EDUA/EDSR 4313 Reading Comprehension and Enrichment
Summer II 2025 Syllabus

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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: EDUA/EDSR 4308

Required Texts

Gehsmann, K., & Templeton, S. (2021). Teaching Reading and Writing (2nd ed.). Pearson Education (US). https://bookshelf.vitalsource.com/books/9780134985015

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.

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.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 II:** 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 III:** 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 IV:** Comp. 13 (013A, 013B, 013C, 013D, 013E, 013F, 013G)

Course Format

This is an asynchronous class, meaning all work will be completed through Blackboard (no live instruction). 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 reading materials and video support. **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 that contain references should follow the guidelines indicated by the Publication Manual of the American Psychological Association (7th edition).*

Class Introduction Discussion Board Assignment: (50 Points)
Each candidate will introduce themselves in a presentation. Make your introduction as creative and interactive as possible. Please create your introduction using Canva or Powtoon (both have free versions). In your introduction, please tell us the following: where you are located, goals for the semester, what you remember about learning to read at home/school, a positive impact a teacher made on you, fun fact and a picture of (if you are not using a video presentation). Once you have posted your introduction, view posts of your fellow colleagues, and write a comment to at least two classmates.

Discussion Board and Peer Review Assignments: (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 300-500 words.

Quizzes (2 @ 50 points each=100 points)
There are 2 quizzes for this course. Each quiz will cover textbook material as well as lecture content. The quiz dates are posted in your schedule and will be completed in Blackboard.

Words Their Way Spelling Inventory (100 points)
Part One: Candidates will review and score the Words Their Way ESI inventory of a 2nd grade student. Part Two: Candidates will then analyze the data and craft a 300-500-word report that would inform stakeholders of the student's strengths, weaknesses, and a research-based plan to address the student's word development needs.

Final Exam (100 points)
Candidates will complete a final exam covering all material.

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%

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.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting Timelycare/SRSU. The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

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 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. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: 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.

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.

Bear, D. R., Invernizzi, M., Templeton, Sh. Johnston, S. (2020). Words their way: Word study f

or phonics, vocabulary, and spelling instruction. Upper Saddle River, N.J: Merrill. (6th ed.). ISBN: 9780-133996333.

Cartwright, K. (2012). Insights From Cognitive Neuroscience: The Importance of Executive

Function for Early Reading Development and Education. Early Education & Development, 23: 24-36.

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.

Gehsmann, K., & Templeton, S. (2021). Teaching Reading and Writing (2nd ed.). Pearson Education (US). https://bookshelf.vitalsource.com/books/9780134985015

Course Assignments & Schedule

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

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
Module 1: Foundations of Literacy Learning & Effective Instruction *This module will focus on what being "literate" involves, and why it may be more complex for today's students than when their grandparents learned to read and write.* **July 7th – July 13th**	In Blackboard, please watch the Module 1 Lecture video and review the Module 1 Slides. Topics covered include: • describe what being "literate" involves, and why it may be more complex for today's students than when their grandparents learned to read and write • explain how the literacy essentials support the development of reading and writing as reciprocal processes • the five stages of literacy development and summarize the major characteristics of each • explain the importance of teachers' awareness of the sociocultural and language contexts of literacy learning • describe the importance of different levels of support in teaching literacy	Gehsmann Textbook: • Chapter 1: The Foundations of Literacy and Instruction • Chapter 2: Language, Thought, and Literacy Development • Chapter 3: Principles and Practices of Effective Literacy Instruction • Chapter 4: Student-Centered Assessment That Informs Instruction	• Review Syllabus, STR and TEKS Resources • **Class Intro DB** **Due July 11th**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	• describe the ways in which the development of oral language and the development of thought are related • explain why orthographic knowledge is a critical foundation for reading and writing • describe the characteristics that affect the complexity of literature and informational texts • explain how your understanding of literacy development will affect what you teach • the characteristics and practices of highly effective literacy teachers • identify ways in which your classroom environment will support the development of readers and writers • describe the purpose and structure of each component of the reading block • explain how the writing block mirrors and complements the reading block • compare traditional phonics, spelling, and vocabulary instruction with word study		

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	and explain how they are alike and different • discuss the value of core reading programs and the practices you need to be mindful of when implementing them • compare and contrast different types of assessment and their purposes • describe the attributes of a "good" assessment • explain how using screening, diagnostic, progress monitoring, interim/benchmark, and outcomes assessment work together with the literacy essentials to provide a comprehensive approach to assessment • identify the various assessment tools typically used to assess emergent and beginning readers • describe how and why to use ongoing formative assessment tools in your classroom		
Module 2: Executive Function & Multisensory Learning	In Blackboard, please watch the Module 2 Lecture video and review the Module 2 Slides. Topics covered include:	Articles • Cartwright (2012) *Insights From Cognitive*	• **DB #1:** *Discuss the following- what is executive function and how does it impact reading? and*

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
This module focuses on the role of executive function in literacy instruction. We will also examine how a multisensory approach to literacy instruction enriches learning. **July 14th – July 20th**	• define and describe each of the components of structures literacy content • explain how each is relevant to the process of learning to read and write • executive function and how it impacts literacy • metacognition and strategies to use to increase learning • multisensory learning and strategies to use to increase learning	*Neuroscience: The Importance of Executive Function for Early Reading Development and Education* • Djudin (2017) *Using metacognitive strategies to improve reading comprehension and solve a word problem*	*explain the multisensory approach and how it can be used in the classroom to improve learning* **Due July 16th** • **Quiz #1 Due July 18th**
Module 3: Developmental Word Knowledge *This module focuses on developmental word knowledge and how children learn about words.* **July 14th – July 20th**	In Blackboard, please watch the Module 3 Lecture video and review the Module 3 Slides. Topics covered include: • examine how children learn words • examine an informal assessment process to determine students' orthographic knowledge • describe the basic activities for word study, how to lead thoughtful word-study discussions, and how to put word knowledge to use in reading and writing	Articles • read the four Reading Rocket articles found in Blackboard	• **DB #2:** *Discuss the following- how do students develop word knowledge? and explain word study practices and principles* **Due July 20th**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
Module 4: Word Study for Emergent Readers & Writers *This module focuses on developmental word knowledge of children in the emergent stage of reading and writing.* **July 21st – July 27th**	In Blackboard, please watch the Module 4 Lecture video and review the Module 4 Slides. Topics covered include: • identify the characteristics of the emergent stage of development • describe how teachers can promote oral language and vocabulary development with emergent learners • name the different kinds of texts you will read to emergent learners and why each is important • describe strategies to improve students' listening comprehension and vocabulary knowledge • explain how to teach children about the forms and functions of written text • explain the importance of teaching letter knowledge and handwriting during the emergent stage of development • describe how shared writing methods such as Language Experience Approach and Interactive Writing provide an opportunity to integrate the	Gehsmann Textbook: • Chapter 6: Emergent Readers and Writers	• **Phonics Concepts Test July 23rd**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	reading, writing, and oral language development • identify the progression of emergent writers • compare and contrast the changes readers and writers make during the emergent stage of development		
Module 5: Word Study for Beginning Readers & Writers *This module focuses on developmental word knowledge of children in the beginning stage of reading and writing.* **July 21st – July 27th**	In Blackboard, please watch the Module 5 Lecture video and review the Module 5 Slides. Topics covered include: • identify the characteristics of beginning readers, writers, and letter name–alphabetic spellers • explain how phonological awareness and alphabet knowledge contribute to early reading development • explain why word knowledge is sometimes referred to as the "linchpin" of literacy development • describe the relationship between phonics, spelling, handwriting, and vocabulary development and identify how these elements contribute to students' overall literacy development	Gehsmann Textbook: • Chapter 7: Beginning Readers and Writers • WTW Ch. 2 PDF	• **WTW Spelling Inventory Part One: Due July 25th Part Two: Due July 29th**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	• describe how your instructional priorities and the books students read in teacher-guided small-group reading instruction change across the beginning stage of development • identify the purpose of fluency instruction and three instructional strategies you can use to improve beginning readers' reading fluency • compare and contrast the instructional strategies used to teach comprehension to beginning readers in narrative and informational texts • describe the writing process and genre study used with beginning writers		
Module 6: Word Study for Transitional Readers & Writers *This module focuses on developmental word knowledge of children in the transitional stage of reading and writing.* **July 28ᵗʰ – Aug. 3ʳᵈ**	In Blackboard, please watch the Module 6 Lecture video and review the Module 6 Slides. Topics covered include: • identify the characteristics of transitional readers and writers • describe ways to develop children's spelling and vocabulary knowledge at the transitional stage	Gehsmann Textbook: • Chapter 8: Transitional Readers and Writers	• **DB #3:** *Discuss the following- describe the characteristics of transitional readers and writers and describe a word study activity you could do to support students in the transitional stage* **Due Aug. 1ˢᵗ**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	• explain how you can support transitional readers' and writers' critical engagements with complex narrative and informational texts • describe the materials you will use to teach transitional readers how to read • discuss the focus of fluency instruction with transitional readers and some methods of teaching fluency to students in this stage • explain how you will teach your transitional readers to comprehend and monitor their comprehension while reading • describe how you can teach transitional readers to write with fluency and intention		
Module 7: Word Study for Intermediate Readers & Writers *This module focuses on developmental word knowledge of children in the intermediate stage of reading and writing.* **July 28th – Aug. 3rd**	In Blackboard, please watch the Module 7 Lecture video and review the Module 7 Slides. Topics covered include: • identify the characteristics of intermediate readers and writers • describe effective strategies used to develop comprehension of informational text, fictional	Gehsmann Textbook: • Chapter 9: Intermediate Readers and Writers	• **Quiz #2 Due Aug. 3rd**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	text, and poetry for readers at the intermediate level • compare the purposes for and features of writing that are developed at the intermediate stage with the transitional stage • explain the roles of morphology and word-specific learning in the development of spelling and vocabulary at the intermediate level		
Module 8: Word Study for Proficient Readers & Writers *This module focuses on developmental word knowledge of children in the proficient stage of reading and writing.* **Aug. 4th – Aug. 10th**	In Blackboard, please watch the Module 8 Lecture video and review the Module 8 Slides. Topics covered include: • describe the characteristics of proficient readers and writers • discuss how and why reading informational and narrative texts becomes more "complex" at the proficient level, as does the teacher's role in guiding this reading • explain why teachers should address the writing of narratives and argumentative writing for proficient-level students, as well as for all students in the middle grades	Gehsmann Textbook: • Chapter 10: Proficient Readers and Writers	**DB #4:** *Discuss the following- describe what you have learned about the stages of reading and writing development, describe what you have learned about word development and share what you hope to use in your future classroom* **Due Aug. 10th**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	• compare how "advanced" morphology differs from the "basic" morphology that is explored at earlier developmental levels, and why this knowledge supports development in vocabulary and spelling		
Module 9: Literacy Instruction for English Learners & Struggling Readers *This module focuses on literacy instruction for ELLs and students who struggle with learning to read.* **Aug. 11th – Aug. 13th**	In Blackboard, please watch the Module 9 Lecture video and review the Module 9 Slides. Topics covered include: • describe your own language and cultural background and how it might impact your teaching of literacy • discuss the characteristics of English learners with which you should be familiar as a classroom teacher • explain how knowing something about the spoken and written languages of your English learners can assist you in providing them the most appropriate literacy instruction • compare and contrast literacy instruction for English learners with literacy instruction for native-speaking students and	Gehsmann Textbook: • Chapter 5: Language and Literacy Instruction for English Learners • Chapter 11: Instruction and Intervention for Readers Who Struggle	• **Final Exam Due Aug. 12th**

Module Description	Lecture Schedule	Required Readings	Assignments & Assessments
	describe how and why your instruction will vary • discuss how RTI and MTSS have changed the field of education • explain how the profiles of readers who experience difficulty learning to read can help teachers plan more effective instruction and intervention • compare and contrast the concepts of accommodation versus differentiation • identify some of the research-based practices that support all students' literacy development, including those experiencing difficulties learning to read.		

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