On-Campus Course Syllabus
REA 312 L00.A
Foundations of Reading
Fall 2019

CRISWELL COLLEGE

Class Information

Day and Time: Thursday 1:30 p.m. to 4:00 p.m.
Room Number: E 202

Contact Information

Instructor Name: Dr. Vickie S. Brown
Instructor Email: vbrown@criswell.edu
Instructor Phone: 214.818.1341
Instructor Office Hours: Monday, 9:00 to 3:00; Tuesday, 9:00 to 3:00; Thursday, 9:00 to 10:30

Course Description and Prerequisites

Explores the fundamentals of reading instruction. Particular emphasis is placed on belief systems, instructional strategies, and options for valid assessment. Traditional practices and current instructional trends are contrasted and evaluated. Research from leading contributors in the field of reading is reviewed**.**
(Nine clock hours of field experience are required for this course.)
(Prerequisite: EDU 301)

Course Objectives

1. Explain the development of oral language and early literacy.
2. Identify the characteristics of a basic-skills program and a holistic language curriculum.
3. Recognize the markers of, and be able to create, a literate environment.
4. Practice strategies to support pre-literate learners in developing phonemic awareness and alphabetic knowledge needed in successful reading instruction.
5. Practice research based instructional strategies for increasing word analysis, fluency, and comprehension in reading.
6. Design lesson plans with appropriate TEKS that integrate reading and writing and support diverse learners in the reading process.
7. Utilize a variety of technologies to support reading instruction.
8. Practice the use of current reading assessment tools and interpret the results in order to enhance the effectiveness of reading instruction.

Required Textbooks

Gunning, T., (2010). *Creating Literacy Instruction for All Students.* Allyn & Bacon, Boston, MA., 7th Ed.
978-0-13-814082-3

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Course Requirements and Assignments
No Late Work Will Be Accepted.*

1. **TPRI Practice:** You will administer and score a Texas Primary Reading Inventory to a child between the ages of 6 and 8. The testing materials will be provided by the instructor. This document will become a part of your Reading Portfolio which will be due the final night of class.

DUE: 9/19/19   **POINTS: 10 points**

2. **Word Attack Game:** You will create a game which teaches a phonics concept. This game is to be of professional quality and developmentally appropriate for your field experience students. **The game must be used during the instructional portion of a field experience teaching session.**

DUE: 10/10/19   **POINTS: 5 points**

3. **Word Sort:** You will create a Word Sort for use with your field experience students. **This "sort" is to be used during the instructional portion of a field experience teaching session**. The sort is to be of a professional quality and developmentally appropriate for your students.
DUE: 10/24/19   **POINTS: 5 points**

4. **Graphic Organizer:** You will create a Graphic Organizer for use with your field experience students. **This "graphic" is to be used during the instructional portion of a field experience teaching session.** The organizer is to be **original** and of a professional quality that is developmentally appropriate for your students.

DUE: 11/07/19   **POINTS: 5 points**

5-9. **Field Experience Lessons:** You will prepare and present a 50 to 60 minute reading lesson, with an emphasis on higher level thinking skills. The lesson is to be appropriate for EC-4th grade and is to emphasize concepts covered in your textbook. You are to include either a visual aide or manipulative in your lesson. A selection of high quality children's literature and a writing activity are to be included as part of your lesson. A typed lesson plan with the **appropriate TEKS** is due at the time of your lesson.

DUE: 9/26-11/21/19   **POINTS: 10 points each/ 50 points total**

10. **Non-Fiction Reader Response:** You will guide your students through a hands-on and student-centered response activity using individual selections of **informational** children's literature. You are to function in the role of facilitator for your students. They are to share their products with the other participants in their group.

DUE: 11/21/19   **POINTS: 5 points**

11. CLASS NOTES: All chapter outlines are to be completed by you during the course of this semester. Class discussions will cover portions of the notes. However, it is your responsibility to complete the remainder of the outlines during your study of the text material.

DUE: 12/05/19   **POINTS: 5 points**

12. Reading Course Portfolio: In this portfolio you will include your 5 journal entries from the Field Experience teaching, the practice TPRI testing, the Word Sort, the Graphic Organizer, and a two page professional self-assessment of your growth as a Reading teacher. **You will discuss your learning experiences during the final night of class.**

DUE: 12/12/19   **POINTS: 20 points**

__Failure to complete the entire 9 hours of Field Experience/Teaching Assignments will result in an "F" in this course.__

Course Information
Texas Educator Standards:

Pedagogy and Professional Responsibilities EC–12 Standard I
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities EC–12 Standard II
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.

Pedagogy and Professional Responsibilities EC–12 Standard III
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback.

Pedagogy and Professional Responsibilities EC–12 Standard IV
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Applications Standard II
All teachers identify task requirements, apply search strategies and use current technology to efficiently acquire, analyze and evaluate a variety of electronic information.

Technology Applications Standard III
All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Technology Applications Standard IV
All teachers communicate information in different formats and for diverse audiences.

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Technology Applications Standard V
All teachers know how to plan, organize, deliver and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills(TEKS) into the curriculum.

Core Subjects EC-6 Standards:

English Language Arts and Reading EC–6 Standard I
Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

English Language Arts and Reading EC–6 Standard II
Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

English Language Arts and Reading EC–6 Standard III
Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

English Language Arts and Reading EC–6 Standard IV
Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

English Language Arts and Reading EC–6 Standard V
Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.
English Language Arts and Reading EC–6 Standard VI
Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

English Language Arts and Reading EC–6 Standard VII
Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension and teach young students strategies for improving comprehension.

English Language Arts and Reading EC–6 Standard VIII
Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.

English Language Arts and Reading EC–6 Standard IX
Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

English Language Arts and Reading EC–6 Standard X
Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

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Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:
- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting

the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
8/22/19	Syllabus Explanation	Ch. 1	
	Nature of Literacy and Today's Students	Ch. 13	
8/29/19	Nature of Literacy and Today's Students	Ch. 13	
9/05/19	Creating and Managing a Literacy Program	Ch. 11	
9/12/19	Approaches to Teaching Reading	Ch 2	
9/19/19	Assessing for Learning	Ch. 3	TPRI Project
9/26/19	Fostering Emergent/Early Literacy	Ch. 4	Lesson Plan 1 Emergent Lit.
10/03/19	Teaching Phonics	Ch. 5	Lesson Plan 2 Phonics
10/10/19	Teaching Phonics	Ch. 5	Word Attack Game Due
10/17/19	Teaching Phonics	Ch. 5	Lesson Plan 3 Vocabulary
10/24/19	Literacy for All	Ch. 8	Word Sort Due
10/31/19	Reading Literature		Lesson Plan 4 Comprehension
11/07/19	Reading Literature		Graphic Organizer Due
11/14/19	Reading Literature		Lesson Plan 5 Comprehension
11/21/19	Reading Literature		Non-Fiction Reader Response Due

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11/25-28/19	**Thanksgiving Holiday**		
12/05/19	**Course "Wrap-Up"**		**Notes Due**
12/12/19	**Final Reading Portfolio Presentation**		**5 Journal Entries**
			Professional Self-Assessment

Selected Bibliography

Cole, A., When Reading Begins, Heinemann, Portsmouth, NH, 2004.

Combs, M., Developing Competent Readers and Writers, Prentice-Hall, Englewood Cliffs, NJ, 1996.

Lemov, D. Teach Like a Champion: 49 Techniques That Put Students on the Path to College. Jossey-Bass. 2010. ISBN 9780470550472

Routman, R., Literacy at the Crossroads, Heinemann, Portsmouth, New Hampshire, 1996.

Trelease, J., The Read-Aloud Handbook, Penguin Books, New York, NY, 2001.

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