READ 3320: Principles and Practices of Reading Instruction
Summer II 2020 * July 6 – August 7
Fully Online with both Synchronous (MTWR 12:00pm-1:55pm)
and Asynchronous Class Sessions

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Course Description
READ 3320, Principles and Practices of Reading Instruction-The purpose of this course is to provide the preservice teacher with a solid foundation for effective literacy instruction. This course will review research-based teaching strategies, instructional materials for phonics, vocabulary, fluency, and comprehension well as methods and assessments for efficacious literacy instruction. The primary focus of course content will be on core (tier 1) classroom instruction with discussions of differentiated instruction. The targeted grade levels for this course are third through sixth grade. There are no prerequisites.

Rationale
Principles and Practices of Reading Instruction is a required course for students seeking EC-6 certification. This course equips preservice teachers with the skills needed develop an understanding of how children learn to be literate and comprehend the variety of texts through appropriate reading and writing strategies.

Standards
See link in Blackboard for standards.

Required texts

Recommended resources


**Course Topics**

Some of the topics to be considered are:

- Reading theories
- Texas Essential Knowledge and Skills for Reading and Writing in the Intermediate Grades
- Literacy classroom organization and instructional delivery
- Teaching strategies and materials for a comprehensive approach to reading instruction with an emphasis on Intermediate grade level instruction
- Literacy assessment methods
**Instructional Methods and Activities**
Methods and activities for instruction include lecture and discussion, teaching demonstrations, direct experience, and student presentations, all virtual for this semester.

**Course Objectives/Learning Outcomes**
Students will:

1. construct a general understanding of teaching English Language Arts and Reading in the intermediate grades, as described in the Texas Essential Knowledge and Skills (TEKS).
2. identify several reading theories.
3. explain effective ways to organize and manage reading instruction for all students in an intermediate grade literacy classroom environment.
4. articulate terminology related to the teaching of intermediate grade level phonics.
5. explore research-based practices and strategies for phonics, vocabulary, fluency and comprehension instruction.
6. describe effective assessment strategies for the core reading components and techniques for assessing diverse elementary age children in the core components of reading.
7. explain the key components of a comprehensive approach to literacy instruction.
8. demonstrate increased understanding of family literacy.

**Evaluation and Grade Assignment**
The following course requirements will be explained in detail in a syllabus review video.

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<th>Points</th>
<th>Assignment</th>
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<tr>
<td>50</td>
<td><strong>5 Reflections</strong> (10 points each) - Insightful response based on lecture/conversations/activities/readings in and out of synchronous and asynchronous class sessions as well as your personal reactions (at least 1 page typed – double-spaced). Submit to Blackboard. See class schedule for due dates. See Blackboard for rubric.</td>
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<td>50</td>
<td><strong>Professional Journal Article Response</strong> - Read a journal article related to a course topic. Choose a class session. Go to that folder in Blackboard. Open the folder titled “Readings for Professional Journal Article Response Assignment. Choose one. 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. Submit to Blackboard. See class schedule for due date. See Blackboard for rubric.</td>
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<td>50</td>
<td><strong>Field Observation Report</strong> – Because we are unable to be in classrooms this semester, you will view a series of videos assigned by your professor. You will complete an observation note-taking form based on these video segments. You will then use this note-taking form to write a 3-page report on your findings. You</td>
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READ 3320 Syllabus

Dr. Bethanie C. Pletcher
must also refer to your readings in this report to support your findings. Submit to Blackboard. See class schedule for due date. See Blackboard for rubric.

100 **End of Course Project and Video** – You will create a literacy lesson plan for a fiction or a nonfiction book (choose from guided reading levels N-R). I will provide links to eBooks for you to use. You will complete the provided lesson plan form. This lesson plan must be explicit and must include all materials needed and all procedures to be followed. You will include a guided reading lesson (including vocabulary, comprehension, and fluency instructional strategies) and a writing lesson. Each piece of the lesson plan needs to be supported by your readings from the course. You will then teach your lesson to a small group of your peers. I will group students. You will record this lesson. You will submit your lesson plans and video to Blackboard. See class schedule for due date. See Blackboard for rubric.

50 **Professionalism** – Synchronous and asynchronous class session participation; attendance; professionalism of written correspondence with professor

300 **Total Possible Points**

**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%

Assignments are scored based on completion of assigned task, accuracy, content, and writing conventions. Grades are contingent upon the completion and quality of assigned work and are based on the subjective evaluation by the professor.

**Late work**
Late assignments will **not** be accepted unless there are extenuating circumstances. Full credit will not be given for late assignments.

**Extra Credit**
No extra credit is available for this course.

**Attendance (to synchronous class sessions) and Participation (in synchronous and asynchronous class sessions)**
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. In
addition, the reflections will be based on the text and lectures. Failure to include information from the lectures will result in a lower grade.

Since we were scheduled to meet in class 4 days per week at the university, we will still hold synchronous class sessions a few times per week. Please see the class schedule for those dates. These in-class sessions are **REQUIRED**. Missing one class session will result in reduced points from your final grade in the course. Attendance will be taken during each synchronous class session.

Being present in asynchronous work as part of the course is also required.

**Class Schedule (See Blackboard)**

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

**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 level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, 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, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**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.

**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. Please see this link for drop dates: [https://www.tamucc.edu/academics/calendar/summer-2021.html](https://www.tamucc.edu/academics/calendar/summer-2021.html).

**Preferred Method of Scholarly Citations**
All papers submitted are to follow the *Publication Manual of the American Psychological Association*, (7th ed.). See Blackboard menu tab, Helpful Links, for more information.

**Classroom/Professional Behavior**
You have chosen the greatest profession, one where you will be charged with leading the learning of children. Your journey to a certificate for this profession starts with these courses. I, your instructor, expect you to enter class each day fully present and prepared, with a positive attitude and a readiness to learn. This may mean working on your own, with a partner, or in a small group. I also expect that you communicate with me, your instructor, in a respectful manner as well.

*Please locate a quiet place to participate in synchronous class sessions, as free of distractions as possible.

**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 synchronous class sessions are 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, please set your phone on vibrate.

**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.

**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.

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.