

READ 5370.115, CRN 60074, LITERACY DEVELOPMENT

Summer 2018

Class meets MW 8:00-10:45 a.m., June 4-July 25

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Agnes Tang, Ph.D.

Office: WH 322M

Phone: 254-519-5794

Email: a.tang@tamuct.edu

Office Hours:

M-R 2-3 p.m.; other hours by appointment

Mode of instruction and course access:

This course meets face-to-face.

This course uses the A&M-Central Texas Canvas Learning Management System

[<https://tamuct.instructure.com>].

Student-instructor interaction:

I am readily available to you. Please talk to me before or after class for immediate needs, or make an appointment to see me in my office. The best way to get in touch in me is through the university email system. Please note that due to FERPA regulations, I can respond only to your university email account.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

TAMUCT Catalogue description for RDGK 570:

Models of the reading and writing processes. Includes characteristics of emergent, early, transitional and fluent literacy; instructional strategies in reading and writing; phonics instruction and strategies for teaching English language learners; the essential knowledge and skills in the language arts curriculum. Prerequisite: admission to the teacher certification

program

Texas Educator Standards and Student Learning Outcomes:

English Language Arts and Reading Generalist EC-6:

STANDARD I

Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

STANDARD II

Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

STANDARD III

Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

STANDARD IV

Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

STANDARD V

Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI

Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

STANDARD VII

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

STANDARD VIII

Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young

students develop competence in written communication.

STANDARD IX

Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

STANDARD X

Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

English Language Arts and Reading Generalist 4-8:

STANDARD I

Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

STANDARD II

Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

STANDARD III

Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

STANDARD IV

Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

STANDARD V

Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

STANDARD VI

Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students' development in applying study and inquiry skills.

STANDARD VII

Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

STANDARD VIII

Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

Required Reading and Textbook(s):

Cecil, N. L., Baker, S., & Lozano, A. S. (2015). *Striking a balance: A comprehensive approach to early literacy*. Scottsdale, AZ: Holcomb Hathaway.

Serravallo, J. (2015). *The reading strategies book: Your everything guide to developing skilled readers*. Portsmouth, NH: Heinemann.

Other Required Materials:

Texas Educator Standards

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Texas Essential Knowledge and Skills (TEKS) <http://www.tea.state.tx.us/index2.aspx?id=6148>

COURSE REQUIREMENTS

A. Field Experience Report (150 points/30%) EC-6 Standards I-X; 4-8 Standards I-VIII.

For the field experience of the course, the pre-service teachers will be working with K-6 students who are enrolled in the various summer enrichment camps organized by the College of Education and the TAMUCT library. The pre-service teachers will be writing lesson plans that incorporate literacy principles and strategies and delivering these lessons. The field experience report will include lesson plans, student work samples, as well as reflections on lessons taught.

The field experience report will consist of three major components: Lesson Plans, Lesson Delivery, and Reflections. This assignment will be discussed fully in class.

B. Reading Strategy demonstrating GRR: (50 points/10%) EC-6 Standards I-X; 4-8 Standards I-VIII.

You will select a strategy from *Reading Strategies* by Serravallo and teach it in class demonstrating the GRR (Gradual Release of Responsibility) concept, which is also known as the "I DO, WE DO, YOU DO" procedure. A grading rubric will be provided.

C. Read Aloud and Critique: (50 points/10%) EC-6 Standards I, II, VI & VII; 4-8 Standards I, II, IV & VI

For this assignment, you will present a read aloud using a narrative text. Your read aloud will be recorded and be reviewed by only you. After viewing the recording, you will submit a written report documenting your understanding of the goals and purposes of read alouds and providing a critique for your performance. The critique should address both areas of strength and improvement.

A class discussion and assignment sheet with requirements will be provided.

- D. Literature Circle:** (100 points/20%) EC-6 Standards I & VII; 4-8 Standards I & IV
You will participate in a literature circle with a small group using books selected from the Texas Bluebonnet Award Master List. More details will be provided in class.
- E. Chapter Quizzes and class assignments** (15%) EC-6 Standards I-X; 4-8 Standards I-VIII
Quizzes will be given on reading assignments both in class or online. Class quizzes will not be made-up due to student absences. Quizzes are open notes and carry varying amount of points. Class assignments that are given occasionally will be counted as quiz grades.
- F. Final Exam:** (15%) EC-6 Standards I-X; 4-8 Standards I-VIII
There will be one final comprehensive exam given at the end of the semester. The total points on the exam will be 50-100 points totaling 10% of the grade.

Grading Criteria Rubric and Conversion

A. Field Experience	150 pts/30%
B. GRR Demo	50 pts/10%
C. Read Aloud and Critique	50 pts/10%
D. Literature Circle	100 pts/20%
E. Chapter Quizzes/class assignments	pts vary/15%
F. <u>Final Exam</u>	<u>50-100 pts/15%</u>
Total =	100%

Posting of Grades

Final grades will be posted to the Canvas Learning Management System after completion of course requirements.

COURSE OUTLINE AND CALENDAR

***The instructor reserves the right to modify the syllabus and assignments for this course.**

Date	Topic	Assignments/ Reading assignments (Unless otherwise specified, all assignments are due at the beginning of class.)
Wk 1		
June 4	Introductions Syllabus, Course overview The reading process Read Alouds	Get textbooks
June 6	C1 The reading process What are literature circles	Cecil et al - Chapter 1
Wk 2		
June 11	C10 Information Text Lesson planning for literacy camp	Read aloud (Read to class) Chapter 10

June 13	C3 Emergent Literacy Lesson planning for literacy camp	Chapter 3 Read Aloud critique due on Canvas, 11:59 pm, June 17
Wk 3	Class 8:00-9:20 STEM Camp 9:30-10:45	
June 18	C4 Phonemic awareness	Chapter 4 GRR Demo
June 20	C5 Phonics, Sight Vocabulary, & Fluency	Chapter 5 GRR Demo
Wk 4	Class 8:00-9:20 STEM Camp 9:30-10:45	
June 25	C8 Reading Comprehension	Chapter 8
June 27	C9 Reading-Writing Connection	Chapter 9
Wk 5	Class 8:00-9:20 Literacy Camp 9:30-10:45	
July 2	Literature Circle #1 C6 Spelling	Chapter 6 Lit Circle Role Sheet #1 (due on Canvas 8:00 am, July 2)
July 4	HOLIDAY	
Wk 6	Class 8:00-9:20 Literacy Camp 9:30-10:45	
July 9	Literature Circle #2 C7 Acquiring Word Meanings	Chapter 7 Lit Circle Role Sheet #2 (due on Canvas 8:00 am, July 9)
July 11	ESL Supplemental Reading #1 Literature Circle #3	ESL reading Lit Circle Role Sheet #3 (due on Canvas 8:00 am, July 11)
Wk 7	Class 8:00-9:20 Literacy Camp 9:30-10:45	
July 16	Literature Circle #4 C12 Literacy and Technology	Chapter 12 Lit Circle Role Sheet #4 (due on Canvas 8:00 am, July 16)
July 18	C2 Striking a Balance	Chapter 2 Literature Circle Reflection (11:59 pm, July 20)
Wk 8	Class 8:00-9:20 Literacy Camp 9:30-10:45	
July 23	C14 Home as Partner	Field Experience Report (Due 8:00 am, hard copies in binder)
July 25	Final Exam	Final Exam

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing

grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the summer with online hours available Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via WOnline at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled

for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Copyright Notice.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Attendance Policy

Professional behavior and commitment to teaching are the expectations. Attendance and punctuality are required. It is not possible to make up the work missed during the class period since it involves the interactions of students, instructor and content. Class activities may be included in your participation grade. **More than 2 class absences** for any reason will result in lowering the final points by a letter grade. **More than 3 absences** will result in failure of the

class. Two tardies or leaving early will equal one absence. All tardies will result in the loss of professional points. Students missing class will be responsible for notes, handouts, assignments and any changes in schedules. Being prepared to participate includes completing assigned reading and bringing necessary textbooks, assignments and materials to class.

Late Work Policy

Unless otherwise specified, all assignments for this course are due at the beginning of the class period. **No late work** will be accepted except under extenuating circumstances which are communicated with the professor in a timely manner. If extension is granted, the late work will be subject to deduction of points up to 10% each day past the due date.

Class Participation

You are expected to read before the class session, participate in classroom assignments, actively listen to any classroom discussions, and fully participate in online work.

Any in-class reflections, presentations, and activities cannot be made-up.

Cell phones and laptop/notebook/iPads/Tablets, etc.: - the use of technology can enhance learning and the educational experiences; however, it can also become a distraction to the learning tasks at hand. Off-task technology usage may result in deduction in professionalism points.

Written Assignments

All written assignments for this class should conform to academic writing and professional education standards. Use pseudonyms when referring to students and other educators and refrain from making any judgement on any of the parties. Use size 11 or 12 Times New Roman font and double space. When writing reflections, there is no need for a title page, but be sure to add your name, title, and date of the reflection.