I. COURSE DESCRIPTION
This course is the culminating experience for those students working toward a specialization in reading. Students are provided supervised experience in field-based activities, in addition to on-campus activities. Prerequisites: READ 3320, READ 3351, and READ 4380. This course must be taken concurrently with READ 4352.

II. RATIONALE
This course offers direct experience in the schools for those wishing to teach. The course prepares teachers to be effective and innovative teachers of reading and the language arts.

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. To create 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. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. 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:
- Examine a current reading basal and identify each of the TExES competencies.
- Develop and implement lesson plans for reading instruction.
- Reflect on personal teaching and learning experiences.
- Conduct informal reading assessments.
- Utilize reading and writing strategies across the curriculum.
- Select and use a wide variety of children’s literature to use with elementary students.
- Develop a work ethic with regard to attendance, punctuality, and professionalism.

VI. COURSE TOPICS
The major topics to be considered are:
- The role of the teacher in creating a community of readers and writers in an elementary school classroom.
- The steps necessary for creating a classroom of learners who authentically engage in reading and writing for purposeful and meaningful communication.
- The process of assessing the development of readers and writers.
- The goal of creating classrooms where children are allowed and encouraged to construct meaning, to generate ideas, and to shape the kinds of learning that will take place in their classroom.

**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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</thead>
<tbody>
<tr>
<td>Examine a current reading basal and identify each of the TExES competencies.</td>
<td>Write a one-page summary for each of the eleven TExES, describing the ways in which the TExES are included in that basal. If the competency is not covered, simply explain why it isn’t covered.</td>
<td>20%</td>
<td>Due the last day of class—4/25/2012. Use Times New Roman 12pt. font and double-space. This will be the first section of the final notebook.</td>
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<tr>
<td>Develop and implement lesson plans for reading instruction.</td>
<td>You will teach, on your own, four reading lessons using a variety of materials, methods, and strategies all based on the use of children’s literature. Examples: Guided reading activity Language to Literacy Charts Teacher Read Aloud Readers Workshop Writers Workshop Literature Circle Language Experience Approach Readers Theater</td>
<td>20%</td>
<td>These will be scheduled as appropriate and with the guidance of your cooperating teacher whose subject matter you will follow. The lesson plan must be approved before the lesson is taught. A one-page summary of each lesson taught is due on the last day of class (4/25). Include materials, what the lesson accomplished and your thoughts on how it went. This will be the second section of the final notebook.</td>
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<tr>
<td>Reflect on personal teaching and learning experiences.</td>
<td>You will keep a weekly journal, typed in Times New Roman 12pt. font, and double-spaced. Entries must cover at least a page, reflecting on what went well and didn’t, specifically.</td>
<td>20%</td>
<td>This will be turned in Monday, 4/30. You must have a minimum entry for each day you are at the elementary school (twice a week).</td>
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<tr>
<td>Conduct informal reading assessments.</td>
<td>You will assist the cooperating teacher with a variety of informal reading assessments. You will administer or assist with two and will write a summary of how your instruction would be influenced for this student as a result of the assessment, a total of two pages</td>
<td>Because teachers use a variety of ongoing assessments, each cooperating teacher will have a variety of appropriate assessments. The two assessments you choose to report on will be summarized on one page each, for a total of two pages. Section 3 of the final notebook.</td>
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<td>Utilize reading and writing strategies across the curriculum.</td>
<td>Include at least two strategies from the Tompkins textbook in your lesson. Include at least two activities from the Dinah Zike Book.</td>
<td>These activities will be described in your lesson plan section of the final notebook.</td>
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<tr>
<td>Select and use a wide variety of children’s literature to use with elementary students.</td>
<td>You will use at least one selection of children’s literature in each of your four reading lessons.</td>
<td>Identify the literature used in your lesson plans, APA format (included in lesson plan section of the final notebook).</td>
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<tr>
<td>Develop a work ethic with regard to attendance, punctuality, and professionalism.</td>
<td>Professional attire, punctuality, presence, and participation are the expectations.</td>
<td>Attendance sign in sheet will be kept every class.</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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<tbody>
<tr>
<td>1/11</td>
<td>Introductions and syllabus review</td>
</tr>
<tr>
<td>1/18</td>
<td>Dinah Zike Workshop Bring lots of typing paper (any colors), liquid glue, scissors, string</td>
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<td>1/25</td>
<td>Components of Guided Reading activities</td>
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<tr>
<td>2/1</td>
<td>Components of Language Experience Approach</td>
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<tr>
<td>2/8</td>
<td>Orientation at Windsor Park Elementary Components of Readers Workshop</td>
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<tr>
<td>2/15</td>
<td>Components of Writers Workshop</td>
</tr>
<tr>
<td>2/22</td>
<td>Components of Shared Reading Emphasizing Poetry</td>
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<tr>
<td>2/29</td>
<td>Components of Literature Circles</td>
</tr>
<tr>
<td>3/7</td>
<td>Components of Language to Literacy Charts</td>
</tr>
<tr>
<td>3/14</td>
<td>SPRING BREAK WEEK</td>
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<td>3/21</td>
<td>Components of Balanced Literacy</td>
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<tr>
<td>3/28</td>
<td>Components of Integrated Curriculum</td>
</tr>
<tr>
<td>4/4</td>
<td>Components of Teacher Read Alouds</td>
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<tr>
<td>4/11</td>
<td>Assessment—word recognition; comprehension</td>
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<tr>
<td>4/18</td>
<td>Assessment—attitude toward reading</td>
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<tr>
<td>4/25</td>
<td>Last day at Windsor Park Elementary. Final notebook due with 3 sections—Basal Reader, Lessons Plans, Assessments Paper</td>
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<tr>
<td>5/2</td>
<td>READING DAY—NO CLASS</td>
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<tr>
<td>5/9</td>
<td>Final Exam 8:00 a.m.-10:30 a.m. ECDC 239 (no final for those with perfect attendance)</td>
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B. Class Policies

Extra Credit

PROFESSIONAL MEMBERSHIP

Student Reading Council: Join, attend 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
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

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.

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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

X. **REQUIRED TEXTBOOKS**


XI. BIBLIOGRAPHY FOR FURTHER READING


