I. Course Description
This course includes a study of methods, materials, and strategies for teaching reading in the elementary school. 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 limited to graduate students seeking initial teacher certification.

II. Rationale
This course is designed to provide graduate students with professional knowledge concerning current research, philosophical perspectives and pedagogical strategies essential to the teaching of reading and writing in the elementary school.

III. State Adopted Proficiencies/TExES competencies (COE)
A. The teacher possess and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. The teacher creates 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
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
The teacher understands 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.

Competency 008 Written Communication
The teacher understands that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

Competency 009 Writing Conventions
Teachers understand how young children use writing conventions and how to help children develop those conventions.

V. Course Objectives:
1. Demonstrate an understanding of the theories of the reading process
2. Demonstrate an understanding of the relationship between reading and writing
3. Demonstrate an understanding of the research in language development and learning to reading.
4. Demonstrate an understanding of the various models of literacy development

VI. Topics:
Emergent Literacy Oral Language Development
Approaches to the teaching of reading
Decoding strategies
Comprehension Strategies
Relationship between reading and writing
Vocabulary and Word Analysis
Assessment
Children’s Literature
Texas Essential Knowledge and Skills
VII. Instructional Methods and Activities

- Teaching demonstrations
- Direct experience
- Student microteaching and presentations
- Discussions/Reflections
- Application

VIII. Evaluation

The requirements for the course include the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reflections (6)</td>
<td>120 pts</td>
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<tr>
<td>Literacy Block</td>
<td>15 pts</td>
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<tr>
<td>Modified Literacy Lessons</td>
<td>15 pts</td>
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<tr>
<td>Comprehension Lesson</td>
<td>20 pts</td>
</tr>
<tr>
<td>Struggling Learners</td>
<td>10 pts</td>
</tr>
<tr>
<td>Instructional Procedures</td>
<td>15 pts</td>
</tr>
<tr>
<td>RTI</td>
<td>20 pts</td>
</tr>
<tr>
<td>Final Essay</td>
<td>50 pts</td>
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<tr>
<td>Participation (7)</td>
<td>35 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300 pts</strong></td>
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</tbody>
</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 will automatically have points deducted at the discretion of the professor.

Final grades are calculated as a percent of total points earned:

**Grades:**

- **A** (100% - 90%)
- **B** (89% - 80%)
- **C** (79% - 70%)
- **D** (69% - 60%)
- **F** (59 and below)

**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.

**Late work and Make-up Exams**

1. Assignments are due on the date required. Late assignments will be penalized one letter grade per week. I will accept assignments early.

**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

- Written reprimand;
- Requirement to re-do work in questions;
- Requirement to submit additional work;
- Lowering of grade on work in questions;
- Assigning grade of “F” to work in questions;
- Assigning grade of “F” for course
- Recommendation for more severe punishment, such as dismissal from the program or from the University.

**NOTE:** If a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping the courses, the student forfeits his/her right to drop the course in question

**Preferred methods of scholarly citations: APA 6th Edition**

**Online professional behavior**

**PLEASE NOTE:** Ground rules for discussions and assignments: Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out
in writing how I expect our discussions to proceed, so that we may refer directly to my requirements if the situation arises.

- **Respect**-
  - We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
  - When speaking/typing of an occurrence or relaying one’s experience outside the class refrain from disclosing identities of those involved.
  - Show *courtesy* and read what others write.

- **Comfort**-
  - Students and professor should 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 your own experiences) that I am not willing to make myself. We are all in this together!
  - No question is unintelligent! We all learn at different paces and by asking questions.

- **Honesty**-
  - You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
  - 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 (*APA 6th edition*). -----even if found on the Internet.
  - World Wide Web – Any work you find on the web must be cited. Provide the URL and the name of the website and the date it was accessed. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.
  - Academic Honesty Statement: Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.
IX. Required and Recommended Readings

**Textbook:**


**Recommended Readings:**


**Useful Websites**


X. Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Literacy in the 21st Century</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Components of Literacy Development 1</td>
</tr>
<tr>
<td>Week 3</td>
<td>Components of Literacy Development 2</td>
</tr>
<tr>
<td>Week 4</td>
<td>Organizing for Literacy Instruction</td>
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<tr>
<td>Week 5</td>
<td>Instructional Procedures</td>
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<tr>
<td>Week 6</td>
<td>Diagnostic Teaching and RTI</td>
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<tr>
<td>Week 7</td>
<td>Review/Final Exam</td>
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</tbody>
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XI. STATEMENTS REQUIRED BY THE UNIVERSITY:
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.