Texas A&M University-Corpus Christi
READ 4394 Field Experiences in Reading

Class Information

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<tr>
<th>Course</th>
<th>Section</th>
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<tr>
<td>Course Number Section</td>
<td>READ 4394</td>
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<tr>
<td>Course Title</td>
<td>Field Experiences in Reading</td>
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<tr>
<td>Term and Dates</td>
<td>Fall 2015 W 9:00-11:30 a.m.</td>
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<tr>
<td>Classroom and Building</td>
<td>ECDC, Room 219A</td>
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Professor Contact Information

<table>
<thead>
<tr>
<th>Professor</th>
<th>Dr. Kathleen Fleming</th>
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<tbody>
<tr>
<td>Office Phone</td>
<td>361-825-2017</td>
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<tr>
<td>Cell</td>
<td>361-443-9611 (text only)</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:kathleen.fleming@tamucc.edu">kathleen.fleming@tamucc.edu</a></td>
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<tr>
<td>Office Location</td>
<td>ECDC Room 219G</td>
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<tr>
<td>Office Hours</td>
<td>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</td>
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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

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.

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.

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 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.

**COURSE OBJECTIVES AND OUTCOMES**
1. Students will analyze, construct, and evaluate information presented in textbooks, external resources, student research, and class activities.
2. Students will prepare literacy instruction as a component of the field experience that includes working in elementary reading classrooms.
3. Students will explain and plan instructional strategies for teaching literacy.
4. Students will incorporate assessment into daily instruction in a classroom.
5. Students will reflect on the field experience and record their growth as a pre-service teacher.

**REQUIRED 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 TExES exam or in your future teaching. *Essential Reading Strategies for the Struggling Reader* & other Meadows Resources (ELL, LD, etc.)
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
- 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
- ELAR TEKS Vertical Alignment Document:
  http://www.englishspanishteks.net/teachers/teks.asp

Please consider joining

Texas A & M University Student Reading Council tamuccsrc@gmail.com

Corpus Christi International Reading Association cctxира@gmail.com

Texas Association for Literacy Instruction http://www.texasreaders.org/

International Reading 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. All classes missed onsite must be made up.
  ➢ 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:**
- Is always prepared for class (stays current with readings and review of PowerPoints, and is ready for group all presentations and discussions, knows routines, etc.)
- Turns in lesson plans and assignments on Blackboard prior to the beginning of class on the due date. Lesson plans must be submitted at noon on the Friday before the lesson is presented.
- 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, 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 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.

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)

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)

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](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.

COURSE REQUIREMENTS/Assignments

ATTENDANCE, PARTICIPATION AND PROFESSIONALISM

Attend class regularly, Participate in discussions, and actively complete assigned activities. Phones may only be used for emergencies. 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.

REGULAR SITE ATTENDANCE IS MANDATORY. All absences must be made up hour-for-hour, within one week of absence. Absences beyond two result in double make-up time. The grade will be lowered by one letter for more than two unexcused absences.

ALWAYS TEXT THE PROFESSOR, CALL THE FRONT OFFICE AND YOUR COOPERATING TEACHER IF YOU WILL BE LATE OR ABSENT (preferably the day before or by 7:30 a.m.).

Sign-in Time: You must be signed in and IN YOUR CLASSROOM by 9:00 a.m.

Sign-out Time: 11:30 a.m., no earlier.
PRACTICUM

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.

Your 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 one each of shared, and guided reading, one phonics lesson and one lesson of your choice. All lesson plan formats are posted on Blackboard.

ALL LESSON PLANS MUST FIRST BE DISCUSSED AND SUBMITTED TO THE COOPERATING TEACHER.

YOUR FINAL DRAFT WILL THEN BE SUBMITTED TO ME BY NOON THE FRIDAY BEFORE THE LESSON IS TAUGHT

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 plan and then schedule the read aloud lesson within the window of time specified on the calendar. Before completing the read aloud, you will create a word processed read aloud plan to include your focus goal and guiding questions. This lesson must first be discussed with your cooperating teacher and then submitted to me. After the read aloud, you will write a reflective analysis and description of the experience and file it in your course binder. Refer to the calendar to see when the copy of the plans and materials are due.

Guided Reading Lesson & Reflection

After discussion & modeling in our classroom, 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 before, during and after 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 your cooperating teacher. The plan should then be submitted to me the Friday before your lesson. 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 and file it in your course binder. Refer to the calendar to see when the copy of the plans and materials are due.

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 the instructional materials. The phonics lesson also requires a lesson plan format to be completed.
**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. Your portfolio must include the following:

- Background information on the student
- Results of assessments
- Strengths and weaknesses
- Recommended instructional strategies
- All documentation (including all assessment information)

**Daily 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.

**EVALUATION AND GRADE ASSIGNMENT**

**Reflection Journal __/20**

**Four Lesson Plans, Feedback and Reflections (Teacher 1-2, Fleming 3 & 4) __/40**
- Lesson One ___/10
- Lesson Two ___/10
- Lesson Three ___/10
- Lesson Four ___/20

**Assessment Portfolio**- You will administer or assist with two assessments and write a summary and prescription, using the assessment results. These are to be done with one child. ___/20

**Mentor Teacher Feedback**- Work ethic-punctuality, attendance, lesson presentation ___/20

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<td><strong>100</strong></td>
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## Fall Semester 2015

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS FOR DISCUSSION</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Introductions, syllabus review, campus clearance forms</td>
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<tr>
<td></td>
<td>Literacy block overview-discussion of literacy autobiography and teacher letters</td>
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<tr>
<td></td>
<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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<tr>
<td></td>
<td>Guided Reading lecture and video Comprehension presentations</td>
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<td></td>
<td>Shared Reading lecture and video Comprehension presentations</td>
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<td></td>
<td>Alphabetic Principle lecture and video Motivation Presentations</td>
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<td></td>
<td>Assessment lecture and video Motivation Presentations</td>
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<td></td>
<td>Field Experience Component Begins</td>
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<td>Week 2</td>
<td>Assessment activities begin</td>
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<td></td>
<td>1 Phonics Lesson/Alternate Intermediate Activity</td>
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<td></td>
<td>1-2 Read Aloud</td>
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<td></td>
<td>1-2 Guided Reading Lesson</td>
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<tr>
<td></td>
<td>Assessment Assignment -2 assessments, diagnosis and prescription</td>
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<td>Product Fair</td>
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<td>Final Exam</td>
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Professional Library Suggestions:


Syllabus Contract

READ 4394-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___________________________________________

Date________________________________________________