



**EDUC 5308**  
**Elementary Reading**  
**Fall, 2016**

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Office Hours:

Monday, Tuesday Wednesday 8:30-12:00

Friday hours available by appointment

Students are encouraged to scheduled appointment times if the posted office hours do not meet specific needs.

### **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 teaching 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.

### **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 secondary 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.

Book Review: IRA Teacher's Choice 2016

## Student Learning Outcomes

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

- explain and demonstrate theoretical foundations of reading
- identify and differentiate the interrelated components of reading that occur throughout the development of the learner
- design and/or use appropriate assessment strategies, interventions, and progress monitoring of students related to developmental reading needs

## Course Format

This class is offered in a web-based format. 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. 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, conferences will be available in face-to-face or online meetings.

## Technical Requirements

To participate in this course, you will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Mozilla Firefox or Chrome.
- Consistent and reliable access to their SRSU email and Blackboard, as these are the official methods of communication for this course. Official university business will not take place via personal email accounts.

## Technical Expectations

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. SRSU OIT staff is available at each campus location as well as the HELP DESK in Alpine.

## University Services

As an active student at RGC, you have access to several services (free of charge) intended to support your instruction and learning. **Smarthinking** is an online tutorial service where you can locate a one-on-one tutor for a variety of content subjects. They also offer a variety of writing support services like proofreading and editing your papers prior to submission. Each campus also has a writing center if you would rather sit with an actual tutor and have them assist with reviewing assignments and writing tasks. Additionally, as an RGC student, you each have access and use of **Office 365** which offers a wide range of applications. In addition to online use, you have the ability to download the suite on up to 5 computers (PC or Mac). In addition to all the most updated functionality of programs you are accustomed to using (Word, PowerPoint, Excel, Skype, etc...) this subscription offers you 1 TB of cloud-based storage. I encourage you to become familiar with

Office 365 as we will be utilizing many of the application this semester. There will be a handout made available in Blackboard which details login information and includes instructional support videos.

### **Assessment**

You will have several opportunities to articulate your understanding of text content. Content will be assessed through group discussions, personal reflective writing, objective quizzes and content related projects.

#### **Chapter Quizzes: objective (4 @ 50 pts each)**

The chapter study guide will assist you with key vocabulary as well as important concepts that will be covered on chapter quizzes. The question format can include true/false and multiple choice questions. The goal for your objective quiz is not to be a good locator of information, rather, you should be able to read the question and “objectively” respond to the options offered. These quizzes will be timed so use your time wisely. Each quiz will be a collective sampling of several chapters.

#### **Discussion Board (4 @ 25 pts each)**

You will participate in chapter class discussions via the discussion tool in Blackboard. 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 create attachments for your posts. Submit your response directly into the body of the forum.**

#### **Article Critiques (2 @ 50 pts each)**

Teachers are expected to read seminal and current work in the field of literacy, and to learn to provide effective critique regarding the research, content, and impact of the piece. You will choose two (2) articles from the below journals to summarize and critique: the two articles should come from two different class topics addressed in the text. Include the purpose of the article; main points of the article; comments/reflection on the strengths & weaknesses of the research (including lingering questions you have after reading) and your own brief reflection on the article (based on your previous knowledge or experience).

- The critiques must demonstrate graduate level writing (at a minimum this means that words are properly spelled; punctuation is appropriate; sentences are complete; verb/subject, pronoun/antecedent agree; and writing is appropriately concise and clear).
- Your critique should be a minimum of three pages in length (double-spaced).
- Your article critique must include the article reference in APA style.
- Provide a copy of the article with your submission.

#### Suggested Literacy Related Journals

Early Childhood Research Quarterly  
Journal of Early Childhood Literacy  
Journal of Literacy Research (formerly Journal of Reading Behavior)  
Language Arts  
Literacy Research & Instruction  
Reading Research Quarterly  
Reading and Writing Quarterly

School Library Journal  
The Reading Teacher  
Yearbooks of the Literacy Research Association/National Reading Conference  
Yearbooks of the Association of Literacy Educators & Researchers/College Reading Association

**Motivation to Read Survey (50 pts)**

**Due: November 18**

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/analysis of your experience and findings.

**Book Review Presentation (50 pts)**

**Due: November 18**

How often do you get a grade for reading a book of your choice? This is a critical concept for all teachers in the field. Though districts often have selected reading curriculum, reading research strongly advocates for student choice through self-selected reading (sometimes integrated as a workshop approach). This is your opportunity to self-select a book from the IRA Teacher's Choice 2016 book list provided in the Course Documents section of Blackboard. Purchase, rent or simply "check out" this book from a library and create a 3-5 minute video book talk which will be posted for your classmates. Your grade will be reflective of the thoroughness of your actual presentation along with a written submission that details what you've shared. Feel free to get creative with this project.

\*\*\*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.

Chapter Quizzes 4 @ 50 pts	200
Discussion Board Posts/Response 4 @ 25 pts	100
Article Critiques 2 @ 50 pts	100
Motivation to Read Survey	50
Book Review Presentation	50
<hr/> Total	500 points

**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.

**Note: All written assignments (with the exception of Discussion Board posts) must be double-spaced; word processed; written in APA style; and free of mechanics, usage, and grammatical and spelling errors.**

### **Dropping a Class**

During the course of a semester, circumstances can often prevent students from completing a class successfully. Dropping a class may be necessary and/or wise in your specific case. Please feel free to contact me regarding your consideration to drop the class. Should dropping the class be the best course of action, you are responsible for completing the necessary actions to do so by November 11, 2016. A professor can also drop a student for non-participation which will result in an "F".

*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.*

### **Assignment Deadlines and Quiz Dates**

DB#1	Sept 10
DB#2	Sept 24
DB#3	Oct 22
DB#4	Nov 12

### **Quizzes**

Quizzes will be available the Friday before the due date at 8 am – Sunday at 10 pm.

Quiz #1: Chapters 1,2,3	Sept 18
Quiz #2: Chapters 4,5,6	Oct 9
Quiz #3: Chapters 7,8,9,10	Nov 6
Quiz #4: Chapters 11,12,13, 14	Dec 4

Motivation to Read Survey	Nov 18
Book Talk Video	Nov 18

Article critiques can be submitted at your discretion. Optimally, one would be submitted prior to midterm and one after. Please do not wait until the last week to submit both. This will not allow time for adequate feedback to guide your writing development, and will result in less credit.