I. Course Description
READ 5322 - Fundamentals of Elementary Reading Instruction II
This course includes a study of theoretical, research, and pedagogical aspects of the reading-writing connection for grades 4-8 students. There will also be an emphasis on content area reading and study skills, as well as the writing process. Components of the course will include but not be limited to the five pillars of reading instruction identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and comprehension. Emphasis is placed on the various stages of and approaches to literacy development. Enrollment is limited to graduate students seeking initial certification.

II. Rationale
Educational sectors are increasingly placing emphasis on reading education. It serves as a foundation to all subject areas. Course content serves to aid in the development of a teacher’s knowledge of the reading and writing process. Development of particular strategies and techniques is needed to teach children how to read and write in every content area.

III. State Adopted Proficiencies and Competencies
1. 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.

2. To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. The teacher responds appropriately to diverse groups of learners.

4. While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. 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.

IV. TExES Competencies
English Language Arts
Competency 001 Oral Language
The teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students 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 printed words and spoken language.

Competency 004 Literacy Development
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 children's literacy.

Competency 005 Word Analysis and Decoding
The teacher understands the importance of word analysis and decoding for reading and provides many opportunities for children to improve their word-analysis and decoding abilities.

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
The teacher understands the importance of reading for understanding, knows the components of comprehension, and teaches children strategies for improving their comprehension.

State Board for Educator Certification (SBEC) Standards

Standard I. Oral Language: Teachers of young children understand the importance of oral language, know the development processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

Standard II. Phonological and Phonemic Awareness: Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

Standard III. Alphabetic Principle: Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

Standard IV. Literacy Development and Practice: Teachers of young children 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 children's literacy.

Standard V. Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their word analysis and decoding abilities.

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children to improve their reading fluency.
Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving their comprehension.

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

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

Standard X. Assessment and Instruction of Development Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.

International Reading Association Standards
A. Knowledge and Beliefs about Reading
Theoretical Base
The reading professional will
1.2 understand, respect, and value cultural, linguistic, and ethnic diversity;
1.3 recognize the importance of literacy for personal and social growth;
1.5 perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situations;

2.0 Knowledge Base
The reading professional will
2.6 understand that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;
2.8 understand the role of Metacognition in reading and writing, and listening and speaking; recognize the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders); understand that goals, instruction and assessment should be aligned

3.0 Individual Differences
The reading professional will:
3.1 recognize how differences among learners influence their literacy development;
3.2 understand, respect, and value cultural, linguistic, and ethnic diversity;
3.4 recognize the importance of creating programs to address the strengths and needs of individual learners;

B. Instruction and Assessment
5.0 Creating a Literacy Environment
The reading professional will be able to:
5.2 use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth;
5.3 model and discuss reading and writing as valuable, lifelong activities;
5.6 promote the integration of language arts in all content areas;
6.0 Word Identification, Vocabulary, and Spelling
The reading professional will be able to:

6.3 teach students to use context to identify and define unfamiliar words; employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition;

7.0 Comprehension

The reading professional will be able to:

7.1 provide direct instruction and model when and how to use multiple comprehension strategies, including retelling;
7.2 model questioning strategies;
7.3 teach students to connect prior knowledge with new information;
7.4 teach students strategies for monitoring their own comprehension;
7.5 ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links;

8.0 Study Strategies

The reading professional will be able to:

8.1 provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources;
8.2 teach students to vary reading rate according to the purposes and difficulty of the material;
8.3 teach students effective time-management strategies;
8.4 teach students strategies to organize and remember information; teach test-taking strategies;

C. Organizing and Enhancing a Reading Program

16.0 Professionalism

The reading professional will be able to:

16.1 pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities;
16.5 participate in local, state, national, and international professional organizations whose missions is the improvement of literacy;

V. Course Objectives/Learning Outcomes

This course is designed to enable students to:

1. Demonstrate an understanding of the content, curriculum, and pedagogy related to developmental literacy in grades 4-8.
2. Demonstrate an understanding of the characteristics of learners at different developmental levels as they relate to content literacy.
3. Identify and apply literacy strategies related to developmental and academic content areas.
4. Identify a variety of informational texts appropriate for specific content areas.

VI. Course Topics

Phonological awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, balanced literacy, assessment, effective content area teaching, TEKS activity/discussion, TExES competencies activity/discussion

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Online deliveries; videos
B. Asymmetric group discussions

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitute

- Introduction Assignments
  You will introduce yourself to the class by posting a photograph of yourself and a brief biography on a designated page in BlackBoard. You will write a self-reflection paper on your knowledge of and attitudes toward reading. (See details and deadlines on BlackBoard)

- Module 1: Characteristics of Adolescent Learners
  You will read articles and view a video about the characteristics of middle/secondary school learners. You will complete two assignments. Your assignments will include written and multimedia options. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- Module 2: Content Reading and Adolescent Literacy
  You will read a research report and the position statement of the International Reading Association as resources for an analytical paper. You will write reaction papers to one journal article. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- Module 3: Textbook Analysis and Readability
  You will use assigned readings to prepare you to complete an in-depth analysis of a content text. You will locate and react to specific state standards in your subject area. There will be a quiz on the content reading in this module. (See details and deadlines on BlackBoard)

- Module 4: Vocabulary Issues
  You will use assigned readings and resources to support your understanding of vocabulary. You will complete one assignment that will include written and multimedia options. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- Module 5: Comprehension Issues
  You will use assigned readings and resources to support your understanding of comprehension. You will complete one assignment and respond to one discussion question. Your assignments will include written and multimedia options. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- Module 6: Selecting Materials for Instruction
  You will use assigned readings and resources to prepare to develop an understanding of materials selection. You will complete two assignments. Your assignments will include written and multimedia options. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- Module 7: Dyslexia and Procedures Concerning Dyslexia
  You will use assigned readings and resources to support your understanding of dyslexia issues and requirements. You will complete two assignments. Your assignments will include written and multimedia options. There will be a quiz on the content in this module. (See details and deadlines on BlackBoard)

- Module 8: Comprehensive Final Project: Secondary and Content Reading Reflection – Benchmark for course.
  You will develop a PowerPoint presentation that you could present to other potential teachers.
of adolescents. You will discuss the issues related to adolescent literacy and suggestions for working with adolescents. See BlackBoard for more information.

**NOTE:** All course written assignments must be:
- Double-spaced
- Word processed
- Written in APA style (6th Edition)
- Free of mechanics, usage, grammatical, and spelling errors.
- Times New Roman or Arial

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Introduction assignments</td>
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<tr>
<td>Course modules 1-7</td>
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<tr>
<td>Module 8</td>
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<td><strong>TOTAL</strong></td>
<td>560</td>
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</tbody>
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**B. Grading Scale**

Letter grades will be determined by the following scale:

- 92% - 100%  A
- 84% - 91%   B
- 76% - 83%   C
- 68% - 75%   D
- 67% or less F

*No coursework will be accepted late.*

Grades will be assigned according to the professional level of the final submissions.

**Note:**

Grades will be assigned according to the professional level of the final submissions.

A = Excellent—All work is 100% completed in a professional manner and contains evidence of significant effort and accomplishment. The work is 100% professional in content and appearance.

B = Good—All work is completed in a useful manner and contains evidence of effort and accomplishment. The work is complete in content and appearance but lacks professional polish.

C = Average—The work is complete. The work contains all required parts. The work lacks evidence of time and effort.

D = Passing—The work is not adequate in details, efforts, professionalism, or completeness.

F = Failing—The work is inadequate or incomplete.

**Course Policies**

**Assignments:** All assignments should reflect significant consideration and thought.

**Late assignments:** Late assignments will not be accepted.

**Ground rules for discussions and assignments:** As professional educators, you are expected to understand how to conduct yourself with regard to language and behavior in an educational setting, including an online bulletin board. The following guidelines will govern classroom and
online discussions:

**Respect**
Each person has a right to and a responsibility for his/her own feelings, thoughts, and beliefs. When speaking of an occurrence or relating one's experience outside the class, refrain from disclosing identities of those involved. Show courtesy.

**Comfort**
We should all work together to make a safe, respectful and comfortable atmosphere for associating.
I will not ask you to take any risks in class (such as sharing our own experiences) that I am not willing to make myself. No question is stupid! We all come to the learning situation with different experiences and backgrounds. We all learn at different paces.

**Honesty**
All work you submit must be your own. If you use someone's words or work other than your own, please use the appropriate citation.

**World Wide Web** - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education. Plagiarism is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g. books, magazine, Internet sites), book descriptions/reviews, course work done by previous students (or another current or TAMUCC student). Appropriate citation of resources is required.

**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 failure of this course.

**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. **April 5, 2019** is the last day to drop a class with an automatic grade of “W” this term.
Online Course Etiquette
An online course has a unique culture and etiquette. Unlike popular social media, such as Facebook or Twitter that you may already be using in your daily life, online course etiquette more closely resembles that of a traditional, on-campus course. Here are some guidelines that will help you be successful in this course:

1. Interacting with People, not a Computer: Since most of your interaction will be text-only, you won’t be able to pick up on “cues” such as body language, facial and vocal inflection, or the discussion’s changing pace. This has the potential for people to misunderstand one another’s writing.

Give your writing a respectful “tone,” whether you are agreeing or disagreeing with another person’s posting. When you read e-mail or online discussions, make sure you understand the other person’s message. A confrontational reply to a message you’ve misunderstood can drag a conversation down for everyone. If you don’t understand, ask the writer for clarification with language you would use in the classroom. Think about how you’d react if someone wrote you the way you’re writing your message. If you think a posting is inappropriate, you should contact me (privately, via email) to look into it.

2. Read Before You Write: Spoken conversations are a continuous process of talking and listening. When you walk up to friends in a conversation, you listen awhile to pick up what’s being talked about before you join in. It’s good etiquette online, too. Even if it’s a conversation you contributed to previously, new posts by others may have introduced new questions and taken the discussion in new directions.

3. Read Before You Submit: In general, discussion posts and e-mail should be as concise as possible while still making your message clear. Write a draft and before you click the submit button, read your message aloud, to yourself or to someone else. This can help you find awkward phrasing, correct mis-spelling, or maybe see a clearer way to compose your message.

Avoid language that is humorous, angry, sarcastic, or offensive. Remember that your readers won’t have those cues mentioned above and could misunderstand you. If you feel particularly strongly about a point, it may be best to write your message first as a draft and then review it before posting in order to remove any strong or ambiguous language.

4. Words are Forever: Once you submit your message, whether in e-mail or as a post to a blog or discussion group, it will be stored on servers “out there” for others to read. You won’t be able to easily take back your words. If someone writes you a private e-mail, respect that privacy.

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.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.

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.

*Required by SACS

**IX. Textbook:**

The textbook(s) adopted for this course is:


Extra download: English Language Arts and Reading Texas Essential Knowledge and Skills for K-12 (TEKS). Available at:

**X. Course Schedule**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Introduction assignments</td>
<td>January 27</td>
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<tr>
<td>Module 1</td>
<td>February 10</td>
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<tr>
<td>Module 2</td>
<td>February 24</td>
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<tr>
<td>Module 3</td>
<td>March 10</td>
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<td>Module 4</td>
<td>March 24</td>
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<td>Module 5</td>
<td>April 7</td>
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<td>Module 6</td>
<td>April 17</td>
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<tr>
<td>Module 7</td>
<td>April 30</td>
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<tr>
<td>Module 8 (Final)</td>
<td>May 7</td>
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Note: All written assignments will be due on the dates above. I will keep the assignments open. Discussion participation will be due the same date as the written assignments. Quizzes will be due the day after each module.
assignment and discussion are due.

XI. Bibliography:


