

Sul Ross State University: Rio Grande College

EDUC 4313 Phonics, Comprehension and Enrichment Course Syllabus

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Office Hours: Tuesday & Thursday 9:00-1:00, Wednesday Virtual 10:00-12:00, Friday by appointment

Course Description: An intensive examination of the development and teaching of phonics, word identification, vocabulary, and structural analysis related to the development of reading comprehension for all readers. His course will prepare candidates to provide multisensory instruction and culturally responsive intervention in the following areas: vocabulary development, critical-analytical reading, research-based strategies, and metacognitive approaches to assist with understanding varied texts. This course supports competencies within the evaluative measure as identified by the State of Texas for Teaching Certification. In addition, this course utilizes the competencies prescribed for Early Childhood-6th grade as identified by the State of Texas. Prerequisites: ED/EDUC 4308 and ED/EDUC 3308

Student Learning Outcomes:

SLO 1- Candidates will observe and identify the range of individual developmental differences that characterize students in early childhood through grade 8.

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.

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.

Textbook and Materials:

Bear, D. R., Invernizzi, M., Templeton, S. Johnston, S. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, N.J: Merrill. (7th ed).

Birch, J. (2018). *Multisensory teaching of basic language skills*. Baltimore, Maryland: Paul H. Brookes Publishing. (4th ed). American Psychological Association (2020). *Publication manual of the American psychological association* (7th ed.). Washington, DC.

Binder: Candidates are encouraged to create an organized binder that includes all STR standards.

STR Standards and Competencies:

- **Domain 1:** *Comp. 1* (001.A, 001.B, 001.C, 001.D, 001.E, 001.F, 001.G, 001.H, 001.I, 001.J, 001.K, 001.L, 001.N, 001.O, 001.P, 001.Q, 001.R, 001.S); *Comp. 2* (002.A, 002.B, 002.C, 002.D, F, 002.H, 002.I, 002.J, 002.K)
- **Domain 2:** *Comp. 3* (003.E, 003.F, 003.I, 003K, 003L); *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.D, 005.E, 005.G, 005.J); *Comp. 6* (006A, 006B, 006C, 006D, 006E, 006F, 006G, 006H, 006I, 006J, 006K, 006L, 006M); *Comp. 7*(007A, 007B, 007C, 007D, 007E, 007F, 007G, 007H, 007I, 007J); *Comp 8* (008A, 008B, 008C, 008D, 008E, 008F, 008G, 008H, 008I, 008J)
- **Domain 3:** *Comp. 9* (009A, 009B, 009C, 009D, 009E, 009F, 009G, 009H, 009I, 009J, 009K, 009L, 009M); *Comp. 10*(010A, 010B, 010C 010D, 010E, 010F, 010G, 010H, 010I, 010J, 010K, 010L); *Comp. 11* (011A, 011B, 011C, 011D, 011E, 011F, 011G, 011H); *Comp. 12* (012A, 012C, 012 G, 012I)
- **Domain 4:** *Comp. 13* (013A, 013B, 013C, 013D, 013E, 013F, 013G)

Course Format:

- This is a hybrid delivered 16-week course that will be delivered synchronously via TEAMS. Remote learning is a different kind of experience from the traditional face-to-face course. **Although online courses and remote learning are convenient, you will shoulder a greater responsibility for personal learning than you might in a face-to-face course.** Online learning will encompass weekly video class meetings that are necessary for content coverage. Candidates should plan to attend all synchronous video class discussions. Attendance and participation is expected in this class. Students can be dropped for excessive absences to include synchronous meetings and online tasks.
- A variety of approaches will be included in course delivery that includes online discussions, small collaborative group work, student presentations, lecture, and gathering assessment data. Your ability to devote a minimum of 6-8 hours per week to your course work is critical to your success. **Assignments will not be accepted after the due date.**
- Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work!
- This course is writing intensive to prepare candidates to administer, analyze, plan and communicate assessment outcomes and instructional planning to stakeholders. This is an

upper level college course and requires all writing to conform to standard English structure. Assignments are dependent upon the conventions of writing as well as content. It is advised that candidates use Smarthinking for written assignments. It is also advisable to consult the writing center or other resources for proofreading and editing.

- **Submit professional quality work.** Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission. **APA format is required for all formal writing assignments.**

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.

Assignment Descriptions

Class Introduction Assignment: (50 Points)

Create a short introduction video that includes your educational background, positive impact of a teacher in your education, what you remember about learning to read at home and school, and why you chose the education field. Please identify yourself by name and include the semester and course number in your video presentation. Your video should be no more than 3 minutes total in length.

Discussion Board and Peer Review (4 @ 50 points each = 200 Points)

Modules will include discussion board opportunities centered on research-based approaches to understand foundational concepts, principles, and best practices related to reading instruction. Discussion Forums are opportunities to extend thinking and share perspectives. A typical discussion forum post should be between 300-400 words. Your task is not to “recall” information read in the text; rather, you will be applying what you read and possibly be responding to a teaching scenario. A portion of your credit will be credited for your post and another portion will be for responding to one of your classmates. Read a minimum of 2 classmate posts and review one in a response that is at least 250 words. In writing your response, strive to have a conversation, a beneficial exchange between professional colleagues. Ask questions, offer suggestions, make comments, give your opinions, and generally react to what your classmates have written. You will not be credit for simply agreeing with someone or telling them how much you like what they wrote. Look critically for the opportunity to share your own knowledge, fill in misunderstandings and inquire about clarifications. **All discussion board posts and responses, like every assignment, must adhere to standard English syntax. Proofread for grammar, usage, and structural accuracy.**

2 Journal Assignments (25 points each = 50 points)

Journal submissions are a place where you reflect on what professional readings or discussion. Consider how the information is relevant to you as a preservice teacher. Connect to the

information via your own personal educational experiences or those of your family members. Your journal submission should be a minimum of 400 words.

Writing Attitude Survey (100 Points): Candidates will administer the Writing Attitude Survey to an elementary student and create a 400-word report communicating results and sharing research-based strategies for parents to incorporate at home.

Words Their Way Spelling Inventory (100 Points)

Candidates will administer the Words Their Way ESI inventory to a 2nd - 5th grade struggling reader. Candidates will analyze the data and craft a 400-word report that shares assessment results and provides intervention suggestions.

Intervention Lesson Plan (100 Points)

Based on the results of the spelling inventory, candidates will create a lesson plan using research-based strategies and best practices for promoting young children's spelling development.

Midterm Exam (100 points)

Final Exam (100 points)

Grading Scale:

A= 720-800 POINTS – Exceeds Expectation/highest level

B= 640-719 POINTS – Proficient/proficient level

C= 560-639 POINTS – Acceptable/average level

D= 480-559 POINTS – Emerging/inadequate level

F= less than 480 POINTS – Unacceptable

Grading.

- Attendance is a course requirement. After 3 consecutive absences, you can be dropped for non-participation. In a virtual synchronous course, attendance requires that you keep your camera on through the duration of the course. Excused and unexcused absences are not differentiated. Please do not feel the need to provide an excuse of any kind for not attending class.
- 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 may 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 citations 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 March 28, 2022 at 4:00 pm.

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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.

<p>Module 1 Literacy Enrichment using a Multisensory Approach</p>	<ul style="list-style-type: none"> • Welcome, review course syllabus • Read Birsh Chapter 1 • Review STR Educator Standards and discuss STR exam • Introduction Video Due 1/22
<p>Module 2 Executive Function, Cognition and the Comprehension Process</p>	<ul style="list-style-type: none"> • Read Birsh Chapter 8 • View Supplemental Video Resources • Supplemental Readings: Cartwright, K. (2012). Insights from cognitive neuroscience: The importance of executive function for early reading development and education. Early Education and Development.23:1. 24-36. • Explore Metacognition Strategies • Discussion Board and Peer Review 1 IP 2/2 PR 2/5
<p>Module 3 Multisensory Learning to support vocabulary, fluency and comprehension</p>	<ul style="list-style-type: none"> • Read Birsh Chapters 12, 15, 16 • Supplemental Readings: Kamala, R. (2014). Multisensory approach to reading skills of dyslexic students. IOSR Journal of Humanities and Social Science, 19(5), 32-34. • Discussion Board and Peer Review 2 IP 2/23 PR 2/26
<p>Module 4 The Multisensory Space & Instruction for Special Populations</p>	<ul style="list-style-type: none"> • Read Birsh 18 • Choose to read Birsh Chapter 19, 20 or 21 • Journal #1 Due 3/12 • Midterm Exam March 15
<p>Module 5 Developmental Word Knowledge</p>	<ul style="list-style-type: none"> • Read Words Their Way Chapter 1-3 • Discuss Writing Survey • Writing Survey Due 3/26
<p>Module 6 Building Orthographic Understanding through Form and Function of Print</p>	<ul style="list-style-type: none"> • Read Words Their Way Chapters 4-5 • Discussion Board and Peer Review 3 IP 3/30 PR 4/2 • Words Their Way Inventory Analysis Due 4/2
<p>Module 7 Readers in Transition: Making Meaning</p>	<ul style="list-style-type: none"> • Read Words Their Way Chapters 6-7 • Supplemental Readings: Kylene Beers Strategies for Different Readers • Literacy Intervention Lesson Plan Due 4/16 • Journal Reflection #2: Due 4/16
<p>Module 8 Advanced Reading and Writing: Understanding the Connection</p>	<ul style="list-style-type: none"> • Read Words Their Way Chapter 8-9 • Review Resources: Reader’s Response Cube and Book Chats for Young Child Read Aloud Group Text Selection Media Activity • Discussion Board 4 IP Only Due 4/26 • Personal Reflection Due 4/26

19 TAC §228.30(b): The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Moats, L.C., Glaser, D., & Tolman, C. (2005–to 2014). *Language Essentials for Teachers of Reading and Spelling (LETRS)*. Modules 3-4. Voyager Sopris Learning.

Magnusson, C. G., Roe, A., & Blikstad-Balas, M. (2019). To what extent and how are reading comprehension strategies part of language arts instruction? A study of lower secondary classrooms. *Reading Research Quarterly*, 54(2), 187-212.

Birch, J. (2018). *Multisensory teaching of basic language skills*. Baltimore, Maryland: Paul H. Brookes Publishing. (4th ed).

Bear, D. R., Invernizzi, M., Templeton, Sh. Johnston, S. (2020) . *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, N.J: Merrill. (6th ed.). ISBN: 9780-133996333.

Sarudin, N. A. A., Hashim, H., & Yunus, M. Md. (2019). Multi-Sensory Approach: How It Helps in Improving Words Recognition? *Creative Education*, 10, 3186-3194.

Miller, J., Tomas, T., Maryboy, N., & Begay, D. (2018). A Rural Navajo Reservation Makerspace. *Dimensions*, (September/October), 50–52.

Von Drasek, L. (2018). Writing Boxes: The Reading/Writing Connection Supporting Literacy in the Library. *Children and Libraries*, 16(1), 8-13.

Graham, S. & Perin, D, (2007) *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. A report to the Carnegie Corporation of New York.

Djudin, T. (2017). Using metacognitive strategies to improve reading comprehension and solve a word problem. *Journal of Education, Teaching and Learning*, 2(1), 124-129.

Kamala, R. (2014). Multisensory approach to reading skills of dyslexic students. *IOSR Journal of Humanities and Social Science*, 19(5), 32-34.