topics to be considered are:
   - Theories concerning Reading and Language Arts
   - Components of Reading Instruction
   - Content Area Reading
   - Readers’ and Writers’ Workshop
   - Assessment and Instruction
   - Differentiated Instruction
VII. **INSTRUCTIONAL METHODS AND ACTIVITIES**

The class will consist of field-work, lecture, video, internet demonstrations, read-alouds, small group work, outside reading, class discussions, and library work.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>% of Grade</th>
<th>Details</th>
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<tbody>
<tr>
<td>Review and apply current theory and research with regard to teaching reading as identified by the TExES competencies.</td>
<td>Find one article that explains and supports each of the 11 components of the English Language Arts and Reading for EC-6. Read and summarize each article independently. Articles can be found by the group; but each student must read and summarize each article independently.</td>
<td>20%</td>
<td>Maximum length of each summary is one page. Each page must have the APA citation of the article read at the top of the page. Use Times New Roman font, 12pt. and double space. Eleven pages are due 03/26.</td>
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<tr>
<td>Review and apply current knowledge on comprehension and motivation.</td>
<td>Read the two textbooks for this class on comprehension and motivation. Come to class prepared to share a chapter or two in an oral presentation that outlines important information. Individually, write a one-page summary of highlights of each chapter and add a professional response to those highlights.</td>
<td>20%</td>
<td>Due week 4-9. Each student is asked to choose a chapter and present to class the information and professional response. One-page summaries of highlights and professional response to those highlights are due on 04/02.</td>
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<tr>
<td>Review the literature on effective reading practices for home-school connections.</td>
<td>Each student will find an article that outlines the benefits of home-school connections and will create a letter to parents that will be shared with the class.</td>
<td>20%</td>
<td>Due 4/09. Bring copies of your letter so that each member of the class has a copy.</td>
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<tr>
<td>Review the literature on creating an effective literary classroom environment.</td>
<td>Each student will find and read articles (min. of 3) on the importance of the physical arrangement of the classroom environment on reading achievement and will map out and share with the class the ideal literacy classroom.</td>
<td>20%</td>
<td>Due 2/06. Bring copies of your ideal classroom so that each member of the class has a copy along with the APA format of the articles read for the assignment.</td>
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“The Author’s Chair is where the reader sits.” (Graves & Hansen, 1983, p. 176.)

Each student will sit in the Author’s Chair and will read to the class and discuss the author of their reading.

Develop a work ethic with regard to attendance, punctuality, and professionalism.

Professional attire, punctuality, presence, and participation are the expectations.

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<td>10%</td>
</tr>
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<td>Every student will sit in The Author’s Chair and read an excerpt from a published book, or article that means something to the student or even read something the student has written. Plan on 10 minutes to read the book and discuss its importance to you. (4/30)</td>
<td>Attendance sign in sheet will be kept every class. Absences that are excused or unexcused will result in a required final exam.</td>
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### VIII. EVALUATION AND GRADE ASSIGNMENT

A=Excellent!! All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is 100% professional in content and appearance.

B=Good! All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is complete in content and appearance.

C=Average. The work is complete. The work contains all required parts, but lacks polish.

D=Passing. The work is adequate in details, efforts, professionalism, or completeness.

F=Failing. The work is inadequate or incomplete.

90%-100% = A
80%-89% = B
70%-79% = C
60%-69% = D
59% and below = F
IX. COURSE SCHEDULE AND POLICIES

A. Tentative Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS FOR DISCUSSION</th>
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<tr>
<td>1/16</td>
<td>MARTIN LUTHER KING JR. HOLIDAY</td>
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| 1/23  | Introductions and syllabus review  
Essential Readings on Comprehension—Introduction  
Essential Readings on Motivation—Introduction |
| 1/30  | Planning and Grouping for TExES Articles  
Sign up for oral chapter presentations  
Video Discussions |
| 2/6   | Comprehension: oral chapter presentations  
Effective Classroom Map Due |
| 2/13  | Comprehension: oral chapter presentations |
| 2/20  | Comprehension: oral chapter presentations |
| 2/27  | Motivation: oral chapter presentations  
Home Connections Letter Due |
| 3/5   | Motivation: oral chapter presentations |
| 3/12  | SPRING BREAK WEEK |
| 3/19  | Motivation: oral chapter presentations  
Demonstration of The Author’s Chair |
| 3/26  | 11 Article Summaries Due  
Discussion |
| 4/2   | Chapter Summaries Due  
Discussion |
| 4/9   | Home—School Connections Letter Due  
Discussion |
| 4/16  | Demonstration of the Author’s Chair |
| 4/23  | Group share of effective reading practices from READ 4394  
Last Monday at Windsor Park Elementary |
| 4/30  | Class in ECDC 239 for The Author’s Chair.  
Reflection journal due from READ 4394. |
| 5/9   | Final Exam 8:00 a.m. – 10:30 a.m.  
ECDC 239 (no final for those with perfect attendance) |
B. Class Policies

Extra Credit:
PROFESSIONAL MEMBERSHIP
Student Reading Council: Join, attend all three meetings for the semester and participate in community service projects.
$10.00 annual membership fee

Tentative Schedule for SRC Meetings:
- January 28th: Vocabulary & Science? Oh Yes! (Vani Jaladanki & Bethany Tipton) In UC 320 at 1:00pm.
- February 18th: Get Grant Money for Your Classroom (TBA) In UC 320 at 1:00pm.
- March 24th: Annual Literacy Award Luncheon 1:00pm.
- April 21st: Book Drive Collection/Officer Installation/Planning Session for upcoming year in UC 320 at 1:00pm.

Assignments: All papers must be word-processed, double-spaced, and spell-checked. Cite references where applicable, and follow APA guidelines in doing so.

Late Assignments: All papers and projects should be submitted on the date that they are due, and thus late assignments may not be accepted. Of course, there are some events in life that may cause a delay in work products; this will be taken into consideration on an individual basis.

Electronic Devices: The use of all electronic devices is not allowed during class time. All phones are to be turned off. Students are not to text or receive text messages during class time. Computers are allowed only for academic purposes. Students who use computers to text, surf the Internet, check email, etc. will be asked to turn off their computers.

Grading Policy: The evaluation and grading of coursework is taken very seriously. In order to provide constructive feedback, papers are read more than once and written comments are included before a grade is assigned. It may take a little longer to read and return your work.

GROUND RULES FOR DISCUSSIONS AND ASSIGNMENTS:
1. Statement of Civility: Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the university, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful, and courteous to all people regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated. [http://sga.tamucc.edu/elections.html](http://sga.tamucc.edu/elections.html)

2. Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) [http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic_Honesty](http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic_Honesty)
3. **Americans with Disabilities Act (ADA):** Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University-Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric, disability, etc.), please contact the Disability Services Office (located in Driftwood 101) at 825-5816. [http://disabilityservices.tamucc.edu/disability-services-brochure.php](http://disabilityservices.tamucc.edu/disability-services-brochure.php).

4. **Grade Appeals:** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact Office of Student Affairs.

X. **REQUIRED TEXTBOOKS**

XI. **BIBLIOGRAPHY FOR FURTHER READING**


