

EDUC 5308  
Elementary Reading

Dr. Gina L. Stocks  
Office A118  
(830) 279-3031  
[gstocks@sulross.edu](mailto:gstocks@sulross.edu)

### **Course Description**

This course is designed to follow the development of the reader from a maturation perspective. This course investigates theories and research in reading so that candidates can explain, compare, contrast, and critique the theories and research. This course also examines techniques of nurturing vocabulary development, comprehension skills, fluency building, word identification skills, and content area reading skills. Learning outcomes stem from core topics of emergent literacy, phonemic awareness, fluency, vocabulary, comprehension, content reading, assessment, organization and management skills, struggling readers, English language learners, and technology application.

### **Reading Specialist Standards & Competencies**

#### **Standard I**

Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

#### **Standard II**

Assessment and Instruction: The reading specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

#### **Standard III**

Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

#### **Standard IV**

Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

### **Course Text**

Vacca, Vacca, Gove, Burkey, Lenhart, and McKeon. (2012). *Reading and learning to read* (9<sup>th</sup> ed). Boston: Pearson.

### **Course Objectives**

Throughout and upon completion of this course, the graduate student will be able to:

- demonstrate knowledge of major theories of reading
- identify and differentiate components of literacy
- design and/or use appropriate assessment strategies, interventions, and progress monitoring of students related to developmental reading needs

### **Course Format**

This class is offered as a web-based course. Your personal responsibility for working on your own and exerting the discipline necessary to complete the assignments on time is critical to your success. Graduate level coursework is not limited to accuracy, but should also reflect personal growth, effort, and commitment. Course credit will reflect progress demonstrated by preparedness, contribution to class sessions, adhering to deadlines, and assignment completion. Assignments, exams, and discussions will take place through Blackboard. A required component of the course is utilizing the etext. This version includes chapter videos and self-assessments which will be covered on chapter tests. If at any time

you have questions regarding the assignments, expectation or feedback I offer, please schedule a conference. Though this course is offered in web-based format, I am always willing to assist you through personal conference sessions.

### **Class Contribution**

Graduate students are expected to perform at a level that demonstrates thought and application rather than an ability to “regurgitate text on a literal level”. Please provide thoughtful, elaborate responses that convey your understanding.

Though I will be compiling a tentative course schedule, I encourage you to check our Bb course homepage regularly for announcements that might note any changes to assignments. There is not a “set” of designated activities/assignments for each chapter. Some chapters will require more and some less focus depending on your understanding.

**Check your email daily for added assignments and feedback.**

### **Discussion Board**

You will participate in class discussions via the discussion tool in Blackboard. These will happen as needed. Please keep in mind that discussion forums, like graduate level writing, are expected to convey a thorough sense of understanding and should adhere to appropriate writing conventions. Though these discussions are informal in nature, please edit your work. Articulate your points using complete sentences with appropriate spelling, grammar and usage. **Please do not use attachments in Discussion Board. Post your written response in the body of the forum.** You are also required to respond to a minimum of one of your classmate’s posts. Please do not wait until the end of the discussion forum availability as that will decrease the likelihood that anyone will have the opportunity to respond to your post.

\*\*\*Each of the campus computer labs will be available to you for completion of web-based assignments as well as exams. Check the schedule for hours of operation.

### **Student Survey and Interview**

Becoming teacher researchers is a significant part of your maturation as a reading educator. In an effort to familiarize you with some of the techniques of researching your own instructional practice and the needs of your students, you will be conducting a student survey and interview on reading motivation. The article, which includes the survey, can be accessed in the Course Documents section of Blackboard. Each of you will locate an elementary age student (grade 2-6) to complete this survey. Please read the article in its entirety prior to scheduling your interview with the student. Upon completion of the survey, you will submit it along with an overview of your experience and findings. Submit your documents via Blackboard by Sunday, May 1, 2016.

### **Exams**

Chapter content will be divided into four units. Exams will correlate with chapter content and be completed in Blackboard. Chapter exams will open on a Friday and close on Sunday at 10 pm. Pay particular attention to the timeline in your course schedule to adequately prepare for exam weekends. Exams will be posted on Blackboard, consist of objective questions and will be timed.

Unit 1 Exam: Chapters 1, 2 & 3	Due 2/7
Unit 2 Exam: Chapters 4, 5 & 6	Due 2/28
Unit 3 Exam: Chapters 7, 8, 9 & 10	Due 4/3
Unit 4 Exam: Chapters 11, 12, 13 & 14	Due 5/8

### **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 is not limited to: lesson plans found on the Internet, lessons provided by classroom teachers, materials located in any form of publication (books, magazines, internet sites, etc.), book reviews, and 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.

*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.*