



Course Syllabus

REA 312

Foundations of Reading

Fall 2025

Class Information

Day and Time: Monday/Wednesday 8:00 to 9:15

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 11:00 to 1:00; Tuesday 9:30 to 10:30; Thursday 9:30 to 1:30](#)

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. Failure to complete the field hours and their assigned projects will result in an automatic "F" in the 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., (2020). *Creating Literacy Instruction for All Students*. Pearson, 14th Ed. 978-0-13-498648-7

Course Requirements and Assignments

Procrastination is the arrogant assumption that God owes you another chance to do tomorrow what He gave you a chance to do today. Rosie O'Neal

****No late work will be accepted in this course.****

1. TPRI/Woodcock Johnson Practice: You will administer and score a Texas Primary Reading Inventory to a child between the ages of 6 and 8, or the Woodcock Johnson Reading Assessment to a student between the ages of 8 and 10. 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 day of class.

DUE: 9/15/25

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: 10/22/25

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: 10/29/25

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: 11/05/25

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: 9/29-11/17/25

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: 12/03/25

POINTS: 5 points

11. CLASS NOTES: Because this text is dense in new terms, acronyms, and data, you will be required to create your own study guides/notes from your readings. These will be due on the last day of class as part of your final project.

DUE: 12/30/25

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/Woodcock Johnson testing, the Word Sort, the Graphic Organizer, the chapter notes that have been created, and a two page professional self-assessment of your growth as a Reading teacher. **You will discuss your learning experiences during the final class.**

DUE: 12/10/25

POINTS: 20 points

****Class attendance is essential to understanding the content in this course. Therefore, students who are absent more than 3 times during the semester will have a one letter-grade deduction in their final grade.**

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.

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.

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.

Video Recording

To ensure FERPA compliance when a course is live-streamed or recorded, students can opt out of video recordings by requesting seating in a designated area off camera. Students who sit outside of this area are giving implicit permission to be recorded.

Class Attendance:

Students should only enroll in courses they are able to attend regularly.

- **On-campus** students are expected to attend class **in person** according to the course syllabus.
- Students enrolled in the **online section** must pay any applicable online course fees.
- Online students are expected to attend class **synchronously** at the scheduled time via the designated video conferencing platform, Zoom, found in the left-hand global menu in Canvas.
- Online students must have their **cameras turned on with sound muted** during class, and actively participate in discussions and activities. In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting*. For instructions on how to upload a profile picture, [click here](#).

Missed Classes:

- Each instructor may decide how attendance impacts your grade and learning objectives. Details are provided within the course syllabus.
- Students are responsible for catching up on any material missed due to absence or tardiness.
 - Instructors are **not required** to allow make-up work for missed classes.

Attendance & Financial Aid:

- Students receiving **grants, loans, or scholarships** must meet participation requirements set by the college.
- It is the student's responsibility to:
 - Review relevant sections of the Academic Catalog.
 - Contact the **Financial Aid Office** for details on how attendance affects aid.
 - Understand the consequences of non-participation.

Census Period Attendance Requirement:

- Though Criswell College does not officially take attendance, it must verify that students **begin their courses** to meet federal aid regulations.
- **During the census period** (first two weeks of a 16-week semester or first week of shorter terms), students must participate in **academically related activities**, or they may be dropped from the course.

Examples of Qualifying Activities:

- Attending class in person or via live video with the instructor present
- Submitting an assignment, quiz, or exam
- Taking part in assigned tutorials, study groups, or discussion boards
- Having documented communication with the instructor about course content

Important Note:

Simply logging into Canvas or a Zoom session without participating (e.g., camera off, no interaction) **does not count** as attendance.

Canvas:

- Criswell College uses Canvas as its web-based Learning Management System (LMS).
- **For online courses** at Criswell College, instructors use Canvas to:
 - Organize course content on a module basis using organizational tools within Canvas
 - Control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term
 - Accept assignments from students only inside the Canvas course (emailed assignments are not acceptable)
 - Provide written feedback on assignments only within Canvas, preferably through Speedgrader
 - Use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of canvas
 - Use Zoom in Canvas for all "live" (synchronous) class sessions

Important Note:

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.

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

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.

Course Policy on the use of Artificial Intelligence (AI)

As technology continues to “evolve,” students may be tempted to rely more heavily on artificial intelligence to complete projects than is academically supportive of their learning and skills’ attainment. Therefore, in this course students are not to use artificial intelligence to do more than rudimentary tasks such as have been routinely supplied in programs such as Word. **Papers composed by ChatGPT and similar programs will be considered plagiarism.**

Examples of AI-related functions you **may not use** without permission:

- Text Generation – You may not use AI to generate text for use in an assignment.

- Outline Generation – You may not use AI to generate an outline for an assignment.

AI-related tools you **may use** without permission:

- Spellcheck and grammar – built into Word, Pages, and Google Docs
- AI re-writing tools – tools that take what you’ve written and help make it clearer, such as what Grammarly offers. However, you must cite Grammarly or other sources in your assignment/paper and submit both original draft of paper and the final paper.
- AI research and summarize – tools that help you find sources to cite, such as the new AI tools built into Logos Bible Software.)

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

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 a wide range of academic resources and receive research assistance by contacting or visiting the Wallace Library, located on the second floor of the Education Building.

Login credentials for accessing the library's databases are emailed to students near the beginning of each semester.

For more information or assistance, email the Wallace Library at library@criswell.edu or visit www.criswell.edu/academics/wallace-library/.

Tutoring Center: Students are encouraged to consult with tutors to enhance their skills and build confidence. All tutors are recommended by faculty to ensure they are qualified to support the student body. To meet with a tutor, students can schedule an appointment through Calendly at <https://calendly.com/criswell-tutoringcenter>. The Tutoring Center is located in room E203 of the Education Building.

For questions, email tutoringcenter@criswell.edu.

Course Outline/Calendar

Date	Topic	Reading Assignment	Assignments Due
8/18/25	Syllabus Explanation		

8/20/25	Nature of Literacy	Ch. 1	
8/25/25	Nature of Literacy	Ch. 1	Field Experience "Paperwork" Due
8/27/25	Creating & Managing a Literacy Program	Ch. 14	
9/01/25	**Labor Day**		
9/03/25	Creating & Managing a Literacy Program	Ch. 14	
9/08/25	Approaches to Teaching Reading	Ch 12	
9/10/25	Approaches to Teaching Reading	Ch 12	
9/15/25	Assessing for Learning	Ch. 3	TPRI Project/Woodcock Johnson
9/17/25	Assessing for Learning	Ch. 3	
9/22/25	Fostering Emergent/Early Literacy	Ch. 4	
9/24/25	Fostering Emergent/Early Literacy	Ch. 4	
9/29/25	Fostering Emergent/Early Literacy	Ch. 4	Lesson Plan 1 Emergent Literacy
10/01/25	Teaching Phonics	Ch. 5	
10/06/25	Teaching Phonics	Ch. 5	
10/08/25	Teaching Phonics	Ch. 5	Lesson Plan 2 Phonics
10/13/25	Student Development Week		
10/15/25	Student Development Week		
10/20/25	Teaching Phonics	Ch. 5	
10/22/25	Teaching Phonics	Ch. 5	Word Attack Game Due
10/27/25	High Frequency Words	Ch. 5	

10/29/25	High Frequency Words	Ch. 6	Word Sort Due
11/03/25	Building Vocabulary	Ch. 7	Lesson Plan 3 Vocabulary
11/05/25	Building Vocabulary	Ch. 7	Graphic Organizer
11/10/25	Building Vocabulary	Ch. 7	Lesson Plan 4 Comprehension
11/12/25	Teaching All Students	Ch. 2	
11/17/25	Teaching All Students	Ch. 2	Lesson Plan 5 Comprehension
11/19/25	Reading Literature	Ch. 11	
11/24-28/25	Thanksgiving Break		
12/01/25	Reading Literature	Ch. 11	
12/03/25	Reading Literature		Non-Fiction Reader Response
12/08/25	Course "Wrap Up"		Notes
12/10/25	Final Reading Portfolio Presentation		5 Journal Entries
			Professional Self-Assessment

Selected Bibliography

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

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

Texas Reading Academy materials provided by professor.