Class Information

Day and Time: Mondays, 4:45-7:15PM
Room Number: E202

Contact Information

Instructor Name: Ella Brown
Instructor Email: ebrown@criswell.edu
Instructor Phone: 214-672-9234, 214-892-9722
Instructor Office Hours: By appointment only

Course Description and Prerequisites

Explores the fundamentals of reading instruction. 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 is 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 lessons 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 to enhance the effectiveness of reading instruction.

Required Textbooks

Gunning, Thomas G. (2020), *Creating Literacy Instruction for all Students,10th ed*. Pearson Education, Inc.
Diller, Debbie. (2003), *Literacy Work Stations: Making Centers Work,* Stenhouse Publishers.
Diller, Debbie. (2007), *Making the Most of Small Groups: Differentiation for All*, Stenhouse Publishers.

Shanker, James L., and Ward A. Cockrum. (2019) *Ekwall/Shanker Reading Inventory, 7th ed.*, Pearson Education, Inc.

Recommended Reading

Diller, Debbie. (2016). *Growing Independent Learners: From Literacy Standards to Stations, K-3,* Stenhouse Publishers.

Fountas, Irene C. and Guy Su Pinnell. (2018) *Sing a Song of Poetry: A Teaching Resource for Phonemic Awareness, Phonics and Fluency*, Portsmouth, NH: Heinemann.

Morris, Darrell. (2014). *Diagnosis and Correction of Reading Problems*, 2nd ed., Guilford Press.

Course Requirements and Assignments

No Late Work will be accepted without professor approval.

1. **TPRI Practice:** The student will administer and score a Texas Primary Reading Inventory to a child between the ages 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. (5 points)

2. **San Diego Quick:** The student will use an informal assessment tool to gather reading data on students to use in determining the child's reading level for instruction. This document will become a part of your Reading Portfolio which will be due the final night of class. (5 points)

Due: 10/17/2022   **Points: 10 points (5 points each)**

2. **Word Attack Game:** The student 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: 11/7/2022   **Points: 5 points**

3. **Word Sort:** The student 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. This activity will be modeled in class to get feedback from professor and peers. The sort is to be of a professional quality and developmentally appropriate for your students.

Due: 10/31/2022   **Points: 5 points**

4. **Graphic Organizer:** The student will create a Graphic Organizer for use with your field experience students. This graphic organizer 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: 10/17/2022   **Points: 5 points**

5-9 Field Experience Lessons: You will prepare and present a 50 to 60 minutes reading lesson, with an emphasis on higher level thinking skills. The lesson is to be appropriate for EC-3rd 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 a 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. These 5 lessons will become a part of your professional reading portfolio at the end of the course.

Due: 10/24, 10/31, 11/7 11/14, 11/28   **Points: 10 points each/50 points total**

6. **Non-Fiction Reader Response:** The student 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: 11/28/2022   **Points: 5 points**

7. **Professional Articles:** The student will read and summarize 2 professional articles from two different educational magazines. The summary will include Focus of article, summary of author's point of view, and application to current educational practice. These two articles will become a part of your reading portfolio.

Due: 8/22/2022 and 9/12/2022   **Points: 10 points (5 points per article)**

8. **Reading Course Portfolio:** In this portfolio you will include your 5 journal entries from the Field Experience teaching, the practice TPRI testing, San Diego Quick Assessment, the Word Sort, Two (2) professional articles, Graphic Organizer, 5 reading lessons (emergent literature, phonics lesson, emergent writing, vocabulary lesson, comprehension lesson, non-fiction reader response and a two-page professional self-assessment of your growth as a Reading teacher. You will discuss your learning experiences during the final evening of class.

Due: 12/5/2022   **Points: 20 points**

Course/Classroom Policies and Information

Texas Educator Standards:

Pedagogy and Professional Responsibilities EC-12 Standard 1

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 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 Application Standard III

All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions and evaluate results in a way that support 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.

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 Application Texas Essential Knowledge and Skills (TEKS) into the curriculum.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

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 instructors 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 close of the term or semester in which the grade was awarded, 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. 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at Criswell College Mental Health Resources, and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the "Criswell Student Training Course" under "Library Information."

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignment Due
8/15/2022	Syllabus Explanation	Ch. 1 Gunning, *Nature of Literacy and Today's Students*	Select articles from NAEYC, Reading Teacher magazines, etc. (In class samples)
8/22/2022	Assessing for Learners TPRI and San Diego Quick demonstration in class	Ch. 3 Gunning *Assessing for Learning* Ch 3 Diller, *Grouping*	Flexible Group folders (done on class) 1st Professional article due
8/29/2022	Nature of Literacy and Today's Students Graphic Organizer Demonstration in class	Chapter 1 Gunning Section 1 – Shanker, *Description of the Ekwall/Shanker Reading Inventory*	Field Experience Paperwork given in class
9/12/2022	Creating & Managing a Literacy Classroom	Chapter 4 Gunning *Fostering Emergent/Early Literacy* Ch 2 Diller, *Organizing*	2nd Professional article due
9/19/2022	Creating & Managing a Literacy Classroom	Chapter 14, Gunning *Creating and managing a Literacy program* Ch. 1 Diller, *What is a Literacy Work Station?*	Model of Literacy centers done in class
9/26/2022	TRRI Practice Day San Diego Quick Assessment	Chapter 3, Gunning: *Assessing for Learning* Section 2, Shanker, *Implementation of Ekwall/Shanker Reading Inventory* Instructor will supply materials	Model of assessments done in class

10/3/2022	Approaches to Teaching Reading	Chapter 8 Gunning, *Comprehension Theory and Strategies* Ch. 4 Diller, *Comprehension*	Text features done in class Graphic Organizer demonstration done in class.
10/10/2022	Student Development Week – Oct. 10-14		
10/17/2022	Assessing for Learning	Chapter 3, Gunning, *Assessing for Learning* Section 2, *Administering the Ekwall/Shanker Reading Inventory* Ch. 5 Diller, *Fluency* Ch. 8, Diller, *Poetry Workstations*	TPRI Project due San Diego Quick due Graphic Organizer due
10/24/2022	Fostering Emergent/Early Literacy	Chapter 4, Gunning, *Fostering Emergent Early Literacy* Ch. 6 Diller, *Phonemic Awareness*	Lesson Plan 1 Emergent Literature due
10/31/2022	Teaching Phonics	Chapter 5, Gunning Ch. 7, Diller, Phonics	Lesson Plan 2 Phonics due Word Sort Game due
11/7/2022	Teaching Phonics	Chapter 5, Gunning *Teaching Phonics and Syllabic Analysis* Ch. 7, Diller, *ABC/Word Study Work Station*	Word Attack Game due Lesson Plan 3 Emergent Writing
11/14/2022	Building Vocabulary/Word Walls	Chapter 6, Gunning, *High Frequency words, Fluency and Extended reading* Ch 8, Diller, *Vocabulary*	Lesson Plan 4 Vocabulary due

11/21-25/2022	Fall break	Thanksgiving Holiday	
11/28/2022	Literacy for All	Chapter 2, Gunning *Teaching all Students* Ch. 5, Diller, *Writing Work Stations*	Lesson Plan 5 Comprehension due Non-fiction Reader Response due
12/5/2022	Final Portfolio Presentation in class		Portfolio due 5 Journal Entries Professional Self-Assessment

Selected Bibliography

Allington, R. L. (2001). *What really matters for struggling readers*. New York: Longman.

Block, C., & Pressley, M. (2003). *Best practices in comprehension instruction. In Best practices in literacy Instruction (2nd ed.).* L. M. Morrow, L. B. Gambrell, M. Pressley, (Eds.). New York: Guilford Press.

Diller, D. (2016). *Growing Independent Learners: From Literacy Standards to Stations*, Portland, ME: Stenhouse Publishers.

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Dorfman, L. and Cappelli, R. (2012). *Poetry Mentor Texts: Making Reading and Writing Connections, K-8,* Portland, ME: Stenhouse.

Dorn, L. and Soffos, C. (2009). *Teaching for Deep Comprehension: A Reading Workshop Approach,* Portland, ME: Stenhouse Publishers.

Dorn, L. and Soffos, C. (2001). *Scaffolding Young Writers: A Writers' Workshop Approach*, Portland, ME: Stenhouse Publishers.

Fountas, I. and Purnell, G. S. (2021), *Fountas and Pinnell Sounds, Letters and Words in PreK*, Portsmouth, NH: Heinemann.

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Gear, A. (2015). *Reading Power: Teaching Students to think while they read*, Portland, ME: Stenhouse Publishers.

Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension to enhance understanding*, 3rd ed. Portland, ME: Stenhouse Publisehrs.

Johnston, P. H. (2020), *Engaging Literate Minds: Developing Children's Social, Emotional and Intellectual Lives,* K-3, Portland, ME: Stenhouse Publishers.

Miller, D. (2012) *Reading with Meaning: Teaching Comprehension in the Primary Grades, 2nd ed.* Portland, ME: Stenhouse Publishers.

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Shanker, J. L. and W. A. Cockrum, (2019), *Ekwall/Shanker Reading Inventory, 7th ed*. New York: Pearson Education.

Stewart, M. and Correia, M. (2021), *5 Kinds of Nonfiction: Enriching Reading and Writing Instruction with Children's Books,* Portland, ME: Stenhouse Publishers.

Stewart, M. and Chesley, N. (2014), *Perfect Pairs: Using Fiction and Nonfiction Picture Books to teach Life Science, K-2,* Portland, ME: Stenhouse Publishers.

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