

READ 4312-110, 80804, Literacy Instruction II

Fall 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a 16-week, 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. The course meets synchronously (face-to-face) through Microsoft Teams on Tuesdays and Thursdays from 12:30 pm-1:45pm. Each class day you will login to Canvas and access Microsoft Teams through your university email.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Chelsea Herndon, Ph.D.

Office: Warrior Hall 322F

Phone: 254-519-5464

Email: Chelsea.Herndon@tamuct.edu- Please contact me by email instead of Canvas or Microsoft Teams.

Office Hours: I will be holding virtual office hours by appointment. Sign up for an appointment on the Calendly website. You can access Calendly by clicking the icon on the Canvas home page. Times and dates may appear based on my availability that week. After selecting an available time, you will be sent a Microsoft Teams meeting link that will appear on your Outlook Calendar.

Student-instructor interaction

A Canvas discussion board will be utilized for all students to post questions and answers to their peers. I typically respond through Canvas in an announcement or on the discussion board to clarify questions and/or concerns for the entire class. I am usually quick to respond to emails. However, I still reserve the right to respond within 24 hours during weekdays from 9:00am-5:00pm.

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://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] 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

(WI) A field-based course surveying characteristics of the transitional/independent literacy learner, methods of instruction for writing, strategy building, comprehension, vocabulary, word identification, utilizing the Texas Essential Knowledge and Skills. Examines typical/atypical reading development and strategies for assessing/addressing reading differences in individual learners. Explores structures and features of expository text including examination of supports and challenges within the text.

Prerequisite: Admission to teacher education program.

Overview

This writing instructive (WI) course fosters students' development of written communication via discourse, reflection, and revision of written drafts through peer conferencing and instructor feedback.

Student Learning Outcomes (SLOs)

The learner will:

- (1) demonstrate understanding of applicable Texas Essential Knowledge and Skills (TEKS) pertaining to reading and literacy.
- (2) apply concepts, principles, and best practices for syllabication and morphemic analysis instruction, including related spelling skills.
- (3) apply concepts, principles, and best practices to foster development of vocabulary knowledge and skills.
- (4) apply concepts, principles, and best practices to promote grade level fluency.
- (5) apply concepts, principles, and best practices related to the comprehension of and critical thinking about narrative and expository texts.
- (6) use developmentally appropriate research and evidence-based assessment and instructional practices to promote development of grade-level literacy skills.
- (7) recognize the interrelationships of reading, writing, listening, speaking, viewing and representing across the disciplines.

Competency Goals Statements (certification or standards)

https://tea.texas.gov/sites/default/files/tx293_final_framework_3.2020.pdf

Comp. 2. Science of Teaching Reading: Foundations of Literacy Assessment

Comp. 7. Syllabication and Morphemic Analysis Skills

Comp. 8. Reading Fluency

Comp. 9. Vocabulary Development

Comp. 10, 11, 12. Comprehension

Required Reading and Textbook(s)

Moates, L. (2020). *Speech to print: Language essentials for teachers* (3rd ed.). Brookes Publishing.

Honig, B. (2018). *Teaching reading sourcebook* (3rd ed.). Academic Therapy Publications.

Harvey, S. Goudvis, A. (2017). *Strategies That Work* (3rd ed.). Stenhouse Publishers

COURSE REQUIREMENTS

Morphology Lesson

50 points

Morphological awareness, the understanding of how words can be broken down into smaller units of meaning, is a contributor to word reading and comprehension skills (Tighe & Binder, 2015). Domain specific vocabulary in expository text tends to incorporate more forms of prefixes, suffixes, and Latin and Greek roots than narrative text. Because expository texts are more likely to have words that are interrelated thematically, they are ideal for teaching words in semantically related groups (Kletzien & Dreher, 2017).

The purpose of this assignment is for you to develop and implement a morphology lesson using expository text with a small group of students. Additional components must include the use of appropriate assessment, peer review, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. (SLOs 1,2,3,5,6,7)

Interactive Read Aloud

60 points

The purpose of this assignment is for you to create and implement an interactive read aloud lesson for a whole group to model comprehension strategies. Additional components must include a video of the lesson, the use of appropriate assessment, peer review, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. (SLOs 1,3,4,5,6,7)

Guided Reading Lesson

50 points

The purpose of this assignment is for you to create and implement a guided reading lesson for a small group of students. Additional components must include the use of appropriate assessment, peer review, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. (SLOs 1,3,4,5,6,7)

Writing Lesson

50 points

The purpose of this assignment is for you to create and implement a writing lesson for a small group of students. Additional components must include the use of appropriate assessment, peer review, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. (SLOs 1, 2, 6,7)

Literacy Center

50 points

The purpose of this assignment is for you to create and implement a literacy center to be used during a language arts block. Additional components must include the use of appropriate assessment, peer review, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. (SLOs 1,4,6,7)

Language Arts Block Lesson

100 points

The purpose of this assignment is for you to design a language arts block to include all components of literacy. Additional components must include peer review, and critical reflection. Use the rubric and resources provided on Canvas to develop your lesson and guide your thinking. A peer review will automatically be assigned to you on the due date. (SLOs 1,2,3,4,5,6,7)

Compendium of Literacy Education

150 points

The purpose of this assignment is for you to create a detailed collection of literacy instructional strategies and assessment using Microsoft One Note. Use the rubric and resources provided on Canvas to develop your compendium and guide your thinking. (SLOs 1,2,3,4,5,6,7)

Quizzes

100 Points

Brief online Canvas quizzes are designed to assess your comprehension of each reading. Each quiz consists of ten objective questions (multiple choice, true-false, and matching questions) equaling ten points total. You will have 15 minutes to complete each quiz. The Canvas quizzes use the Proctorio secure proctor tool in Canvas. This service is provided for you at no additional cost. Technology requirements include any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in. This service is provided for you at no additional cost.

Grading Criteria Rubric and Conversion

Grading		
Assignments	Points	Student Learning Outcomes
Morphology Lesson	50	1,2,3,5,6,7
Interactive Read Aloud	60	1,3,4,5,6,7
Guided Reading Lesson	50	1,3,4,5,6,7
Writing Lesson	50	1, 2, 6, 7
Literacy Center	50	1,4,6,7
Language Arts Block Lesson Plan	100	1,2,3,4,5,6,7
Compendium of Literacy Education	150	1,2,3,4,5,6,7
Quizzes	90	1,2,3,4,5,6,7
Total Points	600	

Posting of Grades

All assignments will be graded on Canvas. I usually grade assignments very quickly. However, some assignments will take me much longer to grade and provide adequate constructive feedback. Rest assured that I am viewing your assignments in a longer and more thoughtful manner. If you have a question about a graded assignment, make a comment on the grade on the Canvas assignment but please also email me.

Grading Policies

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 10% deduction. Arrangements in exceptional circumstances are the responsibility of the student. Grade changes to reflect bonus points or content literacy guides may not occur until the end of the semester. If you are having a problem submitting an assignment, contact the IT department.

COURSE OUTLINE AND CALENDAR

READ 4312, Literacy Instruction II

Fall 2021 Semester Calendar.

Readings are to be completed *before* the class for which they are assigned. Comprehension of most readings will be assessed by a brief quiz. *Assignments and due dates are subject to change.*

Tuesday/Thursday
12:30pm-1:45pm

Symbol Key	
Assigned reading 📖	Quiz 🔄
Written assignments ✍️	Podcast 🎧
Watch 📺	
Strategies that Work 📖	
Speech to Print 🗣️	
Teaching Reading Sourcebook 📖	
Article 📄	

August

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 1	23	24 📖 The Science of Reading: Making Sense of Research	25	26 📖 Chapter 7: Irregular Word Reading 📖 Chapter 8: Multisyllabic Word Reading	27	28	29 📖 Chapter 7: Irregular Word Reading 📖 Chapter 8: Multisyllabic Word Reading
Week 2	30	31 📖 Chapter 6: Syntax: How Sentences Work 📖 Chapter 7: Semantics: Word and Sentence Meaning 🎧 Deconstructing the Rope: Language Structures					

September

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 2			1	2 📖 Chapter 11: Specific Word Instruction 📖 The Development of Sight Vocabulary 🎧 Deconstructing the Rope: Vocabulary	3	4	5 📖 Chapter 6: Syntax: How Sentences Work 📖 Chapter 7: Semantics: Word and Sentence Meaning
Week 3	6	7 📖 Chapter 12: Word Learning Strategies 📖 Chapter 13: Word Consciousness 📖 The Core Vocabulary: The Foundation of Proficient Comprehension	8	9 📖 The Latin-Greek Connection 📖 Morphological Instruction That Supports Academic Language 📖 Morphological Analysis Instruction in the Elementary Grades: Which Morphemes to Teach and How to Teach Them	10	11	12 📖 Chapter 11: Specific Word Instruction
Week 4	13	14 📖 Chapter 6: The Nuts and Bolts of Comprehension Instruction 📖 The Science of Reading Comprehension Instruction	15	16 📖 Chapter 15: Informational Text 📖 Chapter 14: Literary Text	17	18	19 ✍️ Morphology Lesson 📖 Chapter 12: Word Learning Strategies 📖 Chapter 13: Word Consciousness
Week 5	20	21 📖 Chapter 7: Monitoring Comprehension: The Inner Conversation 📖 Chapter 8: Activating, Connecting, and Building: Why Background Knowledge 🎧 Deconstructing the Rope: Background knowledge	22	23 📖 Chapter 9: Questioning: The Strategy That Propels Readers Forward 📖 Chapter 10: Visualizing and Inferring: Making What's Implicit Explicit 📺 Visualizing	24	25	26 📖 Chapter 15: Informational Text 📖 Chapter 14: Literary Text
Week 6	27	28 📖 Chapter 11: Determining Importance in Text: The Nonfiction Connection 📺 Paraphrasing in Science	29	30 📖 Chapter 12: Summarizing and Synthesizing Information: The Evolution of Thought 📺 Summarizing in Science 📖 Read-Aloud Routine for Building Vocabulary and Comprehension skills			

October

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 6					1	2	3 ✍️ Morphology Lesson Reflection

Week 7	4	5 Chapter 13: Content Literacy: Reading, Writing, and Thinking in Science and Social Studies Interactive Read Aloud-Science	6	7 Chapter 14: Inquiry Across the Curriculum Science Vocabulary Instruction	8	9	10 Interactive Read Aloud
Week 8	11	12 Asynchronous Module	13	14 Asynchronous Module	15	16	17 Interactive Read Aloud Reflection
Week 9	18	19 What is Guided Reading? A New Guide for Guided Reading: More Guided, More Reading Guided Reading Video	20	21 Guided Reading Video	22	23	24 Guided Reading Lesson
Week 10	25	26 Evidence Based Writing Instruction A Room of Writers	27	28 Reading and Writing Relationship	29	30	31 Guided Reading Lesson Reflection

November

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday	
Week 11	1	2 See Canvas for article	3	4 See Canvas for article	5	6	7 Writing Lesson	
Week 12	8	9 See Canvas for article	10	11 Veteran's Day	12	13	14 Writing Lesson Reflection	
Week 13	15	16 Whole Class Reading Instruction Whole Group Reading	17	18 See Canvas for article	19	20	21 Literacy Center	
Week 14	22	23 Independently work on Compendium of Literacy Education assignment	24	25 Thanksgiving	26	27	28	
Week 15	29	30 Language Arts Block Lesson Plan Rough Draft						

December

Week	Mon	Tuesday	Wed	Thursday	Fri	Sat	Sunday
Week 15			1	2	3	4	5 Language Arts Block Lesson Plan Final Draft
Finals Week	6	7	8	9 Compendium of Literacy Education	10	11	12

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>]

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: The University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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 making an appointment via [WConline](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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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 Wellness and 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/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) 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.

OTHER POLICIES

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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