Texas A&M University-Corpus Christi
READ 4394 Field Experiences in Reading
Fall 2014, M-W 9:00-11:20 a.m., ECDC 219A

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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
This course is the culminating experience for those students working toward a specialization in reading. Students participate in both supervised field-based experiences and on-campus activities. Prerequisites: READ 3320, READ 3351, and READ 4380.

The course focuses on effective reading instruction, building on teacher knowledge, assessment, effective practice, differentiated instruction, a literacy classroom environment, and family/home connections. Experiences are provided in diagnosis, instructional planning, on-going evaluation of reading progress, and the use of authentic literature.

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.

STUDENT LEARNING OUTCOMES: The student will

Objective 1: Reflect on personal teaching and literacy experiences.

Objective 2: Plan and provide a literate environment which encourages literacy learning for all students.

Objective 3: Communicate with parents, students, and teachers in a variety of contexts.
Objective 4: Develop an understanding of the key components of guided, shared, and independent reading and uses this understanding to plan instruction.

Objective 5: Use knowledge of literacy development and practice to plan instruction that fosters a positive climate for learning, reflects engages students in the learning process, is developmentally appropriate and motivates students to learn.

Objective 6: Use knowledge of reading fluency to plan instruction that engages students in learning, is culturally relevant, motivates students to learn and is developmentally appropriate.

Objective 7: Use knowledge of reading comprehension to plan instruction that engages students in learning, is culturally relevant, and developmentally appropriate.

Objective 9: Use knowledge of assessment and instruction leading to developing literacy to plan instruction that is based upon assessment, is culturally relevant, developmentally appropriate, and technology infused

Objective 10: Understand course content and is a reflective practitioner who can respond critically to assigned readings and daily classroom experiences

Objective 11: Develop a work ethic with regard to attendance, punctuality, and professionalism.

REQUIRED TEXTBOOK

SUGGESTED TEXTBOOK:

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/
- TExES Preparation Resource Links- http://cms.texas-ets.org/texes/prepmaterials/
- English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html
Please consider joining

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

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. LITERACY AUTOBIOGRAPHY (10%)

You will be asked to develop a personal autobiography to highlight events that may have shaped your professional perspectives about teaching literacy. It is critical for teachers of young children to understand their own proficiencies in reading and writing and their attitudes toward literacy.

This assignment is intended to encourage you to reflect on your growth and development as a reader and writer. Questions you might want to address include but are not limited to: What are my earliest recollections of my reading and writing? What do I recall about learning to read and write in school? What do I remember about teachers who encouraged (or discouraged) me to read or write? Did I read for pleasure in elementary, middle, or high school? Do I read for pleasure now? If not, why? What do I read now? Do you prefer to read at certain times, in a particular location, in a quiet place, with music, etc.? In sum, you MUST address the following question: In what ways do my experiences with literacy background shape my attitudes, beliefs, and practices related to the teaching of the language arts?

3. PRACTICUM (50 %)

The practicum is an opportunity for you to apply the theory and good ideas you have been accumulating throughout your education. During the practicum, you will observe literacy instruction, design and deliver lesson plans for three components of a literacy block and provide
a reflection for each. Additionally, you will assess one student and set goals for that student’s literacy development.

(a) Assessment: Your goals for the student should focus on the areas of language arts in which your student needs additional support. You will identify these areas through observation, written assessments, and interactions with the student. A plan of action will be designed.

(b) Lesson plans/lessons Lesson plans should describe what you will do (activities), why you will do it (rationale), and how you will do it (methods/procedures). Lessons taught will include two reading (shared, guided, and/or independent) and one phonics lesson.

(c) Reflections: After each field class, you will write a reflection that describes the opportunities to learn which you provided for your students and how your students responded to them. Also, you will describe the thoughts, feelings, joys, and concerns you had during the session and will share information about what you are learning about you as a teacher AND about teaching in general from this practicum experience. To capture accurate information about your thoughts and feelings that resulted from this session, this reflection should also be written as soon as possible so you will not forget pertinent information. These are to be included in your class assignment binder.

4. LITERACY ENVIRONMENT PROJECT (10 %)

5. PARENT/ COMMUNITY INVOLVEMENT PROJECT (10 %)

Course Assignments

1. Literacy Autobiography

A personal literacy autobiography will be required. This assignment is considered a “polished” piece. It should be typed (2-3 double spaced pages), well organized, and edited for mechanical (e.g., spelling, punctuation, grammar) errors. Autobiographies will be shared in class and a letter to your mentor teacher will be an additional outcome from this letter. Refer to the calendar to see when the project is due. Answer these questions in your paper:

- What is your first memory of learning to read and write?
- Was it a positive experience?
- Do you feel the instruction motivated you to become a reader?
- What is your best memory of learning to read or write?
- What is your worst memory of learning to read or write?
- How will you use your experiences to enhance your teaching?

2. Literacy Environment

While out in the field, you will be asked to observe the literacy environment of your field based classroom. You will analyze this environment looking at books available to children, environmental print around the room, word walls, writing materials available to the children and technology available to the children. A guide for creating the analysis will be provided by the
instructor. A final product board will be required. Refer to the calendar to see when the project is due.

3. **Interactive Read Aloud & Reflection**

After discussion & modeling in class, you will read aloud a picture book to your field base class using a provided format for planning & implementation. You will work with your cooperating field teacher to schedule the read aloud within the window of time specified on the calendar. Before completing the read aloud, you will create a word processed read aloud plan. After the read aloud, you will write a reflective analysis and description of the experience to be turned in with your read aloud plan (specifications will be provided by instructor). Refer to the calendar to see when the copy of the plans and materials are due.

4. **Guided Reading Lesson & Reflection**

After discussion & modeling in class, you will plan and teach guided reading to a small group. A guide for planning the lessons will be provided by the instructor. The lesson involves book selection and planning for pre, during and post reading discussion and activities. One week prior to the day you do the guided reading lesson, you are required to turn in your word processed plan to the instructor. These plans will be returned to you prior to teaching the lesson. After your lesson, you will write a reflective analysis and description of the experiences to be turned in with your guided reading plan (specifications will be provided by instructor). Refer to the calendar to see when the copy of the plans and materials are due.

5. **Phonics Lesson, Activities & Reflection**

You will prepare and facilitate a phonics activity for use with a small group. The instructor will provide guidelines for planning and preparing materials. The phonics lesson will require a lesson plan format to be completed. One class session prior to day the activity is done with children, you are required to show your material (and plan) to the instructor. Failure to show your materials will result in 50% taken off the grade you receive. Refer to the calendar to see when the copy of the plans and materials are due.

6. **Assessment Portfolio**

You will engage one child in a variety of informal assessments of literacy development. You will prepare a written report of your findings (interpretations) at the end of the semester. This ongoing project will begin early in the semester and culminate into a portfolio report to be completed near the end of the semester. All required documents and a guide for compiling your assessment portfolio and a rubric for evaluating will be provided by the instructor. Refer to the calendar to see when the copy of the plans and materials are due.

7. **Parent Engagement Project**

You will find an article that outlines the benefits of home-school connections and will create letter and an activity book for parents that will be shared with the class.
**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 lesson plans and weekly reflections will be submitted online and 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.

**EVALUATION AND GRADE ASSIGNMENT**

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<tr>
<th>Assignment</th>
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<td>Literacy Autobiography</td>
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<td>Literacy Environment Project</td>
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<td>Parent Involvement Product</td>
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<tr>
<td>Interactive Read Aloud &amp; Reflection</td>
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<td>Guided Reading &amp; Reflection</td>
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<td>Phonics Lesson and Activity</td>
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<td>Assessment Portfolio Plan</td>
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<td>Attendance and Professionalism</td>
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<td><strong>TOTAL</strong></td>
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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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<tr>
<td></td>
<td>Introductions, syllabus review, campus clearance forms</td>
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<td>Lecture and library visit and literacy block overview</td>
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<td>Literacy Background paper due, school district information, classroom assignments,</td>
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<td>Guided Reading lecture and video</td>
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<td>Shared Reading lecture and video</td>
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<td>Alphabetic Principle lecture and video</td>
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<td>Assessment lecture and video</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</td>
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<td>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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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.

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.

**Professional Library Suggestions:**


