

**Texas A&M University - Central Texas**  
**Reading 3320, Fundamentals of Teaching Reading (WI)**

**Instructor: Theresa Garcia, M.Ed.**

**Email: [tgarcia122@tamuct.edu](mailto:tgarcia122@tamuct.edu)**

**Room 316, 6:00-8:30 Tuesday nights**

**Office Hours:** I will be available to meet before or after class by appointment, you will also be able to contact me by email.

**Mode of instruction and course access:** 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/>].

**Student-instructor interaction:** Students will be able to make appointments to meet with me before and after classes. I also will answer emails within one day of receiving the emails. If you email through Canvas, please expect two days for me to respond. If you must meet outside of those hours, it will be on a case by case basis depending on your situation.

**Cell Phone Policy**

Cell phones must be turned off during class. In the case of an emergency, they may be on silent with permission from the instructor. Cell phones will not be used during class for texting, internet use or phone calls unless you have permission from the instructor. We will have scheduled breaks.

**LAPTOPS**

Laptops will be used in class only when the instructors allow students to use them to investigate online or to write notes. Social media is NOT allowed during class time. If this becomes a distraction, the student will be asked to close his/her computer and may be asked to leave.

**UNILERT:** Emergency Warning System for Texas A&M University – Central Texas

UNILERT 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 UNILERT through their myCT email account. Connect at <https://www.tamuct.edu/departments/security/unilert.php> to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

**COURSE INFORMATION**

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.

**\*\*\*\*The instructor reserves the right to adjust timeline and assignments as she sees fit for the course, she will not add any assignments to the course.**

### **Course Requirements**

#### **5 stages of Reading 30 points each 5 -150 points**

You will have to understand the stages of reading development and describe each stage along with processes and research-based practices. You will need to respond in scholarly writing using 500-750 words. Write in APA Format and provide a paper copy along with turning into Canvas

#### **Demonstration Mini Lesson: (100 total points)**

You will present a lesson alone in which you use a mentor text to teach a reading skill to the class. You will need to write a LESSON PLAN for 3<sup>rd</sup>-8<sup>th</sup> grade for the demonstration that will include the following: appropriate TEKS, and a description of a Before, During, or After reading instructional technique. The lesson will be conducted with the rest of the class participating. Make sure you include the TEK with your lesson.

The lesson will use an appropriate strategy and address a specific content objective and the ELA TEKS. Handouts are required. The lesson should be no more than 10-15 minutes.

#### **Text Set: (100 points)**

Text sets are a collection of books and reading materials that you will use for a specific topic, unit or theme to be taught. The reading materials consist of picture books, chapter books (historical fiction, realistic fiction, fantasy, etc.), informational books, poems, magazines, reference books, and newspaper articles related to the topic or unit.

You will need to choose a grade level from 3<sup>rd</sup> grade to 8<sup>th</sup> grade and the content area; you are interested in teaching. After determining your grade level and content area, become familiar with the appropriate TEKS. From the TEKS, choose a topic (i.e., insects, weather, etc.) to teach. The text set is to consist of TEN related texts. You must submit an annotated bibliography of the reading materials (APA format).

#### **Be sure to include:**

- Topic, Unit or Theme (e.g., weather)
- One appropriate Grade Level
- Content area covered (i.e. science, math, social studies, health)
- TEKS that apply (focus on one grade level)
- Full APA format 6th edition publication information for each source, (book, poem, article, website)
- A brief summary of the book or material (in your own words) (50 – 75 words)
- Connect each text to a strategy to a specific reading/ELAR skill (do not repeat strategies within the set)

**Each text set must include a combination of:**

- Two fictional picture books
- Four informational (nonfiction-chapter/picture) books
- One reference book (textbook)
- One poem
- Two other texts (child appropriate) that can include any of the following: newspapers, magazines, journal articles, etc.

**Final- 100 points** You will take a final exam. This exam will be cumulative and evaluate your understanding of the material discussed in class and presented in your assigned readings.

**Perfect Attendance- 50 points, 2 missed classes (30), 4 missed classes, (20), 6 missed classes ( 0)**

**Grading Criteria Rubric and Conversion Grades will be assigned at the end of the semester on the following basis:**

**A = 400-500**

**B = 300-399**

**C = 200-299**

**D = 100-199**

**F = 0-99**

**Posting of Grades**

Grades will be posted on the Canvas Grade book where students can monitor their status. Turnaround 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.

**COURSE OUTLINE AND CALENDAR**

<b>January 14</b>	Get to know you Syllabus Review	
<b>January 21</b>	Understanding children's literacy development Becoming an effective literacy teacher	Chapter 1 Literacy's Beginning Chapter 1 Literacy in Middle Grades
<b>January 28</b>	The foundations of literacy development Examining the reading and writing process	Chapter 2 LB Chapter 2 LMG <b>Stage 1 reading Due 1/27</b>
<b>February 4</b>	Novice readers and writers Assessing literacy learning	Chapter 3 LB Chapter 3 LMG
<b>February 11</b>	Experimenting readers and writers Differentiating instruction	Chapter 4 LB Chapter 4 LMG <b>Stage 2 reading due 2/10</b>
<b>February 18</b>	Conventional readers and writers Eliminating obstacles to fluency	Chapter 5 LB Chapter 5 LMG
<b>February 25</b>	<b>Mini lesson plans presentation</b>	<b>Mini lessons due in class</b>

<b>March 3</b>	Literacy-rich classrooms Reader factors	Chapter 6 LB Chapter 7 LMG <b>Stage 3 reading due 3/2</b>
<b>March 17</b>	Supporting language and literacy learning in preschool Text factors	Chapter 7 LB Chapter 8 LMG
<b>March 24</b>	Supporting literacy in K Teaching writing	Chapter 8 LB Chapter 9 LMG
<b>March 31</b>	Supporting literacy in 1 Teaching with trade books	Chapter 9 LB Chapter 10 LMG <b>Stage 4 reading due 3/23</b>
<b>April 7</b>	Supporting literacy in 2-4 Teaching with textbooks	Chapter 10 LB Chapter 11 LMG
<b>April 14</b>	Meeting the needs of ELLs Expanding Academic Vocabulary	Chapter 11 LB Chapter 6 <b>Text set due upload to Canvas, no late work accepted</b>
<b>April 21</b>	Using literacy in the Content areas	<b>Stage 5 reading due 4/20</b>
<b>April 28</b>	Final review	
<b>May 5</b>	Final Exam	

January 13, 2020 Add, Drop and Late Registration Begins for 16- and First 8-Week Classes  
\$25 Fee assessed for late registrants

January 13, 2020 Classes Begin for Spring Semester

January 15, 2020 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

January 20, 2020 Martin Luther King, Jr Day (University Closed)

January 21, 2020 Deadline to Drop First 8-Week Classes with No Record

January 29, 2020 Deadline to Drop 16-Week Classes with No Record

February 21, 2020 Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

March 1, 2020 Deadline for Teacher Education and Professional Certification Applications

March 6, 2020 Classes end for 1st 8-Weeks

March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 13, 2020	Spring Break (University Closed)
March 10, 2020	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 15, 2020	Deadline for Clinical Teaching/Practicum Applications
March 16, 2020	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
March 16, 2020	Classes Begin for Second 8-Week Session
March 16, 2020	Class Schedule Published for Summer Semester
March 18, 2020	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 23, 2020	Deadline to Drop Second 8-Week Classes with No Record
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 3, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 6, 2020	Registration opens for all students for the Summer and Fall Semesters
April 24, 2020	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 8, 2020	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)
May 8, 2020	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 8, 2020	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony

**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@tamu.edu](mailto:helpdesk@tamu.edu) Phone: (254) 519-5466 Web Chat: [<http://hdc.tamu.edu>] Please let the support technician know you are an A&M-Central Texas student.

### **COURSE AND UNIVERSITY PROCEDURES AND POLICIES**

**Drop Policy.** If you discover that you need to drop this class, you must go to the Registrar’s Office and complete a Drop Request Form. Professors **cannot** drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be returned, completed and signed. Once you return the signed form to the Registrar’s Office and wait 24 hours, 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 deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid.

**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.

**Access & Inclusion.** 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 an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a

disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at <https://www.tamuct.edu/departments/access-inclusion/> Any information you provide is private and confidential and will be treated as such.

**Tutoring.** Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, 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, contact information, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at [k.wood@tamuct.edu](mailto:k.wood@tamuct.edu)

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <https://www.tamuct.edu/departments/academicsupport/tutoring.php>

**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 11am-6pm Monday-Thursday. 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). 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](mailto: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 72,000 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 TAMUCT 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 twenty-four 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 TAMUCT 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 homepage: <https://tamuct.libguides.com/>

Instructor: Mrs. Theresa Garcia  
Course: Read 3320  
Semester: Spring 2020

I \_\_\_\_\_, received a copy of the course syllabus for the class mentioned above and agree to the following course policies:

### **COURSE ABSENCE POLICY**

A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. In addition, successful performance in this class requires that you attend class and be punctual. Your attendance affects the dialogue about the topics and successful discussion requires your attendance. Your absence alters the community and without your presence, discussion is radically different. Absences tend to lower the quality of a student's work in a course and subsequently their understanding of the content. After (1) absence, 4 points will be deducted from the student's overall total points. Excessive absences (3+) will result in being dropped from the class or a failing grade. This class meets once a week and has online components, both which are required. An absence on a presentation due-date will result in a 0% for that assignment. Absences on an assignment due date are subject to a 25% deduction due to non-attendance. To risk further penalties, assignments must be turned in either early or through email. Guests in class, including family members must be cleared in advance with instructor.

### **ASSIGNMENT POLICY**

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 25% deduction or not accepted per the instructor's decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade.

### **CLASS PARTICIPATION**

Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems and ability to propose and evaluate solutions. It is expected that discussions in class will reflect the required readings. All participants are expected to welcome open expression of opinions, attitudes and beliefs.

### **EXPECTED QUALITY OF WORK**

1. Papers: Use of a computer and printer to produce all written assignments
2. 8.5 x 11 paper, no legal paper
3. APA citation style (<http://owl.english.purdue.edu/owl/resource/560/01/>)
4. Proofread paper for grammatical, mechanical and spelling errors
5. Both content and quality of the student's writing will be considered. Quality of writing includes clarity of expression, appropriate use of references and correct grammar, spelling and punctuation.

### **CELL PHONES**

Cell phones must be turned off during class. In the case of an emergency, they may be on silent with permission from the instructor. Cell phones will not be used during class for texting, internet use or phone calls unless you have permission from the instructor.

### **LAPTOPS**

Laptops will be used in class only when the instructors allow students to use them to investigate online or to write notes. Social media is NOT allowed during class time. If this becomes a distraction, the student will be asked to close his/her computer and may be asked to leave.

**RESPONSIBILITY**

As a teacher candidate, you are expected to maintain a high level of responsibility. Therefore, you must be responsible for verifying dates, expectations, and quality of work. If there is something you don't understand, please ask. Assigned readings and tasks should be completed before class for discussion, reflection and evaluation.

**E-MAIL**

If you have questions or need to send a document for review, please send through my TAMUCT account [tgarcia122@tamuct.edu](mailto:tgarcia122@tamuct.edu)

\_\_\_\_\_  
Print Full Name

\_\_\_\_\_  
Signature

\_\_\_\_\_

Date