WELCOME TO Advanced Practices in Reading/Language Arts! 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 4352
Course Title Advanced Practices in Reading/Language Arts
Term and Dates Fall 2015 M 9:00-11:30 a.m.
Classroom and Building ECDC, Room 219A

Professor Contact Information
Professor Dr. Kathleen Fleming
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Office Location ECDC Room 219G
Office Hours Monday and Wednesday 11:30-12:30 p.m.
T/R 10:00 a.m. -11:00 a.m. and 12:15-1:15 p.m. or by appointment

About the Instructor
I have been a Visiting Assistant Professor at Texas A&M University-Corpus Christi for three years. Prior to that, I was a teaching assistant for an additional five years while I completed my doctoral requirements. I currently teach Principles and Practices of Reading/Language Arts, Advanced Practices in Reading, and Field Experiences in Reading. Additionally, I am the Coordinator for the University’s America Reads program. I am a former classroom teacher and received teacher certification from the Texas A&M University- Corpus Christi. Additionally, I was a campus administrator for both CCISD and Flour Bluff ISD. I have a BS degree in Elementary Education with a Kindergarten Certification, a Master’s Degree in Curriculum and Instruction-Early Childhood, a Master’s Degree in Administration and Supervision, and I received a Doctorate of Philosophy, Curriculum and Instruction-Literacy Studies from Texas A&M University-Corpus Christi in 2013.

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 meets at T.M. Clark Elementary in Gregory Portland Independent School District after the first four weeks in RM 239 at ECD.

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 OBJECTIVES AND OUTCOMES
Objective 1: The student will review and apply current theory and research with regard to teaching reading as identified by the TExES competencies.
Objective 2: The student will review and apply current knowledge on motivation.
Objective 3: The student will review the literature on effective reading practices for home-school connections and develop a parent/school instructional packet.
Objective 4: The student will review the literature on creating an effective literary classroom environment and create a model of their ideal literacy classroom.
Objective 5: The student will review and utilize the Texas Education Agency’s ELAR TEKS Reading Strand across Grade Levels document.
Objective 6: The student will review develop a work ethic with regard to attendance, punctuality, and professionalism.

TExES 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.

Required Resources

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)
  http://ritter.tea.state.tx.us/rules/tac/chapter110/ch110a.html
- ELAR TEKS Vertical Alignment Document
  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

Required Materials: Three inch binder with dividers: We will be compiling a TExES resource binders composed from class assignments.
Required Course Textbook


Suggested Resources

Suggested Course Textbook


Suggested Online Resource

The following publication is an excellent resource, available online without charge. It is not required for class, but it might be helpful for the TEES exam or in your future teaching.

*Essential Reading Strategies for the Struggling Reader* & other Meadows Resources (ELL, LD, etc.)
Download and print or save from

Additional Online Resources

http://www.tea.state.tx.us

www.texasreadsource.org

www.childrenslearninginstitute.org

http://iris.peabody.vanderbilt.edu

www.fcrr.org

http://classroom.4teachers.org/

www.spacesforchildren.com/flrpln.html

Rubistar4teachers.org

www.scholastic.com/bookclubs
Professional Reading Organizations- 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 Literacy Association http://www.reading.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: Regular and punctual attendance is necessary and expected for all classes and tutoring experiences. Text messaging, cell phone calls, and any non-class related laptop activities during class are not acceptable professional behaviors. Students who would like to use laptops are welcome to do so; however, these students must sit in the front of the classroom and agree to restrict computer use to literacy tasks/note taking only. Additionally, please remember as you visit the schools that you are an ambassador for TAMUCC, for me, and for yourself.

  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)

• Preparation: Students are prepared for class. Preparation includes not only turning in assignments when due, but also coming to class with the requested materials and prepared to actively discuss the readings and topic for the day. Additionally, students are responsible for checking TAMUCC BlackBoard on a daily basis for messages from the University or from me. Students should contact a classmate to get any class notes, announcements, or course calendar updates missed due to an absence.

*Class materials will be posted online and you will be responsible for them when absent. Please do not contact me for materials you missed.

  Expectations:
  ➢ Turns in assignments and homework on Blackboard prior to the beginning of class on the due date.
  ➢ Is always prepared for class (stays current with readings and review of PowerPoints, and is ready for group presentations and discussions, knows routines, etc.)
All coursework 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 assignment.

**Participation:** Classroom participation shows an active level of cognitive engagement that is evidenced through thoughtful contributions to large and small group discussions. Student is respectful of others and is synergistic in her/his actions.

**Expectations:**
- Cognitive engagement and listening skills/group behavior
- Takes appropriate notes on assigned readings, videos, and class activities/discussions
- Contributes to the large and small group activities/discussion and seeks to offer ideas, ask questions, elicit feedback from others, and/or keep group on task *(i.e. I need to see evidence of active involvement).*
- Listens attentively and respectfully to others and builds off of their ideas and questions
- Is synergistic and never displays disruptive or disrespectful behavior during class (including inappropriate use of laptops, emails, social networking sites, text messaging, phone call, etc.)

*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.*

**Quality of Work/Assignment Specifications:**
Please word process or type all of your assignments, using 1 inch margins, 12 point font and double-spacing.
All written work must be typed and must meet the high quality standards expected of a classroom teacher. 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. Assignments with an unusually large number of errors will not be graded and will receive 0 points. See [http://casa.tamucc.edu/wc.php](http://casa.tamucc.edu/wc.php)

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

**Request for Help with Assignments:** Students should feel free to call me, text, or email me about any assignment. However, the student must make an effort to begin the assignment before asking for help. Emailing or calling the night before a major assignment is due is not the optimal time to ask for help.
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)

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](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. 

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.
COURSE REQUIREMENTS

1. ATTENDANCE, PARTICIPATION AND PROFESSIONALISM (10)

See above.

2. LITERACY AUTOBIOGRAPHY and Letter to Mentor Teacher (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?

The second part of this assignment is to write an introductory letter to your mentor teacher.

3. TExES Competencies (30)

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. Each student will choose one article and present the information about their article to the class through a PowerPoint presentation.

b) You will be asked to gather artifact examples of competency implementation from your classrooms.

4. **Textbook Presentations (10)**

Engaged reading is a merger of motivation and thoughtfulness. Engaged readers seek to understand; they enjoy learning and they believe in their reading abilities. Each student will be asked to choose a chapter from *Essential Readings on Motivation* and present the information to the class. This will be done through PowerPoint presentations and concrete classroom examples. Additionally, you are to write a one-page summary of highlights of the chapter and share it with your peers.

5. **Author’s Collection (10)**

Each student will be asked to choose a favorite children’s literature author and share information about that author and one of their books. Additionally, you will be asked to collect examples of the read aloud used in your classrooms and the instructional practices paired with them. These will be stored in your class binders.

6. **Literacy Classroom Environment Project (20)**

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 two article that discuss literacy environments. Summaries should be one page in length. Additionally, you are to collect pictures of the classroom environments of both primary and intermediate classrooms. All of this is to be included in your literacy binder. Finally, every student will create a poster size model of their ideal literacy classroom. These will be shared in class.

6. **PARENT/ SCHOOL COMMUNITY INVOLVEMENT PROJECT – (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 two article that discuss high-quality, successful parent involvement programs. Summaries should be one page in length. Additionally, each of you will be asked to create a home/school activity packet that will support one of the five pillars of reading.
## COURSE SCHEDULE

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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></td>
<td>Literacy block overview-discussion of literacy autobiography and teacher letters</td>
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<td>Literacy autobiography due, school district information, classroom assignments, dress-code runway-good and bad dress choices will be reviewed.</td>
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<td></td>
<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>1 Phonics Lesson/Alternate Intermediate Activity</td>
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<td>1-2 Read Aloud</td>
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<td>1-2 Guided Reading Lesson</td>
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<td>Assessment Assignment - 2 assessments, diagnosis and prescription</td>
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BIBLIOGRAPHY FOR FURTHER READING


Teacher, 45(9), 696-703.

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_____________________________________________