Course Syllabus
READ 3320.001
Texas A & M University-Corpus Christi

WELCOME TO PRINCIPLES AND PRACTICES OF READING INSTRUCTION! Teaching children to read and instilling in them the joy of reading are some of the most important things you as a teacher will do.

Class Information
Course
Course Number Section  READ 3320.01
Course Title  Principles and Practices of Reading Instruction
Term and Dates  Spring 2016 Thursdays 4:20-6:50pm
Classroom and Building  ECDC Math and Science Building (ECMS), Room 210

Professor Contact Information
Professor  Dr. Margaret Lara
Cell  361-442-5309
Email Address  margaret.lara@ccisd.us
Office Hours  1 hour before class and by appointment

Course Description
The purpose of this course is to provide the preservice teacher with a solid foundation for effective literacy instruction. This course will review research-based teaching strategies, instructional materials for phonics, vocabulary, fluency, and comprehension well as methods and assessments for efficacious literacy instruction. The primary focus of course content will be on core (tier 1) classroom instruction with discussions of differentiated instruction and frameworks for responsive intervention also addressed. The targeted grade levels for this course are third through sixth grade.

Learning Objectives
As a result of successfully completing the course, the student will demonstrate:
- Students will construct a general understanding of teaching English Language Arts and Reading in the intermediate grades, as described in the Texas Essential Knowledge and Skills (TEKS).
- Students will identify several reading theories.
- Students will explain effective ways to organize and manage reading instruction for all students in an intermediate grades literacy classroom environment.
- Students will articulate terminology related to the teaching of intermediate grade level phonics.
- Students will explore research-based practices and strategies for phonics, vocabulary, fluency and comprehension instruction.
• Students will describe effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children in the core components of reading.
• Students will identify print genres as documented in the TEKS and explore opportunities for integration into classroom instruction.
• Students will explain the key components of the literacy block and format lessons for each.
• Students will demonstrate increased understanding of the home/school connection.

Course Competencies are based on the English Language Arts and Reading Generalist EC-6 Standards.

**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.
**Student Learning Outcomes and Assessment of Outcomes** - by the conclusion of READ 3320 the student will: *(Exam questions will cover outcomes as well.)*

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Possible Assessments</th>
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</thead>
<tbody>
<tr>
<td>Students will construct a general understanding of teaching English Language Arts and Reading in the intermediate grades and as described in the Texas Essential Knowledge and Skills (TEKS).</td>
<td>Examine various TEKS documents</td>
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<td>Include TEKS in all lesson plans</td>
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<tr>
<td>Students will identify several reading theories.</td>
<td>Participate in discussions concerning how children learn to read, including the intertwining theories of learning and language that underpin children’s literacy learning, such as constructivism, sociolinguistics, and reader response.</td>
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<td>Participate in theory demonstration class activities</td>
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<td>Students will explain effective ways to organize and manage reading instruction for all students in an intermediate grades literacy classroom environment.</td>
<td>Field classroom observation and university classroom discussion</td>
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<td>Write a page paper describing their field experience visit. The paper will include a map of the classroom and environmental checklist.</td>
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<tr>
<td>Students will articulate terminology related to the teaching of intermediate grade level phonics</td>
<td>Phonics foldable class activities</td>
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<td>exams</td>
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<tr>
<td>Students will explore research-based practices and strategies for phonics, vocabulary, fluency and comprehension</td>
<td>Participate in university classroom activities</td>
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<td>Plan and implement literacy activities to support these strategies</td>
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<tr>
<td>Students will describe effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children for the core components of reading.</td>
<td>Review assessment strategies for the components of reading education</td>
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<tr>
<td>Students will identify print genres as documented in the Texas Essential Knowledge and Skills and explore opportunities for integration into classroom instruction.</td>
<td>Students will discuss and review various reading genres</td>
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<td></td>
<td>End of course literacy project</td>
</tr>
<tr>
<td>Students will explain the key components of the literacy block and format lessons for each.</td>
<td>Students will plan lessons for a literacy block</td>
</tr>
<tr>
<td>Students will demonstrate increased understanding of the home/school connection.</td>
<td>End of course literacy project</td>
</tr>
</tbody>
</table>
Required Materials

1. **Literacy Notebook**: Three inch binder with dividers.
3. **Required Online Resources**: Please download each of these. We will be referencing these and using them for various assignments:
   - English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS)
   - ELAR TEKS Vertical Alignment Document
     - [http://www.englishspanishteks.net/teachers/teks.asp](http://www.englishspanishteks.net/teachers/teks.asp)
   - TExES Test Framework for English Language Arts and Reading Generalist (EC-6)
     - [http://www.tea.state.tx.us/index2.aspx?id=6066&menu_id=2147483671&menu_id2=794](http://www.tea.state.tx.us/index2.aspx?id=6066&menu_id=2147483671&menu_id2=794)

Suggested Resources

2. **Essential Reading Strategies for the Struggling Reader & other Meadows Resources (ELL, LD, etc.)**
   - This publication is an excellent resource, available online without charge. It is not required for class, but it might be helpful for the TExES exam or in your future teaching. You can Download and print or save from [http://www.meadowscenter.org/vgc/materials/essential_reading.asp](http://www.meadowscenter.org/vgc/materials/essential_reading.asp)
3. **Additional Online Resources**
   - [http://www.tea.state.tx.us](http://www.tea.state.tx.us)
   - [www.texasreadsource.org](http://www.texasreadsource.org)
   - [www.childrenslearninginstitute.org](http://www.childrenslearninginstitute.org)
   - [http://iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu)
   - [www.fcrr.org](http://www.fcrr.org)
   - [http://classroom.4teachers.org/](http://classroom.4teachers.org/)
   - [www.spacesforchildren.com/flrpln.html](http://www.spacesforchildren.com/flrpln.html)
   - [Rubistar4teachers.org](http://rubistar4teachers.org)
   - [www.scholastic.com/bookclubs](http://www.scholastic.com/bookclubs)

Professional Reading Organizations

- 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/)
COURSE POLICIES

The Three Ps – Professionalism, Preparation, and Participation: One of the purposes of this class is to train students for their future (and extraordinarily important) roles as teachers. As such, the Three Ps will apply to all classroom interactions, school observations, and are a requirement for the successful completion of this course.

• Professionalism Expectations, Students will demonstrate
  - appropriate attendance and promptness.
  - ability to meet deadlines.
  - positive, open attitude toward learning.
  - ability to utilize constructive feedback.
  - appropriate organizational skills.
  - appropriate collaboration skills.
  - emerging presentation skills.
  - growth as a reflective practitioner.
  - respectful attitude towards instructor and other students.
  - appropriate grammar, articulation and speech patterns

• Preparation Expectations:
  - Turns in assignments and homework on time.
  - Is always prepared for class (current with readings and review of chapter PowerPoints, ready for group presentations and discussions).
  - All coursework is 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 assignment will not be accepted after 3 weekdays.
  - Class materials will be posted online and you will be responsible for them when absent. Please do not contact me for materials you missed.

• Participation Expectations:
  - Attends classes - Missing more than three classes is reason for your final grade being dropped one letter and your grade will be lowered one letter grade for each additional absence.
  - Is prompt for class.
  - Is “present” in class (i.e. focused on classroom discussion and activities).

Please note that the “Attendance” criterion impacts all the other criteria because they are based primarily on interactions displayed during class sessions. Please be sure to sign in each class.

WHY? NO CHILD DESERVES A TEACHER WHO IS ANYTHING LESS!!!

Quality of Work: All written work must be typed using Times New Roman, 12 font. Present your assignments as if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students. Having someone proofread your written work is always a good idea. If you need extra help, the Writing Center can assist you. See http://casa.tamucc.edu/wc.php

Request for Help with Assignments: Students should feel free to call me, text, or email me about any assignment. However, emailing or calling the night before a major assignment is due is not the optimal time to ask for help.

Revision of Assignments: If I ask that an assignment be revised because it is unsatisfactory, the highest grade that can be earned is 80% of the total points for that assignment. Revisions are due by the next class period.
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: 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.

UNIVERSITY REQUIRED STATEMENTS

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 work.) http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic.Honesty

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

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.

**REQUIRED ASSIGNMENTS**

**Class Binder:** Students should keep a notebook of information and strategies for the major concepts covered over the course of the semester. You will be able to use this notebook when taking both the midterm and final exam. As such, it is helpful to have dividers and well-labeled sections for easy access to information during the exams.

**Classroom environment observation**
This will be a paper describing your field experience visit. The paper will include a map of the classroom and environmental checklist.

**Course Exam**
Two exams will be given, one midterm and one end of course. Your course binders will be allowed as a resource for both assessments. This binder may include all class handouts, chapter lecture notes and your personal notes outlining chapter assignments.

**End of course literacy project**
This is a culminating class project that encompasses topics discussed during the semester. You will provide for whole class and small group lessons that take place on one day in a literacy classroom reading block. This project will include lessons for this literacy block: Reading Aloud, Guided, and Independent. You will include why you chose the texts, your teaching points, and the activities you did based on your (fictional) class needs.

**Learning Tasks activities:** The activities may include reflections on the readings, application of the learning, online discussions, teaching videos, or further readings. All of which will combine to help you become a successful literacy teacher.
<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria &amp; Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Demonstrates clear understanding of concept; includes appropriate specifics and explanations; written in own words/not copied directly from text (if you need to use text words, use quotations)</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrates some understanding of concept; needs more specifics and explanations; some information “lifted” from text</td>
</tr>
<tr>
<td>1</td>
<td>Copied directly from text; no specifics or explanations</td>
</tr>
</tbody>
</table>

0 = No reflection submitted

Course GRADING Rubric

<table>
<thead>
<tr>
<th>Chapter Responses Learning Tasks</th>
<th>70 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm-Classroom environment field experience paper</td>
<td>50 points</td>
</tr>
<tr>
<td>End of Course Literacy Project</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam Multiple Choice</td>
<td>50 points</td>
</tr>
<tr>
<td>Class Participation/attendance</td>
<td>30 points</td>
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<tr>
<td>Total</td>
<td>300 points</td>
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</table>

GRADING EXPLANATION Letter grades will be determined by the following scale:
A 90-100% of total points possible for course
B 80-89%
C 70-79%
D 60-69%
F 59% or below

Tentative Course Outline

Notes: All readings and assignments should be completed by class time. Topics may be added or removed as dictated by the needs of the class.
<table>
<thead>
<tr>
<th>Fluency</th>
<th>Reading &amp; Writing Fluency</th>
<th>6</th>
<th>Article review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Academic Vocabulary</td>
<td>7</td>
<td>Learner.org Video</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Promoting Comprehension</td>
<td>8 &amp; 9</td>
<td>Article review Learner.org Video</td>
</tr>
<tr>
<td>■ Reader Factors</td>
<td>■ Text Factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Reading</td>
<td>Guided Reading Instruction-Intermediate Grades</td>
<td>Video review</td>
<td></td>
</tr>
<tr>
<td>■ Guided Reading Lesson Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizing for Instruction</td>
<td>Reading in the Content Area</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Putting it all Together</td>
<td>A Balanced Literacy Program</td>
<td></td>
<td>End of Course Project</td>
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<tr>
<td>■ Reading and Writing Workshop</td>
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**Spring University Schedule**

January 18, Monday Martin Luther King, Jr. Holiday
January 20, Wednesday Classes begin
January 27, Wednesday Last day to register or add a class
March 11, Friday Last Day of classes for 1st 7-Week Session and Final Exams
March 14-18, Monday-Friday Spring Break
March 21, Monday First Day of Classes 2nd 7-week session
March 23, Wednesday Grades Due for 1st 7-Week Session
April 8, Friday Last day to drop a class
May 2, Monday Last day to withdraw from the University
May 3, Tuesday Last day of classes
Final Exams 2nd 7-Week Session
Last day to apply for Spring 2016 graduation
May 4, Wednesday Reading Day
*May 5-6, Thursday-Friday; Final examinations*

**References**


