Dr. Kathleen Fleming
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Office: ECDC 219G
Office Hours: M-W 11:30-12:30 pm, Tuesday pm 6:00-7:00 pm
Or by appointment, face-to-face or online

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 and to the TExES competencies in Domain I, English Language Arts and Reading. Prerequisites: READ 3320, READ 3351, and READ 4380. This course must be taken concurrently with READ 4394.
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.
This class is held at T.M. Clark Elementary in Gregory Portland Independent School District after the first few weeks in RM 239 at ECD.

STATE ADOPTED PROFICIENCIES
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.

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

The teacher responds appropriately to diverse groups of learners.

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

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.
TEExES 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 012 (Assessment of Developing Literacy)**
The teacher understands the basic principles of literacy assessment and use a variety of assessment practices to guide literacy instruction.
Additional Standards from International Reading Association. Every teacher education program should ensure that its students know:

1. Foundational Knowledge and Dispositions
   - know how reading develops
   - know how oral language helps students acquire written language
   - know how to read research reports and appropriately adapt classroom practices to match research

2. Instructional Strategies and Curriculum Materials
   - know how to select curriculum materials and help students learn how letter sound relationships work
   - know how to teach students to make sense out of the texts they read
   - know how to develop strategic readers and writers
   - know how to match curriculum materials to students’ needs and levels of competence

3. Assessment, Diagnosis, and Evaluation
   - know how to assess the progress of every student and change instruction when it is not working
   - know how to communicate results of assessments to various stakeholders, especially parents

4. Create a Literate Environment
   - know how to set up, organize, and manage a classroom so that students can and will learn to read
   - know how to motivate students to do their best work
   - know enough about and value the cultures and languages students bring to school to use those differences as resources rather than as excuses for not teaching them well

5. Professional Development
   - get their practical experience under the best teachers our schools can provide as mentors

COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable students to:

Objective 1: Review and apply current theory and research with regard to teaching reading as identified by the TExES competencies.

Objective 2: Review and apply current knowledge on comprehension and motivation.

Objective 3: Review the literature on effective reading practices for home-school connections.

Objective 4: Review the literature on creating an effective literary classroom environment.

Objective 5: Review and utilize the Texas Education Agency’s ELAR TEKS Reading Strand across Grade Levels document, apply reading strategies, and practice diagnosis with intervention.

Objective 6: Develop a work ethic with regard to attendance, punctuality, and professionalism.

REQUIRED TEXTBOOKS
SUGGESTED TEXTBOOK:


ADDITIONAL WEBSITES

- Annenberg Media – [www.learner.org](http://www.learner.org)
- Texas Primary Reading Inventory- [http://tpri.org/index.html](http://tpri.org/index.html)
- Florida Center for Reading Research- [http://www.fcrr.org/](http://www.fcrr.org/)
- Reading Rockets- [http://readingrockets.org/](http://readingrockets.org/)
- Texas Education Agency- [http://www.tea.state.tx.us/](http://www.tea.state.tx.us/)
- English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) [http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html](http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html)

Please consider joining

- Texas A & M University Student Reading Council [tamuccsrc@gmail.com](mailto:tamuccsrc@gmail.com)
- Corpus Christi International Reading Association [cctx.ira@gmail.com](mailto:cctx.ira@gmail.com)
- Texas Association for Literacy Instruction [http://www.texasreaders.org/](http://www.texasreaders.org/)
- International Reading Association [http://www.reading.org/](http://www.reading.org/)

COURSE TOPICS
The major topics to be considered are:

- Theories concerning Reading and Language Arts
- 12 TExES Competencies
- Readers’ and Writers’ Workshop
- Assessment and Instruction
- Differentiated Instruction/RTI
COURSE REQUIREMENTS

1. ATTENDANCE, PARTICIPATION AND PROFESSIONALISM (10%)

Attend class regularly, Participate in discussions, and actively complete assigned activities. You are expected to attend all sessions, arrive on time, and stay until the end of class. If you arrive late and leave early, time of arrival or departure will be documented and seriously affect your final grade. I reserve the right to increase or decrease your grade based on your participation, efforts, and professionalism. You are also expected to contribute to class discussions and to be prepared for every assignment. Complete text and article readings prior to class. I encourage you to document all readings, assignments, and activities in a three-ring binder. Additional readings and activities will be assigned that are not listed on this syllabus.

2. TExES Competencies (40%)

The State Board for Educator Certification (SBEC) created these standards for beginning educators in an entry-level position. These standards are designed to focus on what entry level teachers must know and be able to do. The standards are focused upon the statewide public school curriculum, the Texas Essential Knowledge and Skills (TEKS). And, as required by Texas Education Code 21.048, successful performance on educator certification exams are required for an issuance of a Texas Educator Certificate.

The following activities are designed to familiarize you with the competencies to be tested.

   a) You will be asked to review and apply current theory and research with regard to teaching reading and writing, as identified by the TExES Generalist EC-6 state competencies. The assignment is to read and summarize one article that supports each of the 12 competencies of the English Language Arts and Reading for EC-6. Summaries should be one page in length.

   b) You will become familiar with Gregory Portland’s state adopted reading program. Using the grade level reading basal, you will identify examples of instructional activities that teach each of the competency areas.

3. Textbook Presentations (20%)

Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Strategies for improving reading comprehension must be taught directly by teachers. The type of instruction that a student receives will affect reading comprehension.

Engaged reading is a merger of motivation and thoughtfulness. Engaged readers seek to understand; they enjoy learning and they believe in their reading abilities.

READ 4352~Dr. Kathleen Fleming
Each student will be asked to choose several chapters from *Essential Readings on Comprehension* and *Essential Readings on Motivation* and present the information to the class. This will be done through PowerPoint presentations and concrete classroom examples. Additionally, write a one-page summary of highlights of each chapter.

4. **Book Talk (10%)**

You will present a book talk for an award-winning text appropriate for use in grades K through 4. The book should be new to you and published since 2004 (unless special arrangements have been made). Examples of awards include the Newbery Medal, Pura Belpré Award, and Robert F. Sibert Informational Book Medal. (Other book awards can also be considered.)

5. **LITERACY ENVIRONMENT PROJECT-3 Article Summaries (10 %)**

The literacy-rich environment emphasizes the importance of speaking, reading, and writing in the learning of all students. This involves the selection of materials that will facilitate language and literacy opportunities and reflection and thought regarding classroom design.

You will be asked to review current research with regard to the classroom literacy environment. The assignment is to read and summarize three article that discuss literacy environments. Summaries should be one page in length.

6. **PARENT/COMMUNITY INVOLVEMENT PROJECT – 1 article summary (10 %)**

Research shows that parent involvement can improve students' behavior, attendance, and achievement. But, how can schools foster high-quality, successful parent involvement?

You will be asked to review current research with regard to the getting parents involved in schools as it relates to reading programs. The assignment is to read and summarize three article that discuss literacy environments. Summaries should be one page in length.

**Assignment Specifications:**

- Please word process or type all of your assignments, using 1 inch margins, 12 point font and double-spacing.
- Assignments are expected to be correctly spelled and mechanically correct. Assignments with an unusually large number of errors will not be graded and will receive 0 points.
- Print on one side of sheets only (absolutely no front and back please).
- Please staple multiple sheets in the upper left-hand corner. Do not use sheet protectors.
Late work and Make-up Exams

All assignments are due by the specified due date. In-class points are not available to those who do not attend. You will lose 25% of the total points for each day your assignment is late. The day the assignment is due counts as "day 1" and you will lose 25% of the points, even if you turn it in later that day. The day after the assignment is due is "day 2," etc. The assignment will not be accepted after 3 week days. If you are absent (unexcused), this 3-day rule applies to any due assign

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<th>Assignment</th>
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<tr>
<td>Attendance and Professionalism</td>
<td>10</td>
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<tr>
<td>TExES Competency Activities</td>
<td>40</td>
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<td>Textbook Presentations</td>
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<td>Book Talk</td>
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<td>Parent Involvement Articles</td>
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<td>Literacy Environment Articles</td>
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<td><strong>TOTAL</strong></td>
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### COURSE POLICIES:

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)

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### COURSE SCHEDULE AND POLICIES

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<tr>
<th>DATES</th>
<th>TOPICS FOR DISCUSSION</th>
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<tbody>
<tr>
<td></td>
<td>Introductions, syllabus review, campus clearance forms</td>
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<td></td>
<td>Lecture and library visit and literacy block overview</td>
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<td>Literacy Background paper due, school district information, classroom assignments, dress-code runway-good and bad dress choices will be reviewed.</td>
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<td>Guided Reading lecture and video Comprehension presentations</td>
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<td>Shared Reading lecture and video Comprehension presentations</td>
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<td>Alphabetic Principle lecture and video Motivation Presentations</td>
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<td>Assessment lecture and video Motivation Presentations</td>
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<td>Field Experience Component Begins</td>
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<td>Week 2</td>
<td>Assessment activities begin</td>
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<td>Phonics Lesson</td>
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<td>Shared Reading Lesson Observation</td>
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<td>Guided Reading Lesson Observation</td>
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<td>Guided Reading Lesson Observation Assessment Assignment completion/Field Experience ends</td>
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<td>Product Fair</td>
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<td>Final Exam</td>
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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.

5. **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.

6. **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.

**BIBLIOGRAPHY FOR FURTHER READING**


fluency and comprehension in middle school and beyond. Newark, DE: International Reading Association.


Syllabus Contract

READ 4352-Verification of Understanding: After reading the syllabus carefully, please sign the VERIFICATION document and return it to me.

I have had the opportunity to read this syllabus. I understand all of the policies listed. I will not ask for exceptions to be made on my behalf.

Signed_______________________________________________

Print Name___________________________________________