I. Course Description
READ 5322 - Fundamentals of Elementary Reading Instruction II
This course includes a study of theoretical, research, and pedagogical aspects of the reading-writing connection for grades 4-8 students. There will also be an emphasis on content area reading and study skills as well as the writing process. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the various stages of and approaches to literacy development. Enrollment is limited to graduate students seeking initial certification.

II. Rationale
Educational sectors are increasingly placing emphasis reading education. It serves as a foundation to all subject areas. Course content serves to aid in the development of a teacher’s knowledge of the reading and writing process. Development of particular strategies and techniques is needed to teach children how to read and write in every content area.

III. State Adopted Proficiencies and Competencies
1. 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.

2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. The teacher responds appropriately to diverse groups of learners.

4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. 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

English Language Arts
Competency 001 Oral Language
The teacher understands the importance of oral language, knows the developmental processes of oral
language, and provides a variety of instructional opportunities for students to develop listening and speaking skills.

**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.

**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.

**Competency 004 Literacy Development**
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.

**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.

**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.

**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.

**State Board for Educator Certification (SBEC) Standards**

**Standard I. Oral Language:** Teachers of young children understand the importance of oral language, know the development processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

**Standard II. Phonological and Phonemic Awareness:** Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

**Standard III. Alphabetic Principle:** Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children 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 children 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 children's literacy.

**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and
decoding abilities.

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

**Standard VIII. Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

**Standard IX. Writing Conventions:** Teachers understand how young children use writing conventions and how to help children develop those conventions.

**Standard X. Assessment and Instruction 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.

**International Reading Association Standards**

A. Knowledge and Beliefs about Reading

Theoretical Base
The reading professional will
1.2 understand, respect, and value cultural, linguistic, and ethnic diversity;
1.3 recognize the importance of literacy for personal and social growth;
1.5 perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situations;

2.0 Knowledge Base
The reading professional will
2.6 understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;
2.8 understand the role of Metacognition in reading and writing, and listening and speaking; recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders); understand that goals, instruction and assessment should be aligned

3.0 Individual Differences
The reading professional will:
3.1 recognize how differences among learners influence their literacy development;
3.2 understand, respect, and value cultural, linguistic, and ethnic diversity;
3.4 recognize the importance of creating programs to address the strengths and needs of individual learners;

B. Instruction and Assessment

5.0 Creating a Literacy Environment
The reading professional will be able to:
5.2 use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written
word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth;
5.3 model and discuss reading and writing as valuable, lifelong activities;
5.6 promote the integration of language arts in all content areas;
6.0 Word Identification, Vocabulary, and Spelling
The reading professional will be able to:
6.3 teach students to use context to identify and define unfamiliar words; employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition;
7.0 Comprehension
The reading professional will be able to:
7.1 provide direct instruction and model when and how to use multiple comprehension strategies, including retelling;
7.2 model questioning strategies;
7.3 teach students to connect prior knowledge with new information;
7.4 teach students strategies for monitoring their own comprehension;
7.5 ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links;
8.0 Study Strategies
The reading professional will be able to:
8.1 provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources;
8.2 teach students to vary reading rate according to the purposes and difficulty of the material;
8.3 teach students effective time-management strategies;
8.4 teach students strategies to organize and remember information; teach test-taking strategies;
C. Organizing and Enhancing a Reading Program
16.0 Professionalism
The reading professional will be able to:
16.1 pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities;
16.5 participate in local, state, national, and international professional organizations whose missions is the improvement of literacy;

V. Course Objectives/Learning Outcomes
This course is designed to enable students to:
1. Demonstrate an understanding of the content, curriculum, and pedagogy related to developmental literacy in grades 4-8.
2. Demonstrate an understanding of the characteristics of learners at different developmental levels as they relate to content literacy.
3. Identify and apply literacy strategies related to developmental and academic content areas.
4. Identify a variety of informational texts appropriate for specific content areas.

VI. Course Topics
Phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, balanced literacy, assessment, effective content area teaching, TEKS activity/discussion, TEXES competencies activity/discussion

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; on-line deliveries; video)
B. Clinical Experiences (cooperative groups; student demonstrations or presentations; guided discovery)

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
   1. Traditional Assessment       (210 points)
   2. Performance Assessment      (90 points)

Class Meetings and Requirements
1. There will be eight course meetings on campus. (80 points – attendance and discussion.)
2. The remainder of the class consists of online activities. You must become familiar with all the sections on the READ 5322 Blackboard 8 Homepage. All of the resources and detailed directions for activities are posted under the various sections of the homepage. This syllabus provides only an overview of requirements.

The READ 5322 Homepage sections include:
a. Course Orientation – this section provides an overview of the course expectations
b. Calendar – this section provides the due dates for course requirements.
c. Assignments – this section provides detailed information about the requirements for each assignment and instructions for submitting assignments.
d. Instructional support – this section provides additional reading materials and other support materials.
e. PowerPoints – this section contains .pdf files of the course lectures provided in PowerPoint slides
f. Websites – this section contains links to websites referenced in course assignments
g. Bulletin Board – this section contains the discussion questions required in the course; you will post responses to questions/statements in this area. Mod. 1 through Mod. 4 – these sections contain the instructions for each module.
h. Quizzes – this section contains the two required quizzes for the course.

Course Online Modules
There are four course modules to be completed during the course.

1. Module #1: Literacy Issues — This module addresses issues related to adolescent literacy and national programs and studies. There is a written assignment in this module. (20 points) Refer to Mod. 1 and Assignments sections of the READ 5322 Blackboard 8 homepage.

2. Module #2A and #2B: Text Structure — This module focuses on nonfiction texts and content area textbooks.
There are two written assignments in this module. (40 points). Refer to Mod. 2 and Assignments sections of the READ 5322 Blackboard 8 homepage.

3. Module #3: Vocabulary — This module focuses vocabulary instruction and issues, especially as they related to content area instruction. There is a written assignment in this module. (20 points) Refer to Mod. 3 and Assignments sections of the READ 5322 Blackboard 8 homepage.

4. Module #4: Comprehension – This module focuses on comprehension instruction. There is a written assignment in this module. (20 points) Refer to Mod. 4 and Assignments sections of the READ 5322 Blackboard 8 homepage.

**Discussion Responses**
There are discussion questions posted for each module. Your posts to the discussions must be completed at designated times. (40 points)
Refer to Bulletin Board section on the READ 5322 Blackboard 8 homepage.

**Quizzes**
There are two quizzes that cover the required text readings. (20 points)
Refer to Quizzes section on the READ 5322 Blackboard 8 homepage.

**Book Talk**
You will present a 5-minute book talk to the class. (10 points)
Refer to Assignments section on the READ 5322 Blackboard 8 homepage.

**Final Project**
You will present a PowerPoint presentation of your final project to the class. (50 points)
Refer to Assignments section on the READ 5322 Blackboard 8 homepage.

**NOTE:** All written materials must reflect professional language, including postings on the bulletin board. Texts must be grammatically correct; spelling must be accurate. No IM abbreviations are allowed.

<table>
<thead>
<tr>
<th>Points</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>80</td>
</tr>
<tr>
<td>Course modules</td>
<td>100</td>
</tr>
<tr>
<td>Discussion responses</td>
<td>40</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Book talk</td>
<td>10</td>
</tr>
<tr>
<td>Final report</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>300</td>
</tr>
</tbody>
</table>

**B. Grading Scale**
Letter grades will be determined by the following scale:

- 92% - 100% A
- 84% - 91% B
- 76% - 83% C
- 68% - 75% D
- 67% or less F
*No coursework will be accepted late. In-class points are not available to those who do not attend.

Grades will be assigned according to the professional level of the final submissions.

Note:
Grades will be assigned according to the professional level of the final submissions.
A = Excellent - All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance.
B = Good - All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.
C = Average - The work is complete. The work contains all required parts. The work lacks evidence of time and effort.
D = Passing - The work is not adequate in details, efforts, professionalism, or completeness.
F = Failing - The work is inadequate or incomplete.

IX. Course Schedule and Policies [develop each semester as outlined and attach to syllabus]
A. Tentative course schedule (includes professors name, office, phone, office hours, and class calendar which includes class meeting dates, topics by dates, reading by topic/dates, assignment due dates, and test dates)
B. Class Policies (includes policies related to attendance, late assignments, make-up tests)

Assignments: All assignments should reflect significant consideration and thought.

Late assignments: Late assignments will not be accepted.

Cell Phone/Electronic Device Usage: Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course.

Ground rules for discussions and assignments: As professional educators, you are expected to understand how to conduct yourself with regard to language and behavior in an educational setting, including an online bulletin board. The following guidelines will govern classroom and online discussions:

Respect
Each person has a right to and a responsibility for his/her own feelings, thought and beliefs. When speaking of an occurrence or relating one's experience outside the class, refrain from disclosing identities of those involved. Show courtesy.

Comfort
We should all work together to make a safe, respectful and comfortable atmosphere for associating.
I will not ask you to take any risks in class (such as sharing our own experiences) that I am not willing to make myself. No question is stupid! We all come to the learning situation with different experiences and backgrounds. We all learn at different paces.
Honesty
All work you submit must be your own. If you use someone's words or work other than your own, please use the appropriate citation.

World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Plagiarism is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g. books, magazine, Internet sites), book descriptions/reviews, course work done by previous students (or another current or TAMUCC student). Appropriate citation of resources is required.

Academic Integrity/Plagiarism.
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, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of this course.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 1, 2011 is the last day to drop a class with an automatic grade of “W” this term.

Required methods of scholarly citations: latest edition of APA format

X. Textbook:
The textbook(s) adopted for this course is:


Extra download: English Language Arts and Reading Texas Essential Knowledge and Skills for K-12 (TEKS). Available at:

Website: Some aspects of the course will be completed in Blackboard 8: https://iol.tamucc.edu/Annenberg Media – www.learner.org
XI. Bibliography:


XII. 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 Web site 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.

XIII. Disabilities Accommodations*

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 call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
# Module #1: Review and Reflection Rubric

<table>
<thead>
<tr>
<th>Module components and characteristics</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading First principles are identified and discussed.</td>
<td>3</td>
</tr>
<tr>
<td>2. Program Profile selected is of appropriate length and focus.</td>
<td>2</td>
</tr>
<tr>
<td>3. Paper draws clear relationships between Reading First and selected reading program.</td>
<td>7</td>
</tr>
<tr>
<td>4. Paper identifies Reading First principles not addressed by the selected program.</td>
<td>3</td>
</tr>
<tr>
<td>5. Writing is well-organized and has appropriate professional voice.</td>
<td>3</td>
</tr>
<tr>
<td>6. Paper is appropriate length, double-spaced, and spell- and grammar-checked.</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL** 20

# Module #2A: Textbook Evaluation Rubric

<table>
<thead>
<tr>
<th>Module components and characteristics</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Appropriate book. Identifying information is complete.</td>
<td>1</td>
</tr>
<tr>
<td>2. Layout factors fully discussed.</td>
<td>3</td>
</tr>
<tr>
<td>3. Language factors fully discussed.</td>
<td>4</td>
</tr>
<tr>
<td>4. Prior knowledge factors fully discussed.</td>
<td>3</td>
</tr>
<tr>
<td>5. Organization factors fully discussed.</td>
<td>3</td>
</tr>
<tr>
<td>6. Study aid factors fully discussed.</td>
<td>3</td>
</tr>
<tr>
<td>7. Teacher’s Edition factors fully discussed.</td>
<td>3</td>
</tr>
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</table>

**TOTAL** 20

# Module #2B: Nonfiction Annotated Bibliography Rubric

<table>
<thead>
<tr>
<th>Module components and characteristics</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Books are all nonfiction and reflect a central theme or topic.</td>
<td>2</td>
</tr>
<tr>
<td>2. Correct APA citation is used for all titles.</td>
<td>4</td>
</tr>
<tr>
<td>3. Summary is clear and well-organized.</td>
<td>4</td>
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<tr>
<td>4. Specific content skills are identified.</td>
<td>7</td>
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<tr>
<td>5. Writing uses appropriate professional voice.</td>
<td>1</td>
</tr>
<tr>
<td>6. Entries are appropriate length, double-spaced, and spell- and grammar-checked.</td>
<td>2</td>
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</table>

**TOTAL** 20

# Module #3: Vocabulary Analysis Rubric

<table>
<thead>
<tr>
<th>Module components and characteristics</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chapter is appropriately identified.</td>
<td>1</td>
</tr>
</tbody>
</table>
2. Seven technical words are presented; all represent appropriate examples of structural analysis.
3. Structural component definitions for technical words are correct.
4. Three multiple-meaning words are presented.
5. Definitions and examples of multiple-meaning words are appropriate.
6. Teacher's Edition discussion is complete.

TOTAL 20

Module #4: Comprehension Activity Rubric
Module components and characteristics Point Value

1. Appropriate chapter section is identified and cited. 2
2. Appropriate Selective Reading Guide or TAG is used. Correct format is followed. 5
3. Directions to student are clear and appropriate for the text. 10
4. Guide has been spell- and grammar-checked. 3

TOTAL 20
### Syllabus
*(tentative course outline)*

A. This is a hybrid online course. There will be nine on-campus class meetings. Class assignments will be conducted online. See Blackboard webpage for detailed information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments due</th>
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</thead>
<tbody>
<tr>
<td>Week #1</td>
<td>Introductions</td>
<td></td>
</tr>
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<td></td>
<td>Course requirements</td>
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<tr>
<td></td>
<td>Cognition/schemas</td>
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<td></td>
<td>Blackboard overview</td>
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<tr>
<td>Week #2</td>
<td>National Reading Panel</td>
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<td>Adolescent literacy</td>
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<td></td>
<td>Phonics/Phonemic Awareness</td>
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<tr>
<td></td>
<td>background</td>
<td></td>
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<tr>
<td>Week #3</td>
<td>No class meeting</td>
<td>Module #1 due on Blackboard 8</td>
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<tr>
<td>Week #4</td>
<td>Nonfiction</td>
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<td></td>
<td>Literature circles</td>
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<td></td>
<td>TEKS activity/discussion</td>
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<tr>
<td>Week #5</td>
<td>No class</td>
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<tr>
<td>Week #6</td>
<td>No class</td>
<td>Module #2A and #2B due on Blackboard 8</td>
</tr>
<tr>
<td>Week #7</td>
<td>Vocabulary/Fluency</td>
<td>Quiz #1 due</td>
</tr>
<tr>
<td></td>
<td>Text structure</td>
<td></td>
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<td></td>
<td>TEKES competencies</td>
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<td></td>
<td>activity/discussion</td>
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<tr>
<td>Week #8</td>
<td>No class</td>
<td>Module #3 due on Blackboard 8</td>
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<tr>
<td>Week #9</td>
<td>No class – TAMUCC Break</td>
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<td>Week #10</td>
<td>No class</td>
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<tr>
<td>Week #11</td>
<td>No class</td>
<td>Module #4 due on Blackboard 8</td>
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<tr>
<td></td>
<td></td>
<td>Quiz #2 due</td>
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<tr>
<td>Week #12</td>
<td>Writing Instruction</td>
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<tr>
<td>Week #13</td>
<td>Reading Motivation</td>
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<tr>
<td>Week #14</td>
<td>Class – reports &amp; book talks</td>
<td>Final projects</td>
</tr>
<tr>
<td>Week #15</td>
<td>Class – reports &amp; book talks</td>
<td>Final projects</td>
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<tr>
<td>Week #16</td>
<td>Review session/surveys</td>
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