READ 3310.002: Principles and Practices of Early Reading Instruction  
Fall 2016  
T,R 9:30-10:45am  
ECDC 219B

Prof. Rosalynn Rowan Christensen       Office hours:  
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Office: ECDC 219 I                W 3:30-4:00p

Course Description  
This course explores theories of early language and literacy development of children. Course content addresses language development and literacy concepts essential for pre-reading areas, such as phonemic awareness, oral language development, listening comprehension development, and alphabetic knowledge. The course explores ways educators can enhance language and literacy concepts utilizing art, music, and drama. READ 3310 emphasizes development of emergent literacy skills that lead to higher literacy skills taught in READ 3320.

Rationale  
This course is essential for pre-service educators to understand the early theories and strategies needed to teach the foundational skills of reading. The use of art, music, and drama in developing these skills enhances student learning. The instruction and activities in this course address TEKS in aesthetic education as well as reading. The elements of art, drama, and music engage students in learning and help them develop a joy of reading.

State Adopted Proficiencies  
The following state adopted proficiencies are covered in this course:

1. **Learner-Centered Knowledge:** The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

2. **Learner-Centered Instruction:** The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

3. **Equity in Excellence for All Learners:** The teacher respects, addresses, and validates the needs of diverse learners.
4. **Learner-Centered Communication:** The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

5. **Learner-Centered Professional Development:** The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

**TExES Competencies**
The following TExES competencies are covered in this course:

**DOMAIN I – English Language Arts and Reading**

**Competency 001 (Oral Language)**
Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

**Competency 002 (Phonological and Phonemic Awareness)**
Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

**Competency 003 (Alphabetic Principle)**
Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

**Competency 004 (Literacy Development and Practice)**
Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.

**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 study skills in the content areas.

**Competency 009 (Writing Conventions)**
Teachers understand the conventions of writing in English and provide instruction that helps students develop proficiency in applying writing conventions.

**Competency 010 (Written Communication)**
Teachers understand that writing to communicate is a developmental process and provide instruction that promotes students’ competence in written communication.

**COMPETENCY 011 (Viewing and Representing)**
Teachers understand skills for interpreting, analyzing, evaluation, and producing visual images and messages in various media and provides students opportunities to develop skills in this area.

**DOMAIN V – FINE ARTS**

**Standard I (Perception in Art)**
The EC-6 teacher understands how ideas for creating art are developed and organized from the perception of self, others, and natural and human-made environments.

*Standard II (Creative Expression in Art)*
The EC-6 teacher understands the skills and techniques needed for personal and creative expression through the creation of original works of art in a wide variety of media and helps students develop those skills and techniques.

*Standard V (Cognitive and Artistic Development)*
The EC-6 teacher understands how children develop cognitively and artistically and knows how to implement effective, age-appropriate art instruction and assessment.

*Standard I (Visual and Aural Knowledge)*
The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

*Standard II (Singing and Playing)*
The music teacher sings and plays a musical instrument.

**Theatre Arts**
The EC-6 teacher must understand and be prepared to include theatre arts in her daily classroom activities. The competency is divided into the many elements of theatre arts.

**Course Objectives and Outcomes**
1. Students will articulate strategies pertaining to the development of oral language in grades EC-2.
2. Students will verbalize strategies to enhance the development of phonemic awareness and phonics in grades EC-2.
3. Students will describe strategies to enhance the development of the alphabetic principle in grades EC-2.
4. Students will explain strategies for teaching writing in an EC-2 classroom.
5. Students will prepare art, music, and drama activities to enhance literacy development in the EC-6 classroom.
6. Students will identify and include the appropriate TEKS of reading, art, music, and theatre arts in prepared literacy lesson plans for children in grades EC-2.

**Course Topics**
The major topics to be considered are:
- Early literacy assessment
- Balanced literacy practices
- Phonemic awareness and phonics
- Early writing
- Integrating the arts into the early literacy classroom

**Instructional Methods and Activities**
Methods and activities for instruction include lecture and discussion, teaching demonstrations, direct experience, and student presentations.
**Evaluation and Grade Assignment**

The following course requirements will be explained in detail during class meetings.

Total points: 280

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reflections (5 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Professional Journal Article Response</td>
<td>30</td>
</tr>
<tr>
<td>Early Literacy Classroom Observation Report</td>
<td>60</td>
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<tr>
<td>Midterm Exam</td>
<td>60</td>
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<tr>
<td>Final Exam</td>
<td>60</td>
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<tr>
<td>Professionalism</td>
<td>20</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 (due to emergency) will automatically have points deducted at the discretion of the professor.

Letter grades will be determined by the following scale:

- A=92-100%
- B=83-91%
- C=74-82%
- D= 66-74%

**Class attendance and participation:**

Due to the nature of this course, active student participation is essential to overall successful class performance, and attendance will be taken every class session. Because this course is concerned primarily with helping prospective teachers develop early literacy and learning strategies, it is very important that students attend class regularly. It is not enough to rely on others’ notes to make up for class activities and experiences. Failure to attend class regularly may place students at a severe disadvantage on the final examination, because test questions derive mostly from class activities. In addition, the entrance and exit reflections will be based on the text and lectures. Failure to include information from the lectures will result in a lower grade. If you are absent, ask a classmate for his or her notes. However, if you have a question about course material, please feel free to ask me to clarify. I will be happy to meet with you during my office hours.

**Assignments**

Course assignments will be explained further in class. The following is a short explanation of each of the assignments.

1. **10 one-page Reflections (see class schedule for due dates):**
   - Insightful response based on lecture/conversations/activities in class and your personal reactions (at least 1 page typed – double-spaced)
   - Turn into Blackboard under “Reflection” link
   - See rubric at the end of this syllabus.

2. **Professional Journal Article Response (see class schedule for due date):**
• Read a journal article related to a course topic that interests you.
• The article must be from The Reading Teacher, Reading Research Quarterly, Theory into Practice, Reading Psychology, Literacy Research and Instruction, or you may email requests for approval from other journals.
• Identify the topic of the article, provide full publication information in APA (info includes: author(s), title, journal name, volume/date and pages), summary of the article, how you might use the information presented in your future classroom, and at least two questions raised in your mind as a result of the article.
• You will turn this in on Blackboard. See the end of this syllabus for rubric.

3. Classroom Observation Report (see class schedule for due date):
• You will observe an early literacy classroom (Pre-K, K, 1st, or 2nd) for at least an hour and a half and write a specific report of what you observed.

Required Textbooks:
ISBN 978 1 57110 781 7

ISBN 1 55138 184 2

Recommended or Supplemental Reading:
Beverly, B. L., Giles, R. M., Buck, K. L. (2009). First grade reading gains following enrichment: Phonics plus decodable text compared to authentic literature read aloud. Reading Improvement, 46(4), 191-205.


Late work and Make-up Exams
No coursework will be accepted late without instructor approval. In-class points are not available to those who do not attend, and Blackboard assignments are due by the specified due date.

Cell Phone/Electronic Device Usage
Cell phones, text messaging, and checking your cell phone, email, and text messages during class are all strictly prohibited. Come to class prepared to focus on class. Violations may result in being asked to withdraw from the course and/or failure of course. If there is a potential rising emergency, then prior notification of such possibility must be made known to me before the start of class and the phone set on vibrate.

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
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. 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.

Classroom/Professional behavior
Professional decorum is expected.

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 at http://www.tamu.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.

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.
## Reflection Rubric

<table>
<thead>
<tr>
<th>Missing</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2-3</td>
<td>4-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Missing</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>Your reflection was superficial and lacked depth. Your writing was disorganized, hard to understand, and contained many grammatical errors. You reflected on very few of the class topics and readings.</td>
<td>You used some knowledge from the readings and constructed an insightful reflection. Your writing was organized, coherent, and only contained a few grammatical errors. You reflected on most of the class topics and readings.</td>
<td>It is clear you read the chapter carefully and you constructed an honest and insightful reflection. Your writing was exceptionally organized, extremely coherent, and grammatically correct. You reflected on all class topics and readings.</td>
</tr>
</tbody>
</table>

## Professional Journal Article Response Rubric

<table>
<thead>
<tr>
<th></th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary 10 points</strong></td>
<td>1-3</td>
<td>4-7</td>
<td>8-10</td>
</tr>
<tr>
<td></td>
<td>That's not a summary.</td>
<td>Okay summary, but some important parts were missing.</td>
<td>Summary included general description of the study, method, and results.</td>
</tr>
<tr>
<td><strong>Integration 10 points</strong></td>
<td>1-3</td>
<td>4-7</td>
<td>8-10</td>
</tr>
<tr>
<td></td>
<td>Yeah, about your attempt to use ideas from the article in your future classroom…</td>
<td>Your ideas for your future classroom could be used, but with more thought, this information could be better.</td>
<td>Your ideas are going to rock. Kids are going to dig it.</td>
</tr>
<tr>
<td><strong>Questions 5 points</strong></td>
<td>1-2</td>
<td>3-4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>No questions.</td>
<td>Weak questions.</td>
<td>Good questions.</td>
</tr>
<tr>
<td><strong>Conventions 5 points</strong></td>
<td>1-2</td>
<td>3-4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>No APA format used; paper is not edited</td>
<td>Some APA format used; inconsistent use of standard grammar, spelling, punctuation</td>
<td>APA format; correct grammar, spelling, punctuation used</td>
</tr>
</tbody>
</table>