READ 3310: Principles and Practices of Early Reading Instruction  
Spring 2015 – Section .002  
MW 2:00p-3:15p | ECDC 219-A

Dr. Bethanie Pletcher  
Phone: 361.825.3892  
Office email: bethanie.pletcher@tamucc.edu  
Office: ECDC 219-I

Office hours:  
Mondays 1:00p-2:00p  
Tuesdays 11:00a-1:00p  
Wednesdays 12:00p-2:00p  
Thursdays 11:00a-12:00p  
And by appointment

Course Description
This course explores theories of early language and literacy development of children. Course content addresses language development and literacy concepts essential for pre-reading areas, such as phonemic awareness, oral language development, listening comprehension development, and alphabetic knowledge. The course explores ways educators can enhance language and literacy concepts utilizing art, music, and drama. READ 3310 emphasizes development of emergent literacy skills that lead to higher literacy skills taught in READ 3320.

Rationale
This course is essential for pre-service educators to understand the early theories and strategies needed to teach the foundational skills of reading. The use of art, music, and drama in developing these skills enhances student learning. The instruction and activities in this course address TEKS in aesthetic education as well as reading. The elements of art, drama, and music engage students in learning and help them develop a joy of reading.

State Adopted Proficiencies
The following state adopted proficiencies are covered in this course:

1. **Learner-Centered Knowledge:** The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

2. **Learner-Centered Instruction:** The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

3. **Equity in Excellence for All Learners:** The teacher respects, addresses, and validates the needs of diverse learners.
4. **Learner-Centered Communication:** The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

5. **Learner-Centered Professional Development:** The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

**TExES Competencies**

The following TExES competencies are covered in this course:

**DOMAIN I – English Language Arts and Reading**

**Competency 001 (Oral Language)**

Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

**Competency 002 (Phonological and Phonemic Awareness)**

Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

**Competency 003 (Alphabetic Principle)**

Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

**Competency 004 (Literacy Development and Practice)**

Teachers of young students 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 students’ literacy.

**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 study skills in the content areas.

**Competency 009 (Writing Conventions)**

Teachers understand the conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

**Competency 010 (Written Communication)**

Teachers understand that writing to communicate is a developmental process and provide instruction that promotes students’ competence in written communication.

**Competency 011 (Viewing and Representing)**

Teachers understand skills for interpreting, analyzing, evaluation, and producing visual images and messages in various media and provides students opportunities to develop skills in this area.

**DOMAIN V – FINE ARTS**

**Standard I (Perception in Art)**
The EC-6 teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

Standard II (Creative Expression in Art)
The EC-6 teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

Standard V (Cognitive and Artistic Development)
The EC-6 teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

Standard I (Visual and Aural Knowledge)
The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Standard II (Singing and Playing)
The music teacher sings and plays a musical instrument.

Theatre Arts
The EC-6 teacher must understand and be prepared to include theatre arts in her daily classroom activities. The competency is divided into the many elements of theatre arts.

Course Objectives and Outcomes
1. Students apply strategies pertaining to the development of oral language in EC-6.
2. Students demonstrate strategies to enhance the development of phonemic awareness in EC-6 and incorporate strategies to develop phonemic awareness.
3. Students demonstrate strategies to enhance the development of the alphabetic principle in EC-6 and incorporate strategies to develop alphabetic principle.
4. Students will practice the proper way of teaching writing in a classroom.
5. Students will demonstrate with interactive activities the incorporation of art, music, and drama techniques to enhance literacy development in EC-6.
6. Students will identify and include the appropriate TEKS of reading, art, music, and theatre arts of young children in the demonstration and lesson plans prepared for activities.

Course Topics
The major topics to be considered are:
- Early literacy assessment
- Balanced literacy practices
- Phonemic awareness and phonics
- Early writing
- Integrating the arts into the early literacy classroom

Instructional Methods and Activities
Methods and activities for instruction include lecture and discussion, teaching demonstrations, direct experience, and student presentations.
Evaluation and Grade Assignment
The following course requirements will be explained in detail during class meetings.
Total points: 300

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daybook [Entrance/Exit Reflections, class notes, materials]</td>
<td>20%</td>
</tr>
<tr>
<td>Professional Journal Article Response</td>
<td>10%</td>
</tr>
<tr>
<td>Early Literacy Project</td>
<td>20%</td>
</tr>
<tr>
<td>Early Literacy Project Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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</table>

Assignments are scored based on completion of assigned task, accuracy, content, grammar, and spelling mistakes. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor. Late assignments (due to emergency) will automatically have points deducted at the discretion of the professor.

Letter grades will be determined by the following scale:

- A = 92-100%
- B = 83-91%
- C = 74-82%
- D = 66-74%

Class attendance and participation:
Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop early literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Additionally, failure to attend class regularly may place students at a severe disadvantage on the final examination, because test questions derive mostly from class activities. In addition, the entrance and exit reflections will be based on the text and lectures. Failure to include information from the lectures will result in a lower grade. If you are absent, ask a classmate for his or her notes. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during my office hours.

For each class missed after 3 unexcused classes, your grade will be lowered one letter grade.

Assignments
Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

1. Daybooks (see class schedule for due dates):
   - Description of daybook
   - Entrance reflections
     - Due at 2:00p sharp in class
     - Can be handwritten or typed on paper
     - I will return these the next class period for you to include in your daybook
These will not be accepted electronically unless you have an excused absence or tardy.

- Exit reflections
  - Due by midnight on certain days after completion of a topic (see class schedule) – turn into Blackboard under “Reflection” link
  - Print out and include in your daybook
- Class notes and materials – class-created graphic organizer/inquiry tool
Insightful responses based on the chapter, corresponding lecture, and your personal reactions. This assignment also includes class participation (physical and mental attendance).

2. Professional Journal Article Response (see class schedule for due date):
Read a journal article related to a course topic that interests you. The article must be from The Reading Teacher, Journal of Adolescent and Adult Literacy, Reading Research Quarterly, Theory into Practice, Reading Psychology, Literacy Research and Instruction, or you may email requests for approval from other journals. Identify the topic of the article, provide full publication information in APA (info includes: author(s), title, journal name, volume/date and pages), summary of the article, how you might use the information presented in your future classroom, and at least two questions raised in your mind as a result of the article. You will turn these in on Blackboard.

3. Early Literacy Project/Case Study (see class schedule for due date):
This is a culminating class project that encompasses topics discussed during the semester. This project will also include elements from the art, music, and drama competencies. You will be provided with a case study of a fictional young reader. Then, you will record the strengths and needs of this reader, define specific instructional goals, and design lesson activities to address these. There will be at least one art, music, and drama activity integrated with reading and or writing as well.

4. Early Literacy Project Presentation (see class schedule for due date):
You will present your early literacy project to the class by creating a poster that encompasses the highlights of your project.

Required Textbooks:
ISBN 978 1 57110 781 7

ISBN 1 55138 184 2

Recommended or Supplemental Reading:


**Tentative Course Outline**

Notes: Chapter readings and assignments should be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class. Integration of the arts will be addressed in each class session as pertaining to the topic being discussed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due Today</th>
</tr>
</thead>
</table>
| 1-21 W | Course overview  
Introduction to early literacy | --- | |
| 1-26 M | Introduction to early literacy (cont.)  
Teacher/child support continuum | CRBTF pp. 10-22, pp. 30-35, 41-44 | Entrance reflection |
| 1-28 W | Begin RAN chart | CRBTF pp. 91-96  
Is That a Fact pp. (Blackboard) | Entrance reflection |
| 2-2 M | Reading Workshop | CRBTF pp. 72-73, 82-84, 182 | Entrance reflection  
Exit reflection |
| 2-4 W | Text Levels | Continuum of Literacy  
Learning Grades PreK - 2  
Exit reflection |
| 2-9 M | Running Records | CRBTF Chapter 4 | Entrance reflection |
| 2-11 W | Running Records | Guided Reading Chapter 7  
– pp. 89-92 (Blackboard) | Entrance reflection |
| 2-16 M | Running Records | CRBTF pp. 36-37  
Guided Reading Chapter 7  
– pp. 92-95 (Blackboard) | Entrance reflection  
Exit reflection |
| 2-18 W | Guided Reading | CRBTF pp. 78-82  
Guided Reading Chapter 1  
– pp. (Blackboard) | Entrance reflection |
| 2-23 M | Guided Reading | CRBTF pp. 127-128  
Guided Reading Chapter 1  
– pp. (Blackboard) | Entrance reflection |
| 2-25 W | Guided Reading | CRBTF pp. 37-38, 44-48 | Entrance reflection  
Exit reflection |
| 3-2 M | Concepts About Print | CRBTF pp. 108-114, 122-123  
ELF pp. 52-53 | Entrance reflection |
| 3-4 W | Shared Reading | CRBTF pp. 74-78 | Entrance reflection |
| 3-9 M | Read Aloud | CRBTF pp. 73-74 and Chapter 6  
ELF p. 49 | Entrance reflection  
Exit reflection |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
<th>Reading Material</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>3-11 W</td>
<td>Midterm Exam Review</td>
<td>Review PowerPoints and Chapters covered thus far</td>
<td>Review PowerPoints and Chapters covered thus far</td>
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<tr>
<td>3-16 M</td>
<td>Midterm Exam</td>
<td>Review PowerPoints and Chapters covered thus far</td>
<td>Review PowerPoints and Chapters covered thus far</td>
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<tr>
<td>3-18 W</td>
<td>No class – Spring Break</td>
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<tr>
<td>3-23 M</td>
<td>No class – Spring Break</td>
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<tr>
<td>3-25 W</td>
<td>Shared Writing Interactive Writing</td>
<td>CRBTF pp. 84-89 ELF pp. 42-43, 76-77</td>
<td>Entrance reflection</td>
<td></td>
</tr>
<tr>
<td>3-30 M</td>
<td>Writing Workshop</td>
<td>CRBTF pp. 89-91, 182</td>
<td>Entrance reflection Exit reflection</td>
<td></td>
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<tr>
<td>4-1 W</td>
<td>Letter Identification and Formation</td>
<td>CRBTF pp. 115-119 ELF pp. 54-55, 72-73</td>
<td>Entrance reflection Exit reflection</td>
<td></td>
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<tr>
<td>4-6 M</td>
<td>Share Professional Journal Article Responses</td>
<td>---</td>
<td>Professional Journal Article Response due on Blackboard by midnight</td>
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<tr>
<td>4-8 W</td>
<td>Phonemic and Phonological Awareness</td>
<td>CRBTF pp. 120-121 Striking a Balance Chapter 4 (Blackboard)</td>
<td>Entrance reflection</td>
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<tr>
<td>4-13 M</td>
<td>Phonemic and Phonological Awareness</td>
<td>Phonics They Use Chapter 2 (Blackboard) ELF pp. 63-65</td>
<td>Entrance reflection Exit reflection</td>
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<tr>
<td>4-15 W</td>
<td>Phonics and Word Study</td>
<td>Apprenticeship in Literacy pp. 104-114 ELF pp. 66-67</td>
<td>Entrance reflection</td>
<td></td>
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<tr>
<td>4-20 M</td>
<td>Phonics and Word Study</td>
<td>Phonics They Use Chapter 7 (Blackboard) ELF 58-59</td>
<td>Entrance reflection Exit reflection</td>
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<tr>
<td>4-22 W</td>
<td>TPRI</td>
<td>CRBTF Chapter 12</td>
<td>Entrance reflection</td>
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<tr>
<td>4-27 M</td>
<td>Intervention and RTI</td>
<td>CRBTF pp. 23-27</td>
<td>Entrance reflection Exit reflection</td>
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<tr>
<td>4-29 W</td>
<td>Share ideas for Literacy Mini Unit Final Exam Review</td>
<td>Review PowerPoints and Chapters covered since Spring Break CRBTF pp. 128-129</td>
<td>Review PowerPoints and Chapters covered since Spring Break</td>
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<tr>
<td>5-4 M</td>
<td>Early Literacy Project Poster Presentations</td>
<td>---</td>
<td>Early Literacy Project due on Blackboard by midnight Early Literacy Project poster due in class for presentation</td>
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<tr>
<td>TBD</td>
<td>Final Exam</td>
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Late work and Make-up Exams
No coursework will be accepted late without instructor approval. In-class points are not available to those who do not attend, and Blackboard assignments are due by the specified due date.

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. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

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 a failing grade.

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.

Classroom/Professional behavior
Professional decorum is expected.

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.
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.

Veterans
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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.