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Office: A118
Office Hrs: 8:00-12:00 Monday and Wednesday, 8:00-9:30 Tuesday and Thursday
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Text:

Gunning, T. (2013). *Creating literacy instruction for all students*. Pearson. 9th Edition.

Course Description:

This course is an intensive study of reading readiness, beginning reading, remedial reading, reading assessment, reading devices, and the use of audiovisual aids in reading instruction. This course serves as a foundation reading course and is encouraged to be taken as the first course of the reading component.

Course Objectives:

Throughout and upon completion of this course, the student will:

- communicate an awareness of multiple approaches for teaching reading
- demonstrate intervention strategies for struggling readers
- investigate reading theory and practice
- practice reading techniques
- convey an awareness of and describe theoretical basis of current reading practice

Learning Outcomes

The graduating student will:

- Identify the range of individual developmental differences that characterizes students in early childhood through grade 8
- Identify standardized assessments to analyze students' strengths and needs for planning instruction
- Construct teaching lessons by selecting pertinent materials and resources which include technological resources to enhance student learning

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.

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.

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.

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.

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.

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

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.

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.

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

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.

Standard XII. *Viewing and Representing:* Teachers understand how to interpret, analyze, evaluate, and produce.

Course Topics:

A. *Literacy Development from a Language and Cognitive Perspective*
1. Language Systems
2. Cognitive Developmental Theory
3. Role of Experiences and Culture in Literacy Development
4. Reading process, Transactional Theory (Rosenblatt)
5. Role of Motivation
6. Approaches to Teaching Reading (Bottom Up, Top Down, Interactionist Overview)

B. *Evaluation*
1. Standards
2. Authentic Assessment
3. Formal Reading Assessments

C. *Emergent and Early Literacy*
1. The Environment (Home/School)
2. Language Experience Approach and Emergent Storybook Reading
3. Print Concepts and Book Handling Skills
4. Developmental Writing and Shared Writing Experiences
5. Family Literacy

D. *Conventional Literacy*
1. High Frequency Words
2. Stages of Reading
3. Role of Phonics Instruction, Approaches to Teaching Phonics
4. Strategy Instruction
5. Word Knowledge

E. *Fluency*
1. Understanding and Nurturing Fluency

F. *Vocabulary*
1. Principles of Vocabulary Instruction
2. Techniques for Teaching Words
3. Special Features of Words

G. *Comprehension*
1. Theory & Strategies
2. Text Structures and Procedures
   a. Narrative Text
   b. Expository Text
3. Working with Struggling Readers
   a. Dyslexia
   b. Reading Recovery
   c. Reading First
   d. RtI

H. *Reading Approaches*
      1. Basal Approach
      2. Literature –Based Approach
      3. Reading Workshop
      4. LEA
      5. Whole Language
      6. Guided Reading

I. *Writing Approaches*
      1. Process Approach
      2. Guided Writing
      3. Writing Workshop
      4. Technology

J. *Diversity*
      1. Economically Disadvantaged Students
      2. Culturally Diverse Students
      3. Learning Disabilities
      4. Cognitive Impairments
      5. Speech and Language Disorders

Course Requirements:

Attendance and Participation

This course is being offered in a split-web format for the summer session. Split-web courses require some of your work to take place in class, while other preparation and assignments are completed outside of class. Though we will only meet approximately 4 hours each week, you will have considerable preparation each week that contributes to your class participation. For this reason, missing one of the five class meetings can result in a letter grade difference. Your personal responsibility for working on your own and exerting the personal discipline necessary to complete the assignments on time is critical to your success. Your ability to effectively participate in this course will be significantly enhanced by appropriate preparation, which includes reading and reflecting on assigned chapters, articles, or other assigned materials. Missing assignments, not meeting deadlines and/ or failure to communicate with the professor can result in a failing grade. Course objectives are explicitly designed to assist in meeting the standards required by the EC-6 Generalist exam. Assessment of specific objectives related to those expectations will be required in order to receive credit for this class. **Please check your email daily for updated information regarding assignments and feedback on submissions.**

Web-Assignments, Activities, Discussion Board

Chapter activities and assignments will utilize the Gunning text and will be submitted via Blackboard. In the event that your assignment requires a written response, **take the time to edit your work.** As educators in training, it is important to be an effective writer of educational material. This class is considered writing intense, so plan appropriately for proofing and revising in addition to drafting. Your work should be free of spelling and grammatical errors, and should reflect *your* understanding. You should be developing the ability to paraphrase information from textbooks and journals. If you must use an author's words verbatim, you need to properly cite their work. Assignments that are submitted with improper sentence structure, grammar and usage issues, and/or improper formatting will not receive credit.

Blackboard assignments need to be formatted as .doc or .docx documents. You must use a word processing program that is compatible in order for me access your submissions. Microsoft Word is most widely used. Creating documents in Works or other formats will not receive credit as they are not compatible with Bb. If you do not have access to Microsoft Word, please use the computer labs on campus to create and submit your work. There are two forums that will remain open in Blackboard throughout our course: Questions for Instructor and the Student Café. They are both located in the Discussions tab.

Assessment

Assessment will take many forms this session. As a teacher in training you will be expected to not only understand, but use varied forms of assessment. For that reason, you will be assessed using multiple methods. Assessment in this course may be objective quizzes (true/false, multiple choice), written responses (short answer/essay/critical reviews), portfolio artifacts or created documents, lesson design, rubrics, and demonstrations.

Leisure Reading

Teachers of reading need to convey a sense of validity and engagement with the reading process. In addition to reading the required textbook during the next few weeks, you will also be asked to choose a personal text. I will be happy to make recommendations or even provide a book for your reading pleasure! I will engage in periodic conferences about your book throughout the weeks. This will take place in the Journal section of Bb.

Academic Integrity:

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 unacceptable and, for the purpose of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless appropriate credit is given to the person or resource material used. This includes, but in not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (workbooks, magazines, etc.), book reviews, or coursework completed by previous students. Disciplinary action for academic misconduct will first be considered by the faculty member assigned to the course and can result in failure of individual assignments and/or course credit.

Reminders
- Check email daily.
- All assignments should be appropriately formatted, edited and presented in final draft form.
- Please do not ask for extensions on due dates.
- When corresponding with me via email, please include your name either by identifying yourself in the text or signing at your closing. University email addresses, as well as some personal addresses, are very difficult to decipher.

Sul Ross State University – Rio Grande College is committed to equal access in compliance with the Americans With Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact the Student Support Specialist on their campus.

Course Schedule

Date	Content	Assignment Due
6/2/15	Welcome, Introductions, Syllabus, Course Expectations Gunning Text: Chapters 1 & 2 Mem Fox: Read Aloud	Read Gunning Chapter 3 & 4
6/9/15	Discussion: Assessment and Emergent Literacy Demonstrations: Read Aloud & Shared Reading Test #1: Chapters 1,2,3 & 4 Writing & Spelling Stages	Read Gunning Chapters 5 & 6
6/16/15	Discussion: Phonics, HFW, & Vocabulary Demonstrations: Choose a book, demonstrate how to select focused vocabulary, teach vocabulary lesson	Read Gunning Chapters 7 & 8
6/25/15	Discussion: Comprehension Demonstrations: Present a mystery passage Test #2: Chapters 5,6,7 & 8	Read Gunning Chapters 11, 12 & 13
6/30/15	Discussion: Writing Workshop & Writing Conferences Test #3: Chapters 11, 12 & 13	

Chapter Supplements:

Chapter 1:
Pre: Reading Experiences, Important Factors about teaching reading
Read Chapter 1
Post: Reflect on how you were taught to read, provide any examples or specifics and categorize it as an approach

Chapter 2:
Pre: How do you explain diversity in an educational context? Who will struggle with reading and writing?
Read Chapter 2
100 Days of School (Classroom Library K-2) https://www.learner.org/resources/series162.html

Chapter 3:
Read Chapter 3
In your opinion, discuss the uses and limitations of think alouds.
Using Assessment to Guide Instruction (K-2 Workshop) https://www.learner.org/resources/series175.html
Assessment and Accountability (3-5 Workshops) https://www.learner.org/resources/series204.html

Chapter 4:
Pre: What have you noticed about children's earliest attempts regarding literacy?
Read Chapter 4
Creating a Literate Community (K-2 Workshop) https://www.learner.org/resources/series175.html
Becoming Readers and Writers (Classroom Library K-2) https://www.learner.org/resources/series162.html
Review Webbing Into Literacy: http://curry.edschool.virginia.edu/go/wil/home.html

Chapter 5:
Read chapter 5
Familiarize yourself with the concept of Word Building: www.wordbuilding.org
Be familiar with the differentiation between predictable and decodable texts.
Take a look at "Words Their Way" on Facebook
Fluency and Word Study (K-2 Workshop) https://www.learner.org/resources/series175.html
Word Study and Fluency (3-5Workshop) https://www.learner.org/resources/series204.html

Chapter 6:
Read Chapter 6
Investigating Word Meaning (3-5 Workshop) https://www.learner.org/resources/series204.html
Choosing Words Strategically (3-5 Workshop) https://www.learner.org/resources/series204.html
Reading Across the Curriculum (3-5 Workshop) https://www.learner.org/resources/series204.html

Chapter 7:
Pre: What kind of reading poses most trouble for students? What do you do to better understand what you read?
Read Chapter 7
Building Comprehension (3-5 Workshop) https://www.learner.org/resources/series204.html
Close Reading for Understanding (3-5 Workshop) https://www.learner.org/resources/series204.html

Chapter 8:
Read Chapter 8
Summarizing Non-Fiction (3-5 Workshop) https://www.learner.org/resources/series204.html
Looking at Cause and Effect (3-5 Workshop) https://www.learner.org/resources/series204.html

Chapter 11:
DB Pre: What do you recall about the type of reading instruction you received as an early and/or mature reader? Did any specific format or approach work better for you?
Read Chapter 11

Chapter 12:
DB Pre: What do you recall about writing in school? What kind of writing do you do now?
Read Chapter 12
Writing (3-5 Workshop) https://www.learner.org/resources/series204.html
Building a Community of Writers (3-5 Writing Communities) https://www.learner.org/resources/series205.html
Teacher as Writer (3-5 Writing Communities) https://www.learner.org/resources/series205.html

Grading Policy

Chapter Tests 3 @ 50 points	150
Demonstration Lessons 3 @ 25	75
Course Contribution	25
	250

A=225 + B=224-200 C= 199 -175 D= 174-163 F= less than 163

A – A work exhibits excellent work that demonstrates not only a clear understanding of the material but also a superior ability to utilize that material in the assignment submitted. All criteria are met. The student's work goes beyond the task and contains additional, unexpected or outstanding features.
B – B work represents solid work that demonstrates a good understanding of the material under study and utilizes material well in assignments submitted. The student meets the assignment criteria, with few errors or omissions.
C – C work demonstrates a technical, or basic, understanding of the material under study and utilizes that material adequately in the assignment submitted. The work meets the minimum assignment criteria.
D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.
F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.