EDUA/EDSR 4308 The Teaching of Reading
Spring 2025 Syllabus

Melissa Wesney, EdD
Assistant Professor
Office: MAB 306
Cell: 910-391-7893

Office Hours
Tue/Wed 11am-4pm
Virtual Office Hours daily by Appointment
Email:melissa.wesney@sulross.edu

Course Description

The Teaching of Reading is an intensive study of the foundations of reading readiness, beginning reading, remedial reading, reading assessment, reading devices, and the use of multimedia 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.

Required Text

Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., and McKeon, C. (2018). 10th Edition. Reading and Learning to Read. Pearson.

Student Learning Outcomes and Marketable Skills

- 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.

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 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.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)

Course Format
Alpine students will attend class on campus in MAB 308. All other students will attend class live via Blackboard Collaborate for instruction. You will find all information in Blackboard. The course contains module readings, discussions, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions when working with projects.

Course Expectations
The instructor will:
⇒ Provide weekly communication and check-ins with students via announcements, videos, or email.
⇒ Be available during office hours posted in syllabus.
⇒ Respond to student emails within 24-48 hours of receipt during the hours of 9:00AM-5:00PM, Monday-Friday. Weekend communication will occur as available.
⇒ Provide grades/feedback to assignments within one week of the submission due date.
⇒ Provide clear and concise instructions on how to complete the online course requirements. Rubrics will be provided when they apply.
⇒ Provide a range of opportunities to engage in the course content in a meaningful way.
⇒ Listen to student feedback and adjust the course as needed to meet the needs of the students.

The successful student:
⇒ Will familiarize themselves with the course syllabus, policies, assessments, evaluation, grading criteria, and course design.
⇒ Will complete all coursework on assigned due date. If work cannot be completed by the due date due to illness, injury, family emergencies, etc., the student will make arrangements with the professor prior to the due date.
⇒ Will engage in the course, with their peers, and the instructor with open communication and active participation.
⇒ Will be respectful in their communication with the professor and classmates.
⇒ Will respond to professor communication in a timely manner.
⇒ Will not plagiarize and will demonstrate integrity in all their work.
⇒ Will be proactive and resourceful to problem solve in case of internet or technical issues.

Course Assignments

All Written Assignments: *To comply with course standards and requirements all written assignments should reflect all aspects of the project, be free of grammatical errors, well organized, and typed double-spaced using a **12-point Times New Roman** font. All written assignments should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).*

Vocabulary Quizzes (20 Points)
Candidates will take two vocabulary quizzes to assess their understanding of key vocabulary words. These two quizzes will be unannounced and occur during class.

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

Phonological Awareness Skills Test (100 Points)
Candidates will analyze the PAST assessment data of a 1st grade student in the middle of the year and create a 400-word report communicating results and sharing research-based strategies for phonemic and phonological development.

TEKS Vertical Alignment (50 Points)
Candidates will examine the TEKS and consider how the Knowledge and Skills in English Language Arts & Reading connect and build.

Motivation to Read Profile (100 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.

Oral Reading Fluency (100 Points)
Candidates will observe a recording of a student reading. As they are reading, candidates will record the errors the student makes and calculate the fluency rate. Candidates will create a 400-word report communicating results and sharing research-based strategies for targeted intervention to build reading fluency.

Textbook Quizzes (13 @ 10pts = 130 Points)
Candidates will take Chapter Quizzes to assess their knowledge of concepts covered.

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 appreciation 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 a 400-word report communicating their personal philosophy of teaching reading. The candidate's philosophy of teaching reading

should be a self-reflective statement about their beliefs about the teaching and learning of reading. It should convey the candidates core ideas about being an effective reading teacher with specific, concrete examples.

Midterm Exam (100 Points) & Final Exam (100 Points)
The Midterm Exam and Final Exam will cover class lectures, supplemental readings, as well as information covered in the textbook.

Participation (100 points)
Candidates are expected to attend class meetings and participate in class discussions. The candidate will demonstrate excellent participation, offer analysis and synthesis of article readings, and add to the development of ideas.

Course Assignments & Schedule
Assignments are due by 10:00PM (CT) on the due date.

Module	Assignments	Due Date
Module 1: Reading Theory & Learning to Read **Jan. 15th – Feb. 4th**	• Welcome & Review Syllabus • Discuss STR Standards • Vacca Ch. 1 & 2 • Module Readings • **Personal Narrative** • **Chapter 1 & 2 Quizzes**	**Jan. 26th** **Feb. 4th**
Module 2: The Foundations of Literacy **Feb. 5th – Feb. 25th**	• Vacca Ch. 3-5 • Module Readings • **Chapter 3 Quiz** • **Chapter 4 Quiz** • **Chapter 5 Quiz** • **Phonological Awareness Skills Test**	**Feb. 9th** **Feb. 16th** **Feb. 23rd** **Feb. 26th**
Module 3: The Alphabet and its Role in Early Reading **Feb. 26th – March 11th**	• Vacca Ch. 6 & 13 • Module Readings • View Supplemental Video Resources • **Chapter 6 Quiz** • **Chapter 13 Quiz** • **TEKS Vertical Alignment**	**March 2nd** **March 9th** **March 11th**
Module 4: Extending Word Knowledge…. **March 12th – April 1st** **March 17th – March 21st** **Spring Break**	• Vacca Ch. 8-10 • Module Readings • **Midterm Exam** • **Chapter 8 & 9 Quizzes** • **Motivation to Read Profile** • **Chapter 10 Quiz**	**March 12th** **March 30th** **April 2nd** **April 6th**
Module 5: Building Fluency **April 2nd – May 7th**	• Vacca Ch. 7, 11 & 12 • Module Readings • **Chapter 7 Quiz** • **Oral Reading Fluency**	**April 13th** **April 16th**

Module	Assignments	Due Date
	• **Chapter 11 & 12 Quizzes**	**April 20th**
	• **Philosophy of Teaching Reading**	**April 28th**
	• **Final Exam**	**April 30th**

This course syllabus is intended to be a guide and may be amended at any time.

Grading Policy

No late work accepted <u>without prior approval from the instructor.</u> If you have a dyer emergency and cannot get your work in by the deadline, please email me as soon as possible, so we can discuss the ramifications. ALL late work grades will be reduced and will not receive the full grade/points. If there is no communication about the late work, the grade will be a 0.

Grading Scale:

 A= 90-100%

 B= 80- 89%

 C= 70- 79%

 D= 60- 69%

 F= less than 69%

TITLE 19 EDUCATION
PART 7 STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 228 REQUIREMENTS FOR EDUCATOR PREPARATION PROGRAMS
§228.57. 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 (EPP) shall rely on scientifically based research to ensure educator effectiveness and include opportunities for candidate practice in increasingly more authentic and developmentally rigorous ways, including analysis, representations, a nd enactments of instructional pedagogies and opportunities to receive feedback and adjust practice during coursework, training and field-based and clinical experiences.
  (c) The following subject matter shall be included in the curriculum for candidates seeking initial certification in any certification class:
    (1) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics) as well as Chapter 249, Subchapter B, of this title (relating to Enforcement Actions and Guidelines), which include:
      (A) professional ethical conduct, practices, and performance;
      (B) ethical conduct toward professional colleagues; and
      (C) ethical conduct toward students;
    (2) instruction in detection and education of students with dyslexia by an approved provider as indicated in Texas Education Code (TEC), §21.044(b);
    (3) instruction regarding mental health, substance abuse, and youth suicide, as indicated in TEC, §21.044(c-1). Instruction acquired from the list of recommended best practice-based programs or from an accredited institution of higher education or an alternative certification program as part of a degree plan shall be implemented as required by the provider of the best practice-based program or research-based practice;

(4)   the skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for all students in this state, including students with disabilities;

(5)   the importance of building strong classroom management skills;

(6)   the framework in this state for teacher and principal evaluation;

(7)   appropriate relationships, boundaries, and communications between educators and students;

(8)   instruction in digital learning, virtual instruction, and virtual learning, as defined in TEC, §21.001, including a digital literacy evaluation followed by a prescribed digital learning curriculum. The instruction required must:

    (A)   be aligned with the latest version of the International Society for Technology in Education's (ISTE) standards as appears on the ISTE website;

    (B)   provide effective, evidence-based strategies to determine a person's degree of digital literacy;

    (C)   cover best practices in:
        (i)   assessing students receiving virtual instruction, based on academic progress; and
        (ii)   developing a virtual learning curriculum; and

    (D)   include resources to address any deficiencies identified by the digital literacy evaluation;

(9)   instruction regarding students with disabilities, the use of proactive instructional planning techniques, and evidence-based inclusive instructional practices, as required under TEC §21.044(a-1)(1)-(3); and

(10)   instruction in the open education resources instructional materials included on the list of approved instructional materials maintained by the State Board for Education under TEC, §31.022, in each subject area and grade level covered by the candidate's certification category, as required under TEC, §21.044(a-1)(4). A preparation program may not include instruction on the use of instructional materials that incorporate the method of three-cueing, as defined by TEC, §28.0062(a-1), into foundational skills reading instruction, as required under TEC, §21.044(h).

(d)   The following subject matter shall be included in the curriculum for candidates seeking initial certification in the classroom teacher certification class:

(1)   the relevant TEKS, including the English Language Proficiency Standards;

(2)   reading instruction, including instruction that improves students' content-area literacy;

(3)   for certificates that include early childhood and prekindergarten, the Prekindergarten Guidelines; and

(4)   the skills and competencies as prescribed in Chapter 235 of this title (relating to Classroom Teacher Certification Standards) and captured in the Texas teacher standards in Chapter 149, Subchapter AA, of Part 2 of this title (relating to Teacher Standards).

(e)   The following educator content standards from Chapter 235 of this title shall be included in the curriculum for candidates who hold a valid standard, provisional, or one-year classroom teacher certificate specified in §230.31 of this title (relating to Types of Certificates) in a certificate category that allows the candidates who are seeking the Early Childhood: Prekindergarten-Grade 3 certificate to teach all subjects in Prekindergarten, Kindergarten, Grade 1, Grade 2, or Grade 3:

(1)   child development provisions of the Early Childhood: Prekindergarten-Grade 3 Content Standards;

(2)   Early Childhood-Grade 3 Pedagogy and Professional Responsibilities Standards; and

(3)   Science of Teaching Reading Standards.

(f)   For candidates seeking certification in the Principal certification class, the curriculum shall also include the skills and competencies captured in the Texas administrator standards, as indicated in Chapter 149, Subchapter BB, of Part 2 of this title (relating to Administrator Standards).

§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

University and Course Policies

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. RGC students can also contact Alejandra Valdez, at 830-758-5006 or email alejandra.valdez@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Library Information

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 logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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 a secure login. 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. Directions for filing a student complaint are located in the student handbook.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Classroom Climate of Respect
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.

Supportive Statement
I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

The curriculum is research-based. TEA Evidence: Syllabi/course outlines with bibliographies/references.

Abbott, S., & Grose, C. (1998). " I know English so many, Mrs. Abbott": Reciprocal Discoveries in a Linguistically Diverse Classroom. Language Arts, 75(3), 175-184.

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

Askew, B. J., & Fountas, I. C. (1998). Building an early reading process: Active from the start!. The Reading Teacher, 52(2), 126-134.

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. Journal of literacy research, 41(4), 432-452.

Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. The Reading Teacher, 49(3), 182.

Duran, L. B., & Duran, E. (2004). The 5E Instructional Model: A Learning Cycle Approach f or Inquiry-Based Science Teaching. Science Education Review, 3(2), 49-58.

Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing motivation to read. The reading teacher, 49(7), 518-533.

Morrow, L. M., & Asbury, E. (2003). Current practices in early literacy development. Best practices in literacy instruction, 2, 43-63.

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). 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. National Institute of Child Health and Human Development, National Institutes of Health.

Neuman, S. B., & Roskos, K. (1990). Play, print, and purpose: Enriching play environments for literacy development. The reading teacher, 44(3), 214-221.

Ray, K. W. (2006). Exploring inquiry as a teaching stance in the writing workshop. Language Arts, 83(3), 238.

Scharlach, T. D. (2008). START comprehending: Students and teachers actively reading text. The Reading Teacher, 62(1), 20-31.

Winograd, P., Paris, S., & Bridge, C. (1991). Improving the assessment of literacy. The Reading Teacher, 45(2), 108-1