Texas A&M University-Corpus Christi
READ 4394 Field Experiences in Reading
Spring 2014, ECDC 219A

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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. This class meets at T.M. Clark in Gregory Portland ISD, the first few and end of course classes will be at ECDC, room 219 A.

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)

Competency 001 (Oral Language)
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides the students with varied opportunities 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 spoken language and printed words.
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 student’s literacy.

Competency 005 (Word Analysis and Decoding)
The teacher understands the importance of word identification skills (including decoding, blending, structural analysis, sight word vocabulary, contextual analysis) for reading comprehension and provides many opportunities for students to practice and improve their word-identification skills.

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 and Applications)
The teacher understands the importance of reading for understanding, knows the components and processes of reading comprehension, and teaches children strategies for improving their comprehension including a variety of texts and contexts.

Competency 008 (Reading, Inquiry and Research)
The teacher understands the importance of research and inquiry skills to students’ academic success and provides students with instruction that promotes their acquisition and effective use of those skills in the content areas.

Competency 009 (Writing Conventions)
The teacher understands the conventions of writing in English and provides instruction that helps students develop proficiency in applying writing skills.

Competency 010 (Written Communication)
The teacher understands that writing to communicate is a developmental process and provides instruction that promotes students’ competencies in written communication.

Competency 011 (Viewing and Representing)
The teacher understands skills for interpreting, analyzing, evaluating producing visual images and messages in various media and provides students with opportunities to develop skills in this area.

Competency 12 (Assessment of Developing Literacy)
The teacher understands the basic principles of literacy assessment and use a variety of assessment practices to guide literacy instruction.

V. 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

VI. 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 4 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.

VII. 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.

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES
The class will consist of field-work, lecture, video, internet demonstrations, read-alouds, small group work, outside readings, class discussions, and library work.

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<thead>
<tr>
<th>Objective</th>
<th>Activity</th>
<th>% of Grade</th>
<th>Details</th>
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<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 competencies and identify the ways in which they are included in a current basal reading program. This assignment will consist of 11 typed pages, double-spaced, 12 font, Times New Roman.</td>
<td>10</td>
<td>Due the last day of class.</td>
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<tr>
<td>Develop and implement lesson plans for reading instruction.</td>
<td>You will teach four reading lessons using a variety of materials, instructional methods, and reading strategies. Lessons should use a variety of genres and quality children’s literature. Examples: • Guided Reading • Shared Reading • Interactive/Shared Read Aloud • Reader’s Workshop Activity • Writer’s Workshop Activity • Literature Circle • Reader’s Theater</td>
<td>30</td>
<td>These will be scheduled as appropriate for the class, and with the guidance of your cooperating teacher. (whose lesson plan you may follow). Your lesson plan must be approved the week before the lesson is taught. A one-page summary for each lesson taught is due on the last day of class and should include what the lesson accomplished and your thoughts on the outcome of the lesson.</td>
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Reflect on personal teaching and learning experiences. | You will keep a weekly journal. Journals are to be typed, three-hole punched and kept in a dated and well-organized notebook along with other assignments. (class binder) | These may be shared throughout the semester with classmates and the professor. | 20 |

Conduct informal reading assessments. | 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 the assessment impacted instruction. | Because teachers use a variety of ongoing assessments, each cooperating teacher will have a variety of appropriate assessments. Each of the two assessments should be summarized on one page maximum and will be due at the end of the semester. | 10 |

Utilize reading and writing strategies across the curriculum. | Include two reading strategies from the Tompkins in your reading lesson plans | Please include how you used these strategies in your summaries. | 10 |

Select and use a wide variety of children’s literature and genres. | You will must use a variety of genres in your four reading lessons. Be prepared to share literature selections with the University class. | Identify the genre used in your lesson plans (included in lesson plan assignment). | 10 |

Develop a work ethic with regard to attendance, punctuality, and professionalism. | Professional attire, punctuality, presence, and participation are the expectations. | Attendance sign-in sheet will be kept every class. | 10 |

| Total | 100 points |

**IX. EVALUATION AND GRADE ASSIGNMENT**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>Good! All work is completed in a professional manner and contains evidence of effort and accomplishment. The work is complete in content and appearance.</td>
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<tr>
<td>C</td>
<td>Average. The work is complete. The work contains all required parts, but lacks polish.</td>
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<tr>
<td>D</td>
<td>Passing. The work is adequate in details, efforts, professionalism, or completeness.</td>
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<tr>
<td>F</td>
<td>Failing. The work is inadequate or incomplete.</td>
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90%-100% = A  
80%-89% = B  
70%-79% = C  
60%-69% = D  
59% and below = F
## X. COURSE SCHEDULE AND POLICIES
### A. Tentative Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS FOR DISCUSSION</th>
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<td></td>
<td>Introductions and syllabus review: directions for criminal background check and fingerprinting. TOPICs: Building a Classroom Community/ Components of Balanced Literacy/ TExES Competencies/ Comprehension/ Reading instructional strategies, Prepare letter of introduction</td>
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<td>First days in Gregory Portland ISD – Topics: RTI/TEA’s Vertical Alignment Document/ First full day in Classrooms/Components of Readers Workshop- Handout</td>
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<td></td>
<td>Competency 001-Oral Language/All Comprehension summaries are due/Notebook review</td>
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<td>Competency 002- Phonological and Phonemic Awareness Reminder all Competency assignments are due the following Monday</td>
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<td>Competency 003- Alphabetic Principle</td>
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<td>Competency 004-Literacy Development</td>
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<td>Competency 005- Word Analysis and Decoding Notebook review &amp; Motivation article summaries</td>
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<td>Competency 006-Reading Fluency</td>
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<td>Competency 007&amp; 008-Comprehension and Reading, Inquiry and Research (in Content Area)</td>
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<td>Competency 009&amp; 010- Writing Conventions, Last formal day in GP classrooms</td>
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<td>Competency 12- Assessment of Developing Literacy</td>
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<td>Classroom Environment/Procedures, Home-School Connection- assignment sharing, Author’s chair and Notebook review</td>
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<td></td>
<td>Article Presentations</td>
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<td></td>
<td><strong>READING DAY—NO CLASS</strong></td>
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<td>Final and notebooks due.</td>
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B. Class Policies

PROFESSIONAL MEMBERSHIP
Student Reading Council: Join and attend all three meetings for the semester and participate in community service projects. -5 bonus points
$10.00 annual membership fee

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: Because of the nature of this course, students are allowed to use their cell phones to receive text messages during class time if those texts are from the instructor of the course or a classmate wanting to watch a lesson. 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:

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

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
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.

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.

XI. REQUIRED TEXTBOOKS

Additional Websites:
Annenberg Media – www.learner.org
Texas Primary Reading Inventory- http://tpri.org/index.html
Florida Center for Reading Research- http://www.fcrr.org/
Reading Rockets-http://readingrockets.org/
Texas Education Agency- http://www.tea.state.tx.us/

XII. BIBLIOGRAPHY FOR FURTHER READING
Reading Association.

**Rubric for Scoring Writing Assignments**

|   | 1. **Content** - The main idea is stated. Supporting details are given. There is discussion of how the ideas from our text relate to the public schools.  
|   | 2. **Mechanics** - The paper is mechanically correct. There are no punctuation errors, spelling errors, fragments, and run-on sentences, etc.  
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<tr>
<th></th>
<th>3. <strong>Vocabulary</strong> - The writer uses professional vocabulary.</th>
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|   | 1. **Content** - The writer states the main ideas of the chapters with supporting details.  
|   | 2. **Mechanics** - The writer has three or less punctuation, spelling, or usage errors.  
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<tr>
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<th>3. <strong>Vocabulary</strong> - The writer’s choice of vocabulary is adequate.</th>
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|   | 1. **Content** - The writer omits main ideas or supporting details or relationship of text to the public schools  
|   | 2. **Mechanics** - The writer has four or more punctuation, usage, or spelling errors.  
<table>
<thead>
<tr>
<th></th>
<th>3. <strong>Vocabulary</strong> - The writer misuses some words.</th>
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|   | 1. **Content** - The writing is poorly organized.  
|   | 2. **Mechanics** - The writer has many punctuation, usage, or spelling errors. The writer has limited knowledge of the standards of conventional written English.  
<table>
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<tr>
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<th>3. <strong>Vocabulary</strong> - The writer misuses words and shows no knowledge of advanced vocabulary.</th>
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</table>
READ 4352 and 4394 Literacy Binder Checklist

TAB 1 – Personal Information

TAB 2 – Reflection Journal [20 pts.]

TAB 3 – Syllabus

TAB 4 – Four Lesson Plans and Feedback (Teacher 1-4, Fleming 3 & 4) [40 pts. total]
* Include two reading strategies from the Tompkins textbook [10 pts.]
* Must use a variety of genres in your four reading lessons. [10 pts.]
* Teacher feedback sheets
* One-page typed summary for each lesson taught is due on the last day of class and should include what the lesson accomplished and your thoughts on the outcome of the lesson. [20 pts.]

TAB 5 – Competencies
* Class handouts
* One article that explains and supports 12 components of the English Language [20 points]
* A one-page summary for each of the eleven TExES competencies and describe the ways in which they are included in a current basal reading program. [20 pts.]

TAB 6 – Assessments- You will administer or assist with two and will write a summary of how the assessment impacted instruction. [10 pts.]

TAB 7 – Classroom Environment [20 pts.]
* 3 articles
* Classroom Environment Pictures-Primary and Intermediate
* Home-School Connection Activity
* Management article

TAB 8 – Home-School Connection [20 pts.]
* 1 articles
* Home-School Connection Activity

TAB 9 – Comprehension Articles Summaries [10 pts.]

TAB 10 – Motivation Articles Summaries [10 pts.]
* PPT presentation for articles [10 pts.]

TAB 11 – Miscellaneous

Additionally:
Work ethic-punctuality, attendance, product [10 pts.] [10 pts.] = 20 pts. Total

*4352-100 points total for an A.
*4294-100 points total for an A.