



EDUA/EDSR 4308 The Teaching of Reading Summer I 2025 Syllabus

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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

This is a hybrid course, meaning there is live instruction and asynchronous work. ALL students will attend class via Blackboard Collaborate for live instruction once a week. You will find all course information and assignments in Blackboard. The course contains module readings, videos, discussions, quizzes, and written assignments. Instruction will be delivered through lecture notes, Bb collaboration, and individual/group discussions. **This is a summer course which means it is fast paced. It is very important you do not fall behind and that you regularly check your email and Blackboard for communication.**

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 pop quizzes to assess their understanding of key vocabulary words. These two quizzes will be unannounced and occur during class.

Discussion Board: How I learned to Read (50 Points)

Candidates will participate in a video discussion board 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.

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.

Textbook Quizzes (13 @ 10pts = 130 Points)

Candidates will take Chapter Quizzes to assess their knowledge of concepts covered.

Discussion Board: My Philosophy of Teaching Reading (50 Points)

After considering the content covered in this course, along with the STR standards and competencies, each candidate will participate in a video discussion board 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.

Final Exam (100 Points)

The Final Exam will cover class lectures, supplemental readings, as well as information covered in the textbook.

Grading Policy

No late work accepted without prior approval from the instructor. 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%

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 Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@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 LoboID 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.

19 TAC §228.57(b): 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.
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- Bradley, B. & Jones, J. (2007). Sharing alphabet books in early childhood classrooms. *International Reading Association*, pp. 452-463.
- Button, K., Johnson, M., & Furgeson, P. (1996). Interactive writing in a primary classroom. *The Reading Teacher*, 49(6), 446-454.
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- Duke, N., Purcell-Gates, V., Hall, L., & Tower, C. (2006). Authentic literacy activities for

- developing comprehension and writing. International Reading Association, pp. 344-355.
- Duke, N., Ward, A., & Pearson, D. (2021). The Science of Reading Comprehension Instruction. *The Reading Teacher*, 74(6), pp.663-672.
- Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing motivation to read. *The reading teacher*, 49(7), 518-533.
- Jones, C., Clark, S., & Reutzel, D. (2012). Enhancing Alphabet Knowledge Instruction: Research Implications and Practical Strategies for Early Childhood Educators. *Early Childhood Education Journal*.
- Monobe, G., Bintz, W., & McTeer, J. (2017). Developing English Learners' Reading Confidence with Whole-Class Repeated Readings. *The Reading Teacher*, 71(3), pp. 347-350.
- 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.
- Paige, D., Rupley, W., Olinger, C., Leslie, M., Smith, G. (2018). Acquisition of Letter Naming Knowledge, Phonological Awareness, and Spelling Knowledge of Kindergarten Children at Risk for Learning to Read. *Child Development Research*. Volume 2018.
- Pikulski, J. & Chard, D. (2005). Fluency: Bridge between decoding and reading comprehension. International Reading Association, pp. 510-519.
- Rasinski, T. (2012). Why Reading Fluency Should Be Hot! *The Reading Teacher*, 65(8), pp. 516-522.
- Son, E. & Chase, M. (2018). Books for Two Voices: Fluency Practice with Beginning Readers. *The Reading Teacher*, 72(2), pp. 233-240.
- Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., and McKeon, C. (2018). 10th Edition. *Reading and Learning to Read*. Pearson.

Course Assignments & Schedule

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

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p>Module 1: Reading Theory & Learning to Read</p> <p><i>Module 1 focuses on reading theory and learning to read. Candidates will review STR standards and competencies. Research on various reading theories will be explored and discussed. Candidates will examine the findings of the National Reading Panel.</i></p> <p>May 28th – June 3rd</p>	<p>6/3/25 Topics covered include:</p> <ul style="list-style-type: none"> • introduction of STR and TEKS Guide • discussion of the NRP • analyze how beliefs about literacy learning influence instructional decisions and practices • explain how teachers use and construct personal, practical, and professional knowledge about literacy learning • define language, social, and psychological perspectives on reading and explain how they inform knowledge and beliefs about literacy learning • compare theoretical models of the reading process that describe what humans do when they engage in reading • recognize the relationship between belief systems and approaches to instruction • identify curriculum perspectives of reading • distinguish between instructional approaches in the teaching of reading 	<p>Textbook</p> <ul style="list-style-type: none"> • Chapter 1: Knowledge and Beliefs about Reading • Chapter 2: Approaches to Reading Instruction <p>Articles</p> <ul style="list-style-type: none"> • Cambourne (1995) <i>Toward and educationally relevant theory of literacy learning</i> • August et al. (2009) <i>English Language Learners...</i> 	<ul style="list-style-type: none"> • Review Syllabus, STR Standards & TEKS • Discussion Board Due June 1st • Chapter 1 & 2 Quizzes Due June 3rd
<p>Module 2: The Foundations of Literacy</p> <p><i>Module 2 focuses on early and emergent</i></p>	<p>6/10/25 Topics covered include:</p> <ul style="list-style-type: none"> • examine why learning to read is so difficult and major causes of reading difficulties • identify instructional beliefs, principles, and strategies for teaching students with linguistic 	<p>Textbook</p> <ul style="list-style-type: none"> • Chapter 3: Meeting the Literacy Needs of Diverse Learners • Chapter 4: Foundations of Language and Literacy 	<ul style="list-style-type: none"> • Chapter 3, 4, & 5 Quizzes Due June 10th • Phonological Awareness Skills Test Due June 12th

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><i>literacy. Students will explore the foundations of literacy. Students will learn about the development of oral language and how reading develops.</i></p> <p>June 4th – June 10th</p>	<p>diversity, including an appreciation for students who speak in different dialects</p> <ul style="list-style-type: none"> • identify and appreciate the nature of cultural diversity, including core principles and instructional strategies for teaching students from diverse cultures • recognize that students have diverse academic needs and that teachers need to be aware of instructional principles and strategies that address cognitive differences • literacy development • core language and literacy skills • how to create literate environments at home and school • how to provide instruction for beginning readers and writers • how to assess core language and literacy skills in beginning readers • demonstrate strategies for developing phonological and phonemic awareness • discuss the importance of utilizing multiple assessment indicators • compare the perspectives that support the use of high-stakes testing to the use of authentic assessments • justify the purposes of utilizing formal testing for literacy assessment • explain the commonalities between various informal assessments 	<ul style="list-style-type: none"> • Chapter 5: Assessing Reading Performance <p>Articles</p> <ul style="list-style-type: none"> • Abbott & Grose (1998) "<i>I know English so many, Mrs. Abbott</i>"... • Neuman & Roskos (1990) <i>Play, print, and purpose: Enriching play environments for literacy development</i> 	

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	<ul style="list-style-type: none"> discuss the essential components of portfolio assessment as well as how to manage the portfolio process reflect upon how literacy assessment has changed over the years and will continue to do so 		
<p>Module 3: The Alphabet and its Role in Early Reading</p> <p><i>Module 3 focuses on the alphabet and its role in early reading. Students will examine articles that support an understanding of phonological awareness as it is applied to alphabet knowledge and even spelling development.</i></p> <p>June 11th – June 17th</p>	<p>6/17/25 Topics covered include:</p> <ul style="list-style-type: none"> define word identification, and synthesize associated terminology characterize various phases of development in children's ability to identify words compare and contrast traditional and contemporary approaches and guidelines for teaching phonics strategies for teaching phonics, including consonant-based and analogic-based strategies strategies that combine using meaning and letter-sound information to identify words strategies that use structural analysis to identify words strategies that teach rapid recognition of words identify the role and features of a basal reading program learn how leveled trade books are used for instruction explore technology-based materials evaluate components of instructional materials in relation to curriculum goals 	<p>Textbook</p> <ul style="list-style-type: none"> Chapter 6: Word Identification Chapter 13: Instructional Materials <p>Articles</p> <ul style="list-style-type: none"> Button et al. (1996) <i>Interactive writing in a primary classroom</i> Paige et al. (2018) <i>Acquisition of Letter Naming Knowledge, Phonological Awareness, and Spelling Knowledge...</i> Jones et al. (2012) <i>Enhancing Alphabet Knowledge Instruction...</i> Bradley & Jones (2007) <i>Sharing alphabet books in early childhood classrooms</i> 	<ul style="list-style-type: none"> Chapter 6 & 13 Quizzes Due June 17th
<p>Module 4: Extending Word Knowledge &</p>	<p>6/24/25 Topics covered include:</p>	<p>Textbook</p>	<ul style="list-style-type: none"> Chapter 8, 9, & 10 Quizzes Due June 24th

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p>Enhancing Comprehension</p> <p><i>Module 4 focuses on extending word knowledge to enhance comprehension. Students will examine the 3 tiers of vocabulary, MTS, and question types.</i></p> <p>June 18th – June 24th</p>	<ul style="list-style-type: none"> • discuss the connection between vocabulary knowledge and comprehension • analyze the relationship among students' experiences, concepts, and words • discuss the principles that guide the teaching of vocabulary in elementary classrooms • give examples of instructional strategies for teaching vocabulary using a variety of activities promoting concept development • explain the importance of teaching story structure and story elements for comprehension • how to scaffold comprehension strategies. • discuss MTSS and RTI • explain why content area textbooks and other sources of informational text are difficult for some students • discuss several ways to organize the reading of informational text • how to use literature and nonfiction trade books to enhance content area learning • discuss strategies that prepare students to read informational text • discuss informational text strategies that include reading and writing connections • explain the importance and complexity that digital literacy holds for content area teachers 	<ul style="list-style-type: none"> • Chapter 8: Vocabulary Knowledge and Concept Development • Chapter 9: Comprehending Narrative Text • Chapter 10: Comprehending Informational Text <p>Articles:</p> <ul style="list-style-type: none"> • Duke et al. (2006) <i>Authentic literacy activities for developing comprehension and writing</i> • Duke et al. (2021) <i>The Science of Reading Comprehension Instruction</i> • Gambrell et al. (1996) <i>Assessing motivation to read</i> 	
Module 5: Building Fluency	7/1/25 Topics covered include:	Textbook	<ul style="list-style-type: none"> • Chapter 7, 11 & 12 Quizzes Due June 28th

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
<p><i>Module 5 focuses on building fluency. Students will examine components of fluency, how fluency relates to comprehension, and ways to measure fluency.</i></p> <p>June 25th – July 2nd</p>	<ul style="list-style-type: none"> define fluency, its dimensions, and the relationship of fluency to comprehension explain how to implement effective strategies for developing fluency discuss how to assess all aspects of oral reading fluency explain the relationships between reading and writing discuss how to foster a classroom environment that supports reading–writing connections explain the writing process, and demonstrate how to organize writing instruction, including how to conduct writing workshops discuss how literacy development is personal and that readers benefit from a supportive environment in order to create a community of readers discuss how to choose books and classroom activities to surround children with print and nonprint material 	<ul style="list-style-type: none"> Chapter 7: Reading Fluency Chapter 11: Reading-Writing Connections Chapter 12: Bringing Children and Text Together <p>Articles</p> <ul style="list-style-type: none"> Monobe et al. (2017) <i>Developing English Learners' Reading Confidence with Whole-Class Repeated Readings</i> Pikulski & Chard (2005) <i>Fluency: Bridge between decoding and reading comprehension</i> Rasinski (2012) <i>Why Reading Fluency Should Be Hot!</i> Son & Chase (2018) <i>Books for Two Voices: Fluency Practice with Beginning Readers</i> 	<ul style="list-style-type: none"> Discussion Board Due June 30th Final Exam Due July 2nd

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