

**READ 3320, CRN 80340, Fundamentals of Teaching Reading (WI)
Fall 2019**

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Fall 2019, W 8:00am – 10:45am

WH 304

This course meets face-to-face, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Shelley Harris

Office: WH 322J

Phone: 254-519-5797

Email: dr2008@tamuct.edu

Office Hours

Mondays 9-3pm

Tuesdays 2-6pm

Wednesdays 11-2pm

Thursdays 9-3pm

Please contact Ms. Fletcher to make an appointment

Student-instructor interaction

As your professor, my role is to facilitate in your learning and help assist you in your college journey. Please take advantage of the office hours provided – they are your time to visit.

I will do my best to help you in any way. I will be checking email daily. My response time will be returned within 48 hours. When sending an email, please put the course name in the subject line. For the body of the email, remember to address me as Dr. Harris, include your detailed information with a possible solution, if needed, and include a salutation with your W#.

Professional communication is expected at all times.

WARRIOR SHIELD

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

Warrior Shield 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 Warrior Shield through their myCT email account.

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

COURSE INFORMATION

Course Overview and description: This course focuses on research-based competencies essential for effective literacy instruction. It is a survey of characteristics of normal reading development of learners in elementary through middle school, explores materials, procedures, assessment, and instructional methods considered effective in teaching oral language, writing, strategy building for comprehension, vocabulary, and word identification.

Course Objective: The objective of this course is to effectively prepare students to understand, create and assess literacy instruction.

Student Learning Outcomes

- (1) The learner will synthesize reading development in elementary and middle school children.
- (2) The learner will evaluate effective reading materials in elementary and middle school children.
- (3) The learner will develop procedures to create effective literacy instruction in elementary and middle school classrooms.
- (4) The learner will assess current literacy instruction provided in elementary and middle schools.
- (5) The learner will create an instructional method to effectively teach each of the five pillars of reading in elementary and middle school classrooms.

Competency Goals Statements (certification or standards)

ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6:

I. Oral Language: The preservice teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for young students to develop listening and speaking skills.

II. Phonological and Phonemic Awareness: The preservice teacher understands 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.

III. Alphabetic Principle: The preservice teacher understands the importance of the alphabetic principle to reading English, knows the elements of the alphabetic principle, and provides 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.

IV. Literacy Development and Practice: The preservice teacher understands 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.

V. Word Analysis and Decoding: The preservice teacher understands the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

VI. Reading Fluency: The preservice teacher understands the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

VII. Reading Comprehension: The preservice teacher understands the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

ENGLISH LANGUAGE ARTS AND READING GENERALIST 4-8:

I. Oral Language: The preservice teacher understands the importance of oral language, knows the developmental processes of oral language, and provides a variety of instructional opportunities for students to develop listening and speaking skills.

II. Foundations of Reading: The preservice teacher understands the foundations of reading and early literacy development.

III. Word Analysis Skills and Reading Fluency: The preservice teacher understands the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provides many opportunities for students to practice and improve their word analysis skills and reading fluency.

Required Reading and Textbook(s)

McGee, L. & Richgels, D. (2012). *Literacy's Beginnings: Supporting young readers and writers*. 6th ed. Boston: Pearson.

Tompkins, G. E. (2014). *Literacy in the middle grades*. Harlow, Essex: Pearson.

COURSE REQUIREMENTS

Course Requirements:

1. Assessment Report (20 pts) (SLO 4, 5) The purpose of this assignment is to provide the opportunity for you to become familiar with an informal reading inventory as a diagnostic tool, and identify instructional needs based on the assessment.

Part I: You will conduct reading assessments on two students. You will collect information on your student's reading interests and use your QRI to conduct running records in order to assess the student's word recognition, comprehension, fluency, and strategy application. You will analyze the assessment results and diagnostic statement for each student.

Part II: You will use the assessment and evaluation to create an instructional plan for addressing the student's next learning steps. You will write and conduct four to five follow-up lesson which will follow a given format. After each lesson, you will write a reflection. Upon completion of the lessons, you may conduct a post-assessment, and write an evaluation of your student's progress. You will then turn in a binder with all the assessments, lesson plans including resources and materials, and lesson reflections. A separate grading rubric will be provided. will survey, assess, and evaluate the strengths, needs, and next learning steps for the student. You will plan for two lessons that address the needs identified in the assessment/evaluation process. You will submit an assessment report, lesson plans, and reflections.

2. Synthesis Papers (SLO 1): Students will understand the stages of reading development and describe each stage along with processes and research-based practices by writing scholarly synthesis papers. (5 papers, 4pts each) 20 points

3. Evaluation Report (SLO 2): Students will evaluate reading/language arts instructional materials for kindergarten to grade 5 to determine how consistent instructional materials

(including core reading programs and reading intervention programs) are with the scientific research on reading instruction. 20 points

4. Instructional Procedures (SLO 3): Using each of the 5 Pillars of Reading, students will develop instructional plans for their certification level using a variety of appropriate lesson plan formats. 20 points

5. Final Exam (SLO 1-5): Students will take a comprehensive final exam covering the materials presented in the course. 20 points

Grading Criteria Rubric and Conversion

Grades will be assigned at the end of the semester on the following basis:

- A = 100-90 points
- B = 89-80 points
- C = 79-70 points
- D = 69-60 points
- F = 59-0 points

Posting of Grades

Grades will be posted on the Canvas Grade book where students can monitor their status. Turn-around time for grades to be posted are within 2 weeks. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me or come by my office.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

August 28	Get to know you, syllabus	
September 4	Understanding children’s literacy development Becoming an effective literacy teacher	
September 11	The foundations of literacy development Examining the reading and writing process	Instructional Procedures Due
September 18	Novice readers and writers Assessing literacy learning	Synthesis Paper 1 Due
September 25	Experimenting readers and writers Differentiating instruction	
October 2	Conventional readers and writers Eliminating obstacles to fluency	
October 9	Literacy-rich classrooms Reader factors	Synthesis Paper 2 due

October 16	Supporting language and literacy learning in preschool Text factors	Evaluation Report Due
October 23	Supporting literacy in K Teaching writing	Synthesis Paper 3 due
October 30	Supporting literacy in 1 Teaching with trade books	
November 6	Supporting literacy in 2-4 Teaching with textbooks	Synthesis Paper 4 due
November 13	Meeting the needs of ELLs	Assessment Report Due
November 20	Using literacy in the content areas	
November 27	Online Day	Synthesis Paper 5 due
December 4	Final Exam Review	
December 11	Final Exam	Final Exam

Important University Dates

Date	Description
August 12, 2019	Classes Begin for Minimester
August 23, 2019	Classes End for Minimester
August 26, 2019	Classes Begin for Fall Semester
August 26, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-week
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-week Classes with No Record
September 11, 2019	Deadline to drop 16-week Classes with No Record
October 1, 2019	Deadline for Teacher Education and Professional Certification Applications
October 4, 2019	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2019	Deadline for Clinical Teaching/Practicum Applications
October 18, 2018	Classes End for First 8-week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)

Date	Description
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 22, 2019	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 25, 2019	Deadline for Graduation Application for Ceremony Participation
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 4, 2019	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 12, 2019	Registration opens for all students for the Spring Semester
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 23, 2019 - January 1, 2020	Winter Break (University Closed)

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology requirements for this course include Canvas, Microsoft Office and email. If you

have any questions about technology, please see items stated below.

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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email 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@tam.u.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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, 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 Associate Dean in 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. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

Students may arrange a one-to-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 [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

INSTRUCTOR POLICIES

Our class is a safe, learning community where students are free to share ideas and have opportunities to work collaboratively and engage in their own learning. To maximize learning, students are asked to leave cell phones on “silent”. Students are expected to remain professional at all times. Should a situation arise, a private conversation will occur. I set high expectation for my students and will challenge you each day to learn something new. To maintain our calendar, all assignments will be submitted on time. No late assignments will be accepted. In addition, absences and tardies hinder the overall learning process. Students are allowed 2 tardies and 1 absence from class due to extenuating circumstances with proper documentation. If these become excessive, an official conference will take place to discuss overall program and university dispositions. For severe or extreme circumstances, students may be counseled out of the program.

Copyright Notice

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