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.

EC6 Standards, Chapter 149 Standards
Standard I: 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.
1.1k basic linguistic concepts (e.g., phonemes, segmentation) and developmental stages in acquiring oral language, including stages in phonology, semantics, syntax, and pragmatics, recognizing that individual variations occur;
1.2k how to build on students’ cultural, linguistic, and home backgrounds to enhance their oral language development;
1.3k the relationship between the development of oral language and the development of reading;
1.9k how to use effective informal and formal assessments to evaluate students’ oral language skills, and recognize when speech or language delays or differences warrant in-depth evaluations and additional help or intervention;
1.10k similarities and differences between oral and written language conventions and how to promote young students’ awareness of these similarities and differences; and
1.1s Acknowledge students’ current oral language skills and build on these skills to increase students’ oral language proficiency through specific language instruction using such activities as meaningful and purposeful conversations, dramatic play, songs, rhymes, stories, games, language play, discussions, questioning, and sharing information;
1.2s Strengthen vocabulary and narrative skills in spoken language by reading aloud to students and teaching them to recognize the connections between spoken and printed language;
1.3s Provide direct and indirect instruction, including modeling and reading aloud, in “classroom” English (e.g., language structures and pronunciations commonly associated with written English) and support students’ learning and use of classroom English through meaningful and purposeful oral language activities;
1.7s Plan, implement, and monitor instruction that is focused on individual students’ needs, strengths, and interests and is based on informal and formal assessment of students’ progress in oral language development.

Standard II: 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.
2.1k the concept of phonological awareness, its relationship to the ability to read an alphabetic language, and the development of phonological awareness in students (a student who has phonological awareness hears distinct words, syllables, and sounds in language separate from print);
2.2k the significance of phonological and phonemic awareness for reading and typical patterns in the development of phonological and phonemic awareness, and how variations in phonological and phonemic awareness may occur (A student who has phonological awareness hears distinct words, sounds, and contrasts sounds in language separate from print. A student who has phonemic awareness can identify individual sounds in spoken words, blend together the separated sounds of spoken words to form words, and play with the sounds of spoken language by adding or taking away sounds from words.);
2.3k effective formal and informal assessments of phonological and phonemic awareness and be able to analyze results, and identifying appropriate instructional strategies for teaching phonological and phonemic awareness to individual student.
2.1s Plan, implement, and monitor instruction that is focused on individual students’ needs and is based on continuous use of formal and informal assessments of individual students’ phonological development;
2.2s Use instructional approaches, including language games, activities, materials, and direct teacher instruction, that promote students’ phonological awareness;
2.3s Select and use instructional materials that promote students’ phonological and phonemic awareness and build on students’ current language skills;

Standard III: 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.
3.1k the importance of the elements of the alphabetic principle, including letter names, graphophonemic knowledge, and the relationship of the letters in printed words to spoken language;
3.2k expected patterns of students’ alphabetic skills development and knowledge that individual variations may occur;
3.3k that not all written languages are alphabetic, that many alphabetic languages are more phonetically regular than English, and know how to help English language learner deal with positive and negative transfer related to the alphabetic principle; and
3.4k how to select, administer, and analyze results from informal and formal assessments of alphabetic knowledge.
3.1s Respond to individual student’s needs by providing focused instruction on the letters of the alphabet and the relationships of sounds and letters;
3.2s Select and use instructional materials and strategies, including multisensory techniques (e.g., letter names, graphophonemic knowledge, and the relationship of letters and printed words to spoken language) to promote students’ understanding of the elements of the alphabetic principle;
3.3s Use formal and informal assessments to analyze individual student's alphabetic skills, monitor learning, and plan instruction;

Standard IV: 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.
4.1k that literacy acquisition develops in an often predictable pattern from prereading (sometimes referred to as emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition;
4.2k that the developing reader has a growing awareness of print in the environment, of the sounds in spoken words, and of the uses of print;
4.3k that literacy development occurs in multiple contexts through reading, writing, and the use of oral language;
4.4k a wide range of student literature and other texts written for students;
4.5k the importance of modeling and encouraging reading for pleasure and lifelong learning;
4.9k how to select, administer, analyze, and use results from informal and formal assessments of literacy acquisition, including assessments of phonological and phonemic awareness and alphabetic skills.
4.1s Provide instruction that focuses on print and functions of print, including book handling, parts of a book, orientation, directionality, and the relationships between written and spoken words;
4.3s Provide multiple opportunities for young students to listen to and respond to a wide variety of student literature, both fiction and non-fiction, and to recognize characteristics of various types of narrative and expository texts;
4.11s Communicate with other professionals and continually seek implications for practice from current research on literacy acquisition; and

Standard V: Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
5.1k that many students develop word analysis skills (e.g., decoding, blending, structural analysis, sight word vocabulary) and reading fluency in a predictable sequence, recognizing that individual variations occur;
5.3k the norms for reading fluency that have been established for various age and grade levels;
5.4k important phonetic elements and conventions of the English language;
5.5k strategies for decoding and determining the meaning of increasingly complex words;
5.6k the importance of word recognition skills (e.g., decoding, blending, structural analysis, sight word vocabulary) to reading comprehension and know a variety of strategies to help young student develop and apply word analysis skills;
5.7k differences in students’ development of word analysis skills and know how to adjust instruction in response to various students’ needs;
5.8k a variety of formal and informal procedures for assessing students’ word identification and decoding skills; and
5.9k instructional practices to meet students’ individual needs in decoding and word identification.
5.1s Teach the analysis of phonetically regular words in a simple-to-complex progression, i.e., phonemes, blending onsets and rimes, short vowels, consonant blends, other common vowel and consonant patterns, and syllables;
5.2s Teach students to read passages using decodable texts and provide opportunities for students to progress from sounding out words orally to decoding words silently;
5.3s Teach students to recognize high-frequency irregular words by selecting words that appear frequently in students’ books and reviewing difficult words often;
5.4s Teach students ways to identify vowel sound combinations and multisyllabic words;
5.5s Provide instruction in how to use structural cues to recognize compound words, base words, and inflections (e.g., prefixes and suffixes);
5.6s Teach students to use knowledge of word order (English syntax) and context to support word identification and confirm word meaning;
5.7s Use formal and informal assessments to analyze individual student’s word identification and decoding skills in order to plan and monitor instruction;

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

6.1k how students’ reading rate and fluency affect comprehension;
6.2k how young students develop reading fluency and that fluency involves rate, accuracy, and intonation;
6.3k how to assess students’ reading fluency on an ongoing basis and know the norms that have been established for various age and grade levels;
6.4k instructional practices that enhance the development of fluency, including providing opportunities for students to read regularly, both orally and silently, in independent-level materials and to do repeated reading and partner reading;
6.5k instructional strategies and practices for promoting students’ word analysis skills and reading fluency;
6.6k differences in students’ development of word analysis skills and reading fluency, and instructional practices for meeting students’ individual needs in these areas; and
6.7k a variety of informal and formal procedures for assessing on an ongoing basis students’ reading fluency.
6.1s Identify and monitor on an ongoing basis young students’ fluency levels by using leveled passages or reading materials on a daily basis;
6.3s Apply norms for reading fluency to evaluate students’ reading fluency;
6.5s Communicate with other professionals and continually seek implications from current research about the development of students’ reading fluency; and
6.6s Provide opportunities for students to improve reading fluency through self-correction.

**Standard VII: Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

7.1k that reading comprehension begins with listening comprehension and knows strategies to help students improve listening comprehension;
7.4k reading comprehension as an active process of constructing meaning;
7.5k factors affecting students’ reading comprehension, such as oral language development, word analysis skills, prior knowledge, previous reading experiences, fluency, ability to monitor understanding, and the characteristics of specific texts (e.g., structure and vocabulary);
7.7k the relationship between extensive reading, vocabulary development, and reading comprehension;
7.8k the use of metacognitive skills in reading comprehension;
7.9k various literary genres (e.g., historical fiction, poetry, myths, and fables) and their characteristics;
7.16k different purposes for reading and associated reading strategies;
7.4s Model strategies for improving reading comprehension such as previewing texts, self-monitoring, and retelling;

**Standard VIII: Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

8.1k predictable stages in the development of written language and writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, while recognizing that individual variations occur;
8.2k writing processes, including the use of self-assessment in writing;
8.4k the differences between first draft writing and writing for publication;
8.5k appropriate instructional strategies and sequences for developing students’ writing skills;
8.6k the development of writing in relation to listening, speaking, and reading, and know instructional strategies that connect these various aspects of language;
8.1s Create an environment in which students are motivated to express ideas in writing;
8.2s Teach purposeful, meaningful writing in connection with listening, speaking, and reading;
8.3s Formally and informally monitor students’ writing development and provide focused instruction to address students’ individual strengths, needs, and interests;
8.4s Provide instruction in various stages of writing, including prewriting, drafting, editing, and revising;
8.6s Provide opportunities for students to write in a variety of forms and modes and for various purposes and audiences;
8.9s Communicate with other professionals and continually seek implications for practice from current research about students’ development of written communication; and

**Standard IX: Writing Conventions:** Teachers understand how young students use writing conventions and how to help students develop those conventions.

9.1k that young students go through predictable stages in acquiring writing conventions, including the physical and cognitive processes involved in letter formation, word writing, sentence construction, spelling, punctuation, and grammatical expression, but that individual students vary in development of these conventions;
9.2k the relationship between spelling and phonological, graphophonemic knowledge, alphabetic awareness, and the importance of this relationship for later success in reading and writing;
9.3k the stages of spelling development (prephonetic, phonetic, transitional, and conventional) and how and when to support students’ development from one stage to the next;
9.5k formal and informal ways to assess young students’ development of writing conventions;
9.6k the importance of spelling and graphophonemic knowledge for success in reading and writing; and
9.7k the appropriate use of writing conventions and appropriate grammar and usage for communicating clearly and effectively in writing.
9.1s Formally and informally assess young students’ development of writing conventions and provide focused instruction based on individual students’ strengths, needs, and interests;
9.2s Provide hands-on activities to help young students develop the fine motor skills necessary for writing;
9.3s Teach pencil grip, paper position, and beginning stroke.

Standard X: Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.
10.1k appropriate uses and characteristics of screening devices, formal assessments (e.g., norm-referenced achievement tests and criterion-referenced state tests) and informal assessments (e.g., curriculum-based reading assessments and informal reading inventories) related to the development of literacy in young students;
10.2k formative and summative uses of assessment;
10.3k how to use multiple assessments and the results of these assessments to inform reading and writing instruction;
10.4k how to use assessment to determine when a student needs additional help or intervention to bring the student’s performance to grade level, based on state content and performance standards for reading, writing, listening, and speaking that comprise the Texas Essential Knowledge and Skills (TEKS);
10.6k the reciprocal nature of assessment and instruction and how to use assessment results to select appropriate instructional strategies and materials (e.g., basals, supplemental programs, and trade books) to ensure the literacy development of all students;
10.8k how to determine students’ independent, instructional, and frustration reading levels and the importance of using this information when selecting materials for reading instruction for individual students and guiding selection of independent reading materials.
10.1s Use multiple assessments to plan instruction in and monitor the literacy development of young students;
10.2s Analyze students’ errors in reading and writing and use them as a basis for future instruction;
10.3s Use ongoing assessments to determine when a child may be in need of classroom interventions or specialized reading instruction and develop an appropriate instructional plan;
10.5s Communicate instructional decisions based on research, assessments, and knowledge of students; and
10.6s Collaborate with other professionals and continually seek implications for practice from convergent research about assessment of students’ developing literacy.

TExES Content 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.

**Technology Standards**

2.2k how to deliver a product electronically in a variety of media  
2.1s use technical writing strategies to create products such as a technical instruction guide  
2.2s participate in electronic communities as a learner, initiator, and contributor  
2.3s employ technological collaboration such as sharing information through online communications to complete tasks  
2.7s use productivity tools, such as slide shows, posters, multimedia presentations, newsletters, banners, brochures, or reports, to create effective document files for defined audiences  
2.9s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics for defined audiences  
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats  
3.3k how to access and use online help  
3.1s use strategies to locate and acquire desired information from collaborative software and online resources  
3.3s use online help and other documentation

**Course Objectives/Learning 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
- Reflections (5 points each) 50 points
- Professional Journal Article Response 30 points
- Early Literacy Classroom Observation Report 60 points
- Midterm Exam 60 points
- Final Exam 60 points
- Professionalism 20 points

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.

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.

Evaluation and Grading Scale
Letter grades will be determined by the following scale:

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

Textbook(s)
The textbook(s) adopted for this course is/are:
ISBN 978 1 57110 781 7
ISBN 1 55138 184 2

Bibliography
The knowledge bases that support course content and procedures include:
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.


**Tentative Course Outline  3310.002 MW 2-3:15pm**

Notes: Chapter readings and assignments should be completed by class time. Assignments are due on the day they appear on the schedule. Topics may be added as dictated by the needs of the class. Integration of the arts will be addressed in each class session as pertaining to the topic being discussed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading(s) Due Today</th>
<th>Assignment(s) Due Today</th>
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<tbody>
<tr>
<td>1-18</td>
<td>• Course overview</td>
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<td></td>
<td>• Begin RAN chart</td>
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<tr>
<td>1-23</td>
<td>• Introduction to early literacy</td>
<td>• CRBTF pp. 10-22, 30-35, 41-44, 91-96</td>
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<td></td>
<td>• Teacher/child support continuum</td>
<td>• Reality Checks pp. 16-31</td>
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<td>• (Blackboard)</td>
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<tr>
<td>1-25</td>
<td>• Reading Workshop</td>
<td>• CRBTF pp. 72-73, 82-84, 182</td>
<td>Reflection 1 due by 1-27 midnight on Bb</td>
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<tr>
<td>1-30</td>
<td>• Text Levels</td>
<td>• Continuum of Literacy Learning Grades PreK - 2 pp. 42, 49, 129, 130-131, 134-135, 138-139, 142-143, 146-147, 150-151, 154-155, 158-159, 162-163, 166-167 (Blackboard)</td>
<td>Reflection 2 due by 2-3 midnight on Bb</td>
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<td>2-1</td>
<td>• Running Records</td>
<td>• CRBTF Chapter 4</td>
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<td>2-6</td>
<td>• Running Records</td>
<td>• Guided Reading Chapter 7 pp. 89-92 (Blackboard)</td>
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<td>2-8</td>
<td>• Running Records</td>
<td>• CRBTF pp. 36-37</td>
<td>Reflection 3 due by 2-10 midnight on Bb</td>
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<td>• Guided Reading Chapter 7 pp. 92-95 (Blackboard)</td>
<td>Professional Journal Article Response paper due by 2-10 midnight on Bb</td>
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<td>2-13</td>
<td>• Guided Reading</td>
<td>• CRBTF pp. 78-82</td>
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<td>• Guided Reading Chapter 1 pp. 1-4 (Blackboard)</td>
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<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Additional Information</td>
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<td>2-15</td>
<td>ONLINE CLASS-PROFESSIONAL JOURNAL ARTICLE DISCUSSION (specific details on participation given in class)</td>
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<td>Attendance credit received for participation in discussion by 2-17</td>
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<tr>
<td>2-20</td>
<td>Guided Reading</td>
<td>• CRBTF pp. 127-128, 37-38, 44-48</td>
<td>Reflection 4 due by 2-24 midnight on Bb</td>
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<tr>
<td>2-22</td>
<td>Concepts About Print, Shared Reading</td>
<td>• CRBTF pp. 74-78, 108-114, 122-123, ELF pp. 52-53</td>
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<tr>
<td>3-1</td>
<td>Read Aloud, Midterm Review</td>
<td>• CRBTF pp. 73-74 and Chapter 6, ELF p. 49</td>
<td>Reflection 5 due by 3-3 midnight on Bb</td>
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<td>3-6</td>
<td>Midterm Exam</td>
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<td>3-8</td>
<td>Modeled Writing, Shared Writing, Interactive Writing</td>
<td>• CRBTF pp. 84-89, ELF pp. 42-43, 76-77</td>
<td>Reflection 6 due by 3-10 midnight on Bb</td>
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<td>3-13, 15</td>
<td>NO CLASS-SPRING BREAK</td>
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<td>3-20</td>
<td>Writing Workshop</td>
<td>• CRBTF pp. 89-91, 182</td>
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<td>3-22</td>
<td>NO CLASS – classroom observation See Bb for Schedules</td>
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<td>Reflection 7 due by 3-24 midnight on Bb</td>
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<td>3-27</td>
<td>Letter Identification and Formation</td>
<td>• CRBTF pp. 115-119, ELF pp. 54-55, 72-73</td>
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<td>3-29</td>
<td>Phonological and Phonemic Awareness</td>
<td>• CRBTF pp. 120-121</td>
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<td>• Striking a Balance Chapter 4 (Blackboard)</td>
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<td>4-3</td>
<td>Phonological and Phonemic Awareness</td>
<td>• Phonics They Use Chapter 2 (Blackboard)</td>
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<td>4-5</td>
<td>Phonological and Phonemic Awareness, Begin Phonics and Word Study</td>
<td>• ELF pp. 58-59, 63-65, 66-67</td>
<td>Reflection 8 due by 4-7 midnight on Bb</td>
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<td>4-10</td>
<td>Phonics and Word study</td>
<td>• Apprenticeship in Literacy pp. 104-114 (Blackboard)</td>
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<td>Date</td>
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<td>4-12</td>
<td>• Phonics and Word Study</td>
<td>Reflection 9 due by 4-14 midnight on Bb</td>
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<td>4-17</td>
<td>• TPRI</td>
<td>CRBTF Chapter 12</td>
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<td>4-19</td>
<td>• TEKS</td>
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<td>4-24</td>
<td>• Intervention</td>
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<td>4-26</td>
<td>• Intervention Activities</td>
<td>Reflection 10 due by 4-28 midnight on Bb</td>
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<tr>
<td>5-1</td>
<td>• Last day of class</td>
<td>Classroom Observation Report due by 5-1 midnight on Bb</td>
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<td>5-3</td>
<td>NO CLASS-READING DAY</td>
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<td>5-8</td>
<td>NO CLASS</td>
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<td>5-10</td>
<td>Final Exam-1:45 pm</td>
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### Course Policies

**Attendance/tardiness**

Due to the nature of this course, active student participation is essential to overall successful class performance. Because this course is concerned primarily with helping prospective teachers develop 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. Additionally, failure to attend class regularly may place students at a severe disadvantage on the final examination, because test questions derive mostly from class activities. If you are absent, ask a classmate for their notes. However, if you have a question about course material, please feel free to ask me to clarify during office hours. I will be happy to meet with you at another time if necessary.

**Consequences for not attending class regularly:**

For classes that meet once per week, for each absence over two, your final grade in the course drops a letter.

For classes that meet twice per week, for each absence over four, your final grade in the course drops one letter grade.

One absence is defined as missing one complete class, arriving 15 minutes late, and leaving 15 minutes before completion of the class.

Please refer to The TAMUCC web page [http://catalog.tamucc.edu/content.php?catoid=6&navoid=177](http://catalog.tamucc.edu/content.php?catoid=6&navoid=177)
Late work and Make-up Exams
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.

Extra Credit
No extra credit is available for this course.

Cell Phone/Electronic Device Usage
Unless we are using devices as class resources, mobile 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 ( ).

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. ( ) is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
All papers submitted are to follow the Publication Manual of the American Psychological Association, (6th ed.). See Blackboard menu tab, Helpful Links, for a CASA resource.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to
disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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.

Grade Appeals*
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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 Corpus Christi Hall 116.

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 by SACS or HB2504

Appendices

**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>
<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>Missing</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary 10 points</td>
<td>1-3</td>
<td>4-7</td>
<td>8-10</td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Integration 10 points</td>
<td>1-3</td>
<td>4-7</td>
<td>8-10</td>
</tr>
<tr>
<td>Yeah, about your attempt to use ideas from the article in</td>
<td>Your ideas for your future classroom could be used, but</td>
<td>Your ideas are going to rock. Kids are going to dig it.</td>
<td></td>
</tr>
<tr>
<td>Questions 5 points</td>
<td>1-2</td>
<td>3-4</td>
<td>5</td>
</tr>
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<td>-------------------</td>
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</tr>
<tr>
<td>No questions.</td>
<td>Weak questions.</td>
<td>Good questions.</td>
<td></td>
</tr>
<tr>
<td>Conventions 5 points</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>