

Sul Ross State University

EDUC 4308 The Teaching of Reading Course Syllabus

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Office Hours: Tuesday & Thursday 9:00-3:00

Course Description: Intensive study of the foundations of reading readiness, beginning reading, remedial reading, reading assessment, reading devices, and the use of audiovisual aids in reading instruction. Topics presented in this course will provide an understanding of reading pedagogy, best practices for reading assessment, and foundational skills for reading development. This course serves as a foundation to the reading component and is encouraged to be taken as the first course of the reading component.

Student Learning Outcomes:

SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 6.

SLO - 2 Candidates will identify instructional strategies to analyze children's strengths and needs for planning instruction.

SLO - 3 Candidates will identify and select pertinent materials and resources including technological resources to enhance student learning and engagement in the planning process.

Required Textbook and Materials:

Moats, L.C., Glaser, D., & Tolman, C. (2005–to 2014). Language Essentials for Teachers of Reading and Spelling (LETRS). Modules 1-4. Voyager Sopris Learning.

American Psychological Association (2020). Publication manual of the American psychological association (7th ed.). Washington, DC.

Supplemental module readings will be provided.

Marketable Skills:

1. Candidates will acquire public speaking skills to a variety of audiences.
2. Candidates will acquire writing skills for lesson plans and other scholarly documents.
3. Candidates will acquire organizational skills to effectively manage time and meet deadlines.

4. Candidates understand human growth and development.
5. Candidates recognize the influence of diverse social-cultural factors.
6. Candidates utilize multiple methods and strategies to achieve a goal.
7. Candidates effectively use technology.

STR Standards and Competencies:

Domain I: Comp. 1 (001.A, 001.B, 001.C, 001.D, 001.E, 001.D, 001.F., 001.G, 001.H, 001.I, 001.J, 001.K, 001.L, 001.M, 001.N, 001.O, 001.P, 001.Q, 001.R., 001S)
Comp. 2 (002.A, 002.B, 002.D, 002.I, 002.J)

Domain II: Comp. 3 (003.A, 003.B, 003.C, 003.D, 003.E, 003.F, 003.G, 003.H, 003.I, 003.J, 003.K, 003.L); Comp. 4 (004.A, 004.B, 004.C, 004.D, 004.E, 004.F, 004.G, 004.H, 004.I, 004.J), Comp. 5 (005.A, 005.B, 005.C, 005.D, 005.E, 005.F, 005.G, 005.H, 005.I, 005.J, 005.K), Comp. 6 (006.A, 006.B, 006.C, 006.D, 006.E, 006.G), Comp. 7 (007.A), Comp. 8 (008.A , 008.B, 008.C, 008.D, 008.E, 008.F, 008.G., 008.H, 008.I, 008.J)

Domain III: Comp. 9 (009.E, 009.F, 009.G)

Domain IV: Comp. 13 (013.A, 013.B, 013.C, 013.D)

Course Format:

- This is a hybrid course 16-week course, with a mix of TEAMS and online learning activities. Online learning is a very different kind of experience from the traditional face-to-face course. **Although online courses are convenient, you will shoulder a greater responsibility for your own learning than you might in a face-to-face course.** Candidates should plan to attend synchronous video class discussions.
- A variety of approaches will be included in the online course delivery that includes synchronous discussion, online discussion, small collaborative group work, student presentations, lecture, gathering of assessment data, and observation. Your ability to devote a *minimum* of 6-8 hours per week to your course work is critical for success.
- Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that may arise.
- This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and planning to stakeholders. It is advised that candidates use Smarthinking for written assignments.
- Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. Every submission you make is considered a final draft and your very best work!

TITLE 19 EDUCATION

PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS

RULE §228.30 Educator Preparation Curriculum

(a) The educator standards adopted by the State Board for Educator Certification (SBEC) shall be the curricular basis for all educator preparation and, for each certificate, address the relevant Texas Essential Knowledge and Skills (TEKS).

(b) The curriculum for each educator preparation program shall rely on scientifically based research to ensure teacher effectiveness and align to the TEKS. The following subject matter shall be included in the curriculum for candidates seeking initial certification:

- (1) the specified requirements for reading instruction adopted by the SBEC for each certificate;
- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (3) child development;
- (4) motivation;
- (5) learning theories;
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (8) state assessment of candidates;
- (9) curriculum development and lesson planning;
- (10) classroom assessment for instruction/diagnosing learning needs;
- (11) classroom management/developing a positive learning environment;
- (12) special populations;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (15) pedagogy/instructional strategies;
- (16) differentiated instruction; and
- (17) certification test preparation.

§235.15. Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3.

a) Early Childhood: Prekindergarten-Grade 3 Science of Teaching Reading (STR) standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies,

teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the *Texas Prekindergarten Guidelines* and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 5, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all learners and address vertical alignment.

(b) Reading Development. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and *Texas Prekindergarten Guidelines* pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:

- (1) oral language development;
- (2) print awareness;
- (3) phonological and phonemic awareness;
- (4) phonics;
- (5) fluency;
- (6) vocabulary development;
- (7) comprehension of literary text;
- (8) comprehension of informational text; and
- (9) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:

- (1) implementing both formal and informal methods of measuring student progress in early reading development.
- (2) designing and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
- (3) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English language learners.

Texas Pre-K Guidelines: https://tea.texas.gov/sites/default/files/PKG_Final_2015_navigation.pdf

Assignment Descriptions

Personal Narrative: How I learned to Read (50 Points)

Write a personal narrative reflecting on and describing how you learned to read. Include individuals who were influential and what you remember about transitioning from the home literacy environment to a more formal educational literacy environment (public/private school). The minimum acceptable length for this assignment is 400 words.

Read Aloud Application: (100 Points)

Candidates will record themselves conducting a read aloud session with an elementary student. The recording should include an appropriate introduction to the text and the process of interactively reading with a student. The candidate will also develop an appropriate method of comprehension assessment to accompany the read aloud presentation. The candidate will submit the video, a plan explaining the read aloud session and an analysis of their comprehension assessment.

Motivation to Read Profile: (150 Points)

Candidates will administer the Motivation to Read Profile to an elementary student and create a 400-word report communicating results and sharing relevant resources and research-based strategies for parents to incorporate at home.

Phonological Awareness Skills Test: (150 Points)

Candidates will administer the PAST assessment to a Pre-K or kindergarten student and create a 400-word report communicating results and sharing research-based strategies for phonemic and phonological development.

5 Point Fluency Scale for Oral Reading: (100 Points)

Candidates will administer the 5 Point Fluency Scale for Oral Reading to an elementary student and create a 400-word report communicating results and sharing research-based strategies for targeted intervention to build fluency.

Creating a Reading Community (100 Points)

Candidates will consider foundational components of teaching reading to design a creative space and activities to foster a love reading. Creating an engaging learning community involves an examination of not only the physical environment of a classroom, but the instructional and emotional aspects as well. This assignment will represent how you anticipate creating a dynamic reading community within your classroom. Candidates will develop a plan for the following classroom literacy spaces: library, word work, and writing. Describe the physical space, provide an explanation of center objectives and a minimum of one activity per center/space. Evidence of course content will be necessary to earn full credit as well as a sketch or digital map of your classroom.

My Philosophy of Teaching Reading (50 Points)

Over the period of 16 weeks, candidates should be gaining knowledge that influences their own personal philosophy of teaching reading as well as an appreciate and deeper understanding of the learning process involved in reading. After considering the content

covered, along with the STR standards and competencies, each candidate will develop and deliver their personal philosophy of teaching reading.

LETRS Units 1-4 Completed Sessions (100 Points)

Each LETRS unit is comprised of 8 online sessions with accompanying reading materials. You will complete this training outside of class, but your completion of each unit will earn credit toward your overall course grade. Each unit will have a due date. Completing your online session and scoring 80% or higher on the individual unit test by the due date will earn you 25 points per unit. See the course schedule for due dates.

Midterm Exam (100 points)

Final Exam (100 points) LETRS posttest score

Grading Scale:

A= 900-1000 POINTS – Exceeds Expectation/highest level

B= 800-899 POINTS – Proficient/proficient level

C= 700-799 POINTS – Acceptable/average level

D= 600-699 POINTS – Emerging/inadequate level

F= less than 600 POINTS – Unacceptable

Grading.

- No late assignment will be accepted after its due date without prior instructor consent. Blackboard will notate if your assignment is “late”. Though late work will not be calculated into your grade, you will often receive feedback on quality of work. This policy is to support marketable skill development (3).
- Candidates seeking certification are required to complete a constructed response prompt that is formatted using APA style; therefore, all style and citation requirements should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
- All assignments are due at 10 pm on the designated date.
- There are no optional assignments in this course. All assignments are representative of required skills that must be demonstrated according to certification standards. Please do not request opportunities for “extra credit” to replace assignments that are missed or poorly executed.
- Do not ask for preferential treatment regarding course grading policies or deadlines. Each student in this class has a unique set of circumstances and while it is not uncommon for you to face challenges throughout the session or semester, it is expected that you will meet the course expectations as stated. My expectation is that everyone adheres to the same policies. No student should expect treatment that would not be offered to the entire class, so please do not ask for exceptions.

Understanding Grades:

Course grades are not meant to be elusive. It is important to understand what constitutes a grade. Some students think that merely meeting an assignment expectation warrants the highest level of performance, but that is not the case. Review the below descriptions of each letter grade and contemplate what goal you are going to set for yourself during this grading period. Work toward that goal realistically.

A – A work exhibits excellent work that demonstrates not only a clear understanding of the material (content) but also a superior ability to utilize that material in the assignment submitted. Not only is all criteria 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 – D Work 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 – F Work is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

University and Course Policies:

Classroom Demeanor. Candidates are expected to maintain professional and courteous behavior at all times. This includes being respectful to other both your peers and the instructor, arriving on time, being attentive, and following ethical behavior as outlined in the [TEA Educator Code of Ethics](#). Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Dropping a Class. During the course of a semester, circumstances can prevent students from completing a class successfully. Dropping a class may be necessary and/or advised in your specific case. Please feel free to contact me to discuss this option. Should dropping the class be the best course of action, you are responsible for completing the necessary actions by November 12, 2021 at 4:00 pm.

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materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or papers on the course Bb page, I will ask for your written permission. ©2021

University Programs and Services:

SRSU Distance Education Statement. Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, 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. 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.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Remote Learning Guidelines: Please refer and follow Distance Learning/Zoom Guidelines provided in the blackboard course as a participation requirement in this class.

SRSU Library Services.

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires your LoboID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, <https://library.swtjc.edu>. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

Americans with Disabilities Act: Sul Ross State University 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 Student Services. Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. 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.

It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams. In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Course Schedule

(This schedule is subject to change. Any updates or modifications will be posted to Bb.)

Module	Topic
<p>Module 1: Reading Theory and Learning to Read</p> <p>8/23-9/4</p>	<p>Welcome, review course syllabus Discuss STR Standards Participate in class lectures: 8/24, 8/26, 9/2</p> <ul style="list-style-type: none"> • Supplemental Resources <ul style="list-style-type: none"> a. Introduction to Reading Theory b. Transactional Theory – Rosenblatt c. Reading from a Cognitive Perspective <p>Module Readings: Three landmark reports completed over the past twenty years provide detailed information on reading instruction. Download to review the reports below and be prepared to discuss in class.</p> <ul style="list-style-type: none"> • National Reading Panel (US), National Institute of Child Health, Human Development (US), National Reading Excellence Initiative, National Institute for Literacy (US), United States. Public Health Service, & United States Department of Health. (2000). <i>Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups</i>. National Institute of Child Health and Human Development, National Institutes of Health. • August, D., Shanahan, T., & Escamilla, K. (2009). English language learners: Developing literacy in second-language learners—Report of the National Literacy Panel on Language-Minority Children and Youth. <i>Journal of literacy research</i>, 41(4), 432-452. • Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. <i>The Reading Teacher</i>, 49(3), 182. <p>Personal Narrative: How I learned to Read due 8/28 LETRS Pacing Unit 1: Sessions 1- 4</p>

<p>Module 2: The Role of Assessment 9/5-9/18</p>	<p>Participate in class lectures: 9/9, 9/16</p> <ul style="list-style-type: none"> • Supplemental Resources <p>Motivation to Read Profile due 9/11 LETRS Pacing Unit 1: Sessions 5-8 LETRS Unit 1 Assessment due 9/18</p>
<p>Module 3: Early and Emergent Literacy 9/19-10/2</p>	<p>Participate in class lectures: 9/23, 9/30</p> <ul style="list-style-type: none"> • Supplemental Resources Abbott, S., and C. Grose. “‘I Know English So Many, Mrs. Abbott’: Reciprocal Discoveries in a Linguistically Diverse Classroom.” <i>Language Arts</i> 75, no. 3 (1998). • Neuman, S. (1990). Play, print and purpose: Enriching Play Environments for Literacy Development. <i>Reading Teacher</i>, 44, 214-221. <p>LETRS Pacing Unit 2: Sessions 1- 4</p>
<p>Module 4: The Alphabet and its Role in Early Reading 10/3-10/16</p>	<p>Participate in class lectures: 10/7, 10/14</p> <ul style="list-style-type: none"> • Supplemental Resources <p>Phonological Awareness Skills Test (PAST) due 10/16 LETRS Pacing Unit 2: Sessions 5-8 LETRS Unit 2 Assessment due 10/16</p>
<p>Midterm Exam 10/21</p>	
<p>Module 5: Extending Word Knowledge and Supporting Learners 10/24-11/13</p>	<p>Participate in class lectures: 10/28, 11/4, 11/11</p> <ul style="list-style-type: none"> • Supplemental Resources <ul style="list-style-type: none"> ▫ Jensen, E. (2013). How poverty affects classroom engagement. <i>Educational Leadership</i>, 70(8), 24-30. ▫ Rea, D.W. (2017). Interview with Eric Jensen: Enriching mindsets for teachers of students in poverty. <i>National Youth-At-Risk Journal</i>, 2(2), 25. ▫ Pool, C.R. (1997). Maximizing learning: a conversation with Renate Nummela Caine. <i>Educational Leadership</i>, 54, 11-15. <p>Read Aloud Video due 11/6 Creating A Reading Community due 11/13 LETRS Pacing Unit 3: Sessions 1-8 LETRS Unit 3 Assessment due 11/13</p>
<p>Module 6: Building Fluency 11/14-12/7</p>	<p>Participate in class lectures: 11/18, 12/2</p> <ul style="list-style-type: none"> • Supplemental Resources Word Study & Fluency Workshop: <i>Annenberg Learner</i> Student Case Study Cassandra Becomes A Fluent Reader: <i>Annenberg Learner</i> <p>5 Point Fluency Scale for Oral Reading due 11/20 Philosophy for Teaching Reading due 12/4</p>

	LETRS Pacing Unit 4: Sessions 1-8 LETRS Unit 4 Assessment due 12/4
	Final Exam: LETRS Posttest Assessment due 12/7