EDUC 5308
Elementary Reading
Spring, 2017

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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 best practices as they relate to reading theories and research so that candidates can explain, compare, contrast, and critique literacy education practices. 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

Gambrell, L., Morrow, L. (2015). *Best practices in literacy instruction* (5th ed). New York: Guilford Press.

Afflerback, P. (2012). *Understanding and using reading assessment, K-12* (2nd ed). Newark, DE: International Reading Association.

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

-identify *best practices* in literacy education

-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.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take***

proctored exams or to purchase additional software or equipment, please describe those requirements here.] The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

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.

Gambrell & Morrow Text: Discussion Board   100 points (4 sections @25 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.**

Perspective Paper   25 points   Due February 26, 2017

Instruction is undoubtedly driven by standards. Standards exist at the national level, state level, district level and even campus level. Literacy instruction has been heavily influenced by the implementation of the Common Core State Standards (CCSS). Though Texas has not adopted the CCSS, it is important for all educators to understand their role and the differences that exist. Plan to conduct some personal research (websites, scholarly journals and respected publications) so you understand the differences, and respond in a perspective paper.   A perspective paper offers your reader a chance to better understand your position or feeling about a topic. It is well organized and offers a personal argument, supported by examples and/or research. This paper should be a minimum of 3 pages double-spaced and include references.

<u>Suggested Literacy Related Journals and Websites</u>
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

Book Review Presentation 50 points Due March 26, 2017

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.

Afflerbach Journal 50 points Due April 30, 2017

The Afflerbach text helps teachers of readers understand the broad scope of reading assessment and strive for the most appropriate forms of assessment to move readers forward through their development. This text will be used as a personal reading assignment which means you will develop a reading schedule on your own. Credit for covering this book will result in you providing a reading log and journal that details your journey through the text. A reading log typically notates when you read and how much you read. The journal can take many formats. You can simply respond to each chapter, pose questions, relate other learning or even attempt responding to some of the "enhancing your understanding" at the end of each chapter. Not all of you will be currently teaching, so access to students may not be feasible. For those of you that are teaching, take this opportunity to try something new with respect to assessment. The use of journals for instructional purposes is definitely considered a "*best practice*". Do some research about types of journals and choose which one would best serve this type of learning for yourself. More than an assignment, the journal should assist you in understanding the new information you encounter through the reading of this text.

Motivation to Read Survey 50 points Due May 7, 2017

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.

Discussion Board Posts/Response 4 @ 25 pts	100
Perspective Paper	25
Book Review Presentation	25
Afflerbach Journal	50
Motivation to Read Survey	50

Total   250 points

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

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 (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 April 7 , 2017. 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.