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.

Rationale
This course is essential for pre-service educators to understand the early theories and strategies needed to teach the foundational skills of reading.

State Adopted Proficiencies
The following state adopted proficiencies are covered in this course:
A) 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.
B) To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C) The teacher responds appropriately to diverse groups of learners.
D) While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E) 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.
**TExES Competencies**
(Domain 1 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.
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 lessons and record their growth as a pre-service teacher in a portfolio binder.

Course Topics
The major topics to be considered are:
- Early literacy assessment
- Balanced literacy practices
- Guided Reading and Read Aloud lessons

Instructional Methods and Activities
Methods and activities for instruction include lecture and discussion, teaching demonstrations, direct experience, and classroom practice of reading lessons.

Required Textbook

Suggested Online Resources
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

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.)
Download and print or save from

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

**Professionalism Expectations:** 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. Students will demonstrate:

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

**Preparation Expectations:** 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.**

- Is always prepared for class (current with readings and review of chapter/lecture PowerPoints, and ready for group presentations and discussions)
- All course assignments are due by the specified due date. In-class points are not available to those who do not attend. **Late assignments will not be accepted without prior approval by professor.**
- **Class materials will be posted online and you will be responsible for them when absent. Please do not contact me for materials you missed.**

**Participation Expectations:** 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.

- 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.
- Is prompt for class. Professionalism points will not be earned for multiple tardies.
- Is “present” in class (i.e. focused on classroom discussion and activities)
- 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

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

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) http://catalog.tamucc.edu/content.php?catoid=2&navoid=11#Academic_Honesty

Americans with Disabilities Act (ADA): Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University-
Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric, disability, etc.), please contact the Disability Services Office (located in CCH 116) at 825-5816.

http://disabilityservices.tamucc.edu/disability-services-brochure.php

**Grade Appeals:** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website.

**Veterans:** If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-2331.

**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.

**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 8:00 a.m.

**Sign-out Time:** 10:30 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 phonics lesson, one interactive read aloud and one guided reading lessons. All lesson plan formats are posted on Blackboard.

ALL LESSON PLANS MUST FIRST BE DISCUSSED WITH AND SUBMITTED TO THE COOPERATING TEACHER. PLEASE INCLUDE THE APPROVAL DATE.

YOUR FINAL DRAFT WILL THEN BE SUBMITTED TO ME BY 9:00 P.M. THE THURSDAY BEFORE THE LESSON IS TAUGHT. HALF CREDIT WILL BE GIVEN FOR THOSE SUBMITTED A DAY LATE. ANY LESSON SUBMITTED AFTER FRIDAY 9:00 P.M. WILL NOT BE ACCEPTED AND YOU WILL RECEIVE ZERO CREDIT.

A copy of this approved lesson plan, along with a blank evaluation for should be provided for the professor on the day of the lesson observation.

Assignments:

**Phonics Lesson, Activities & Reflection (1 lesson)**
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.

**Interactive Read Aloud & Reflection (1 lesson)**
After discussion & modeling in our classroom, you will plan and teach an interactive reading lesson to your assigned class. A guide for planning the lessons will be provided by the instructor. 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 (1 lesson)**
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 Thursday 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.

**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)
This report should be no more than two pages in length.

**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 will be uploaded to Blackboard for me to grade.

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

**Evaluation and Grade Assignment**
The following course requirements will be explained in detail during class meetings. Total points: 100

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Three Lessons (10-20 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Assessment Portfolio</td>
<td>20</td>
</tr>
<tr>
<td>Daily Reflections</td>
<td>10</td>
</tr>
<tr>
<td>Mentor Teacher Feedback</td>
<td>20</td>
</tr>
<tr>
<td>Professionalism (Three P’s)</td>
<td>10</td>
</tr>
</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%
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 as the limited time frame does not allow for much flexibility in scheduling. 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.

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 and design and deliver three lessons. Additionally, you will research two different types of assessment and the reasoning for each.

Your lesson plans should describe what you will do (activities), why you will do it (rationale), and how you will do it (methods/procedures/strategies). Lessons taught will include one each of shared, and guided reading, and one literature circle lesson. All lesson plan formats will be posted on Blackboard and required learning strategies are in your book.

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. Repeated infractions will also result in professionalism points being removed.

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 behavior is expected; please refer to the three p’s for additional information.*

**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 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 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.