READ 3310-115, 11338 Foundations of Literacy

Spring 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is an 8-week, 100% online course and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/]. The course meets synchronously through Microsoft Teams on Mondays 615pm-7:45 pm. Each class day, you will log in to Canvas and access Microsoft Teams through your university email or Canvas. An asynchronous module is assigned each Wednesday.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Theresa Garcia M.Ed

Office: Virtual

Phone: 254-258-6404

Email: tgarcia122@tamuct.edu   garciat1@lisdtx.org Please contact me by email

Office Hours Tuesdays after class and Thursdays after 6

I will be holding virtual office hours Tuesdays after class through Microsoft Teams and Thursday evenings via Microsoft teams. Sign up for a virtual by sending a request via email.

Student-instructor interaction

Microsoft Teams will be utilized for all students to post questions and answers to their peers. I typically respond through Canvas in an announcement 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 on weekdays. I am a full-time elementary teacher, you will have to email me throughout the day and let me know who you are with your email address so I can get back to you with a response.

Emergency Warning System for Texas A&M University-Central Texas
SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps*:*

1. Download the SafeZone App from your phone store using the link below:
   - iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]
   - Android Phone / Tablet [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course Overview and description

This course provides an overview of foundational concepts, principles, and best practices related to the science of teaching reading. Includes a survey of the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development. Presents the key scientifically based reading research foundations needed to understand how reading develops from early childhood through adolescence.

Course Objective or Goal

The goal of this course is to prepare teacher candidates to become effective teachers in the classroom. Faculty and students will complete a Dispositions form at the mid-term and end-of term to evaluate and discuss dispositional skills needed to be successful teachers in today's classroom.

Student Learning Outcomes

The learner will:

1. Describe the history of reading instruction.
2. Compare and contrast the reading models and how they are used to understand reading development, instructional needs, and reading concerns.
3. Identify the essential components of reading instruction and the effective instructional elements involved with each area of reading.
4. Distinguish the phases of reading development.
5. Define the key terms used for literacy.

Competency Goals Statements (certification or standards)

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

Comp. 1. Foundations of the Science of Teaching Reading. Understand foundational concepts, principals, and best practices related to the science of teaching reading.

Required Reading and Textbook(s)

Dewitz, P., Graves, M., Graves, B., & Juel, C. (2019). *Teaching reading in the 21st century:*

Motivating all learners (6th ed.). Pearson.

*You don't need the My Lab part of the textbook.

Wolf, M. (2008). *Proust and the squid: The story and science of the reading brain*. Harper

Perennial.

COURSE REQUIREMENTS

Proust and the Squid Reflective Essays

150 points (50 points each)

Literature circles provide students with many opportunities to use reading strategies in authentic contexts. During a literature circle, students meet and discuss a novel. Students summarize what they have read, clarify difficult vocabulary words, and make inferences (Dewitz, Graves, M., Graves, B., & Juel, 2019).

This semester we will read *Proust and the Squid: The Story and Science of the Reading Brain* by Maryanne Wolf and discuss the chapters in the format of a literature circle. You will be required to write a reflective essay for each of the three parts of the novel: Part I-How the Brain Learned to Read, Part II-How the Brain Learns to Read Over Time, and Part III-When the Brain Can't Learn to Read.

The purpose of this assignment is for you to synthesize the required readings, podcasts, and discussions that include the key scientifically based reading research foundations needed to understand how reading develops from early childhood through adolescence. Additionally, you will reflect on your learning and experience. Additional components must include the use of appropriate references, peer review (for Part I and II), and audio recorded instructor feedback. Use the rubric and resources provided on Canvas to guide your thinking. (SLO 1, 2, 3, 4, 5)

Flipgrid Discussion Posts

60 points (10 points each)

The purpose of this assignment is for you to synthesize the required readings, podcasts, and discussions that include the key scientifically based reading research foundations needed to understand how reading develops from early childhood through adolescence and discuss your thoughts with your peers. Each video post should answer the following required questions: key words and phrases, connections made, new ideas and thinking, remaining questions. Use the rubric and resources provided on Canvas to guide your thinking. (SLO 1, 2, 3, 4, 5)

Text Complexity Analysis

100 points (50 points each)

The CCSS defined text complexity in three ways. First, text complexity can be determined with quantitative criteria (sentence length, number of syllables, word length, word frequency). Second, texts should be evaluated qualitatively using criteria such as the depth of ideas, the text organization, and language characteristics. Third, teachers should consider a reader-task analysis and determine what texts to use for what purposes (Dewitz, Graves, M., Graves, B., & Juel, 2019).

The purpose of this assignment is for you to analyze the complexity of two texts of your choice (one narrative and one informational) that can be used in a first through fifth grade classroom. Additional components must include the use of appropriate references, critical reflection, and peer review. Use the rubric and resources provided on Canvas to guide your thinking. (SLO 3, 4, 5)

Literacy Word Wall

50 points

This semester you will be introduced to a wealth of terminology relating to scientifically based reading research foundations and literacy and language development. According to Graves et al. (2014) defining a word and using the word in context, provides

multiple exposures to the word, and involves students in discussion and active processing of the word's meaning. It also helps students review the words in various contexts over time.

The purpose of this assignment is for you to create an interactive word wall using Padlet.com and include key literacy terms from the required readings, podcasts, and discussions that include the key scientifically based reading research foundations needed to understand how reading develops from early childhood through adolescence. Use the rubric and resources provided on Canvas to guide your thinking. (SLO 5)

Quizzes

130 points (10 points each)

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. Completing each content literacy guide, provided to you on Canvas, will help you understand the most important ideas from each chapter and guide your thinking. You may use the completed guide while taking the quizzes, but not for the final exam. A completed guide will count for 5 points on a floor scale grading system. All content literacy guides are posted to Canvas on the content literacy guide page. To submit your guide, upload it as an attachment at the end of your quiz. It must be submitted at the time of the quiz. Your grade change may not occur until the end of the semester.

(SLO 1, 2, 3, 4, 5)

Final Exam

100 points

The final exam will be based on both class work and readings. The primary emphasis of the exam comes from the assigned text chapters. The exam will feature both objective questions 6 (multiple choice, true-false, and matching questions) and brief essay items. You can best prepare for the final by reviewing previous Canvas quizzes and content literacy guides. (SLO 1, 2, 3, 4, 5)

Extra Credit

Extra credit is educationally beneficial when designed as opportunities of enrichment. To obtain 10 extra credit points, you may read either of the listed books. To obtain 5 extra credit points, you may watch either of the listed documentaries. You must then submit a reflective essay to Canvas. Your reflection must include information about what you learned, how you relate to what was mentioned, and how what you have learned has impacted your journey as a future educator. Use the provided rubric on Canvas to guide your thinking. All extra credit assignments must be submitted before the final exam.

Books

(10 points) (SLO 1, 5)

- Esquith, R. (2007). *Teach like your hair's on fire: The methods and madness inside room 56*. New York: Viking.
- Burgess, D. (2012) *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator*. San Diego, CA: Dave Burgess Consulting, Inc.

Documentaries

(5 points) (SLO 1, 5)

- American Teacher (2011) co-directed by Vanessa Roth and Brian McGinn
- Waiting for "Superman" (2010) directed by Davis Guggenhei

Grading Criteria Rubric and Conversion

Grading Assignments	Points	Student Learning Outcomes
Text complexity analysis	100	3,4,5
Proust and the Squid Reflections	150	1,2,3,4,5
Literacy Word Wall	50	5
Quizzes (10 points each)	130	1,2,3,4,5
Final Exam	100	1,2,3,4,5
Flipgrid discussion	60	1,2,3,4,5
Total Points	**590**	

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, do 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

Symbol Key

Assigned reading   Quiz ✪

Written assignments   Podcast

Watch 🎥

Teaching Reading in the 21st Century

Proust and The Squid: The Story and Science of the Reading Brain

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8/22/21	8/23/22	Hard Words: Why Aren't Our Kids	8/25/22	8/26/22	8/27/22	8/28/22

First day of the semester

Online class

Introduction

Being Taught to Read?

🎥 Maryanne Wolf

About me

✪ **Syllabus quiz**

Behind the scenes of the National Reading Panel: Tim Shanahan

Chapter 1: Reading and Learning to Read

Chapter 2: Reading Instruction

8/29/22

Chapter 7: Emergent Literacy

Chapter 1: Reading Lessons from Proust and the Squid

The Basic Science in Reading Instruction

Online class

8/30/22

8/31/22

✪ Chapter 1: Reading and Learning to Read

✪ Chapter 2: Reading Instruction

Flip Grid Discussion

9/1/22

9/2/22   9/3/22

9/4/22

Chapter 2: How the Brain Adapted Itself

to Read: The First Writing Systems

Chapter 8: Word Recognition

Why We Stopped Teaching Children

How to Read

9/5/22

Chapter 3: The Birth of an Alphabet and

Socrates' Protests

Flipgrid Discussion

9/6/22

9/7/22

Chapter 3: The Birth of an Alphabet and

Socrates' Protests

Flipgrid Discussion

9/8/22

9/9/22   9/10/22

9/11/22

✪ Chapter 7: Emergent Literacy

✪ Chapter 8: Word Recognition

9/12/22

Chapter 3: Motivation and Engagement

Chapter 4: Organizing Instruction So All

Will Succeed

9/13/22

Online class

9/14/22

Chapter 5: The "Natural History" of Reading Development: Connecting the Parts of the Young Reading Brain

Flipgrid Discussion

9/15/22

9/16/22   9/17/22   9/18/22

✪Chapter 3: Motivation and Engagement

✪Chapter 4: Organizing Instruction So All

Will Succeed

Chapter 4: The Beginnings of Reading Development, or Not

Online class

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Chapter 6: Choosing Texts for Reading

Instruction

Decodable Text, Leveled Text, and All the Rest

Online class

9/20/22

Online class

9/21/22

Chapter 6: The Unending Story of

Reading's Development

Flipgrid Discussion

Submit book choices

9/22/22　　9/23/22　9/24/22

9/25/22

✪Chapter 6: Choosing Texts for Reading

Instruction

Part I: How the Brain Learned to

Read (final draft)

9/26/22

Chapter 9: Fluency and Independent

Reading

Chapter 5: Classroom Assessment

The Importance of Fluency instruction

Online class

9/27/22

28

Chapter 7: Dyslexia's Puzzle and the

Brain's Design

Dyslexia and developmental trajectories: Dr. Nadine Gaab

Flipgrid Discussion

9/2922　　9/30//22　10/1/22

10/2/22

Text Complexity Analysis

✪Chapter 9: Fluency and Independent

Reading

✪

10/3/22　　10/4/22

Chapter 8: Genes, Gifts, and Dyslexia

Chapter 9: Conclusions from the Reading Brain to "What Comes Next"

Online class

10/5/22

Part II: How the Brain Learns to

Read Over Time

✪Chapter 10: Vocabulary Development

10/6/22　　10/7/22　10/8/22

9

Chapter 11: Teaching Reading

Comprehension: Focusing on Narrative Text

Chapter 12: Comprehending

Informational Text

10/10/22	10/11/22	10/12/22	10/13/22	10/14/22
			Evidence-based literacy practice in the classroom	
Chapter 10: Vocabulary Development		✪Chapter 11: Teaching Reading Comprehension: Focusing on Narrative Text	**13-14** **Part III: When the Brain Can't Learn to Read**	
Etymology of the English language: Freddy Hiebert		✪Chapter 12: Comprehending Informational Text	**Literacy Word Wall**	
Online class			✪ **Final Exam Due** By the 14th	

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]

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].

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].

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 Warrior Center for Student Success, Equity 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 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]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines 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 virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit Tutor Matching Services [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WCOnline [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WCOnline [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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. Schedule an appointment here [https://tamuct.libcal.com/appointments/?g=6956]. 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].

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].

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/bit]. 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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