



READ 3370/3371/3372: The Teaching of Reading; Literacy Assessment; The Teaching of Language Arts (Literacy Methods Block) – A Hybrid Course with Field Experience

Fall 2017

Course Numbers are required courses for EC-6 Generalist and 4-8 ELAR/SS

College of Education

Department of Language Literacy and Special Populations

Instructor: Dr. Jackie Ingram
Office: TEC 123
Phone: 936-294- 4980
Email: jmi002@shsu.edu

Office hours: Tuesday 10:00-2:00 (SHSU)
Monday & Wednesday: 7:00-8:00 or 2:00-3:00 at Giesinger Elementary
Other times by appointment

Class Format: Level 2 Field Experience course. The content of this course is delivered through demonstrations and lectures. Course concepts are learned through observations, readings, collaborative study and discussions, practicum experiences, presentations, and research. As a level 2 field experience course, candidates work with mentor teachers and students in elementary classrooms to apply the concepts, theories, and strategies discussed in class. The instructor's focus is to assist certification candidates in the process of becoming reflective practitioners. Evaluation consists of self-evaluations, peer evaluations, mentor teacher evaluations, and instructor assessments using rubrics for products, discussions, and presentations.

Class day and time: Monday/Wednesday 7:30 - 2:00

Location of class: Giesinger Elementary
2323 White Oak Blvd.
Conroe, TX 77304
Office: 936-709-2600

Course Description: Through programs dedicated to collaboration instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify literacy instruction in these three blocked courses to meet the needs of our communities' diverse learners. This course is an ACE course (Academic Civic Engagement), so service to the community is a major component.

1. **READ 3370 The Teaching of Reading.** The fundamental concepts and principles of reading instruction and focus on the developmental stages of reading. Word attack, comprehension, study strategies and other aspects of a balanced literacy program are learned and applied. Must be taken concurrently with READ 3372, and READ 3371. Credit 3.
2. **READ 3371 Literacy Assessment and Instruction.** Students will administer and interpret varied assessment tools as well as select and implement appropriate instructional techniques to plan and conduct effective classroom literacy instruction. Field experiences in PK-12 public schools required. Must be taken concurrently with READ 3370 and READ 3372. Credit 3.

3. **READ 3372 The Teaching of Language Arts.** Focus on the developmental stages of writing and the interrelated language processes of listening, speaking and reading and writing. Pre-service teachers will explore theories and instructional practices in the elementary school language arts program. Must be taken concurrently with RDG 3370 and RDG 3371. Field experiences in PK-12 public schools required. Admission to educator preparation program required. Credit 3.

Textbooks:

- Tompkins, G. (2012). *Teaching writing: Balancing process and product*. (6th Ed). New York, NY: Pearson. ISBN 978-0-13-248481-7
- Boushey, G., & Moser, J. (2014). *The daily 5: Fostering literacy independence in the elementary grades*. (2nd Ed). Portland, ME: Stenhouse Publishers. ISBN 978-157110-974-3
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. (2nd Ed). Portland, ME: Stenhouse Publishers. ISBN 978-157110-481-6
- Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: U.S. Government Printing Office. **Found at no cost at** <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>
- TEKS-Reading and Language Arts. **Found at no cost at** <http://tea.texas.gov/curriculum/teks/>
- We will conduct a book club this year that will require you to locate and secure the use of a book to be determined later in the semester. You will have ample time to get this book.

Course Objectives: This blocked course (READ 3370/3371/3372) is designed to help you become an informed, reflective decision maker who can translate understandings of literacy processes and methodology into appropriate instructional decisions for children.

1. Apply knowledge of the theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, writers, listeners, and speakers.
2. Apply knowledge of the stages of literacy development, instructional strategies, and knowledge of the ELAR Texas Essential Knowledge and skills (TEKS) in assessing and instructing students to become strategic readers and writers.
3. Demonstrate knowledge of current approaches for teaching reading, writing, listening, and speaking through a balanced literacy approach in a safe, supportive learning environment.
4. Use a variety of assessment techniques to determine student's literacy strengths and needs.
5. Use knowledge of diversity in student abilities, cultural backgrounds and language, and apply these understandings to develop appropriate instructional practices.
6. Ability to identify, select, and implement instructional practices appropriate for meeting students' assessed needs.
7. Develop awareness of children's difficulty with classroom reading/writing processes such as dyslexia and other individual needs.
8. Develop competencies to ethically communicate and collaborate with students, families, colleagues, and other literacy professionals to support the strengths and needs of children's literacy development.

9. Reflect and act on their own literacy pedagogical development and professional identities to improve the delivery of literacy instruction based on current research.

Standards Matrix: Activities with an asterisk indicate that candidates in SHSU's educator preparation program interact with EC-6 public school students in a public school classroom in order to complete this activity.

Topic(s)/Objective(s) The Candidate will:	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment CAEP-K-6 Elementary Teacher Standards EC-6 ELAR and Reading Standards ISTE - Technology Standards InTASC - Model Core Teaching Standards TS—Teacher Standards TTT-Texas Teacher Tech
#1 Apply knowledge of the theories, processes, and principles of children's language and literacy development from emergent through fluent level readers, writers, listeners, and speakers.	Responses to readings and group discussions *Writer's workshop Reflections and reading logs Published Book *Case Study Literacy Lesson *Lesson Plans	Discussion rubric/Reading Log Writer's Workshop/Personal book rubric Reading logs and reflections Personal Narrative rubric Case Study Rubric Literacy Lesson Rubric/Video, Mentor Teacher Evaluation	CAEP- 1.a, 1.b, 1.c, 2.a EC-6- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 ISTE- 1d InTASC- 1a-1k TS –1, 3, 4 TTT- 1.6s
#2 Apply knowledge of the stages of literacy development, instructional strategies, and knowledge of the ELAR Texas Essential Knowledge and skills (TEKS) in assessing and instructing students to become strategic readers and writers.	Responses to readings and group discussions *Writer's workshop *Book shares *Lesson Plans Strategy demonstration *Literacy Lesson Prof. reading share (Book Club) *Reflections *Classroom service project	Discussion rubric/Reading Log Writer's workshop rubric Book share reflection Strategy rubric Literacy Lesson Rubric/Video, Mentor Teacher Evaluation Self and Group Evaluation Rubric	CAEP- 1.a, 1.b, 1.c, 2.a, 3.a, 3.b, 3.c, 3.d, 3.e, 3.f EC-6- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 ISTE- 1d, 4b InTASC- 1a-1k, 4a-4r, 5a-5s TS- 1, 3 TTT- 1.6s
#3 Demonstrate knowledge of current approaches for teaching reading, writing, listening, and speaking through a balanced literacy approach in a safe,	*Writer's workshop *Book shares Strategy demonstration *Lesson Plans *Case Study Published book	Writer's workshop rubric Book share reflection Writer's workshop rubric Strategy rubric Case Study Rubric Personal Narrative Rubric	CAEP- 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.c, 4.d, 4.e, 4.f, 4.g EC-6- 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12 ISTE- 1a, 1c, 1d, 4b InTASC – 3a-3r, 5a-5s; 8a-8s TS –1, 3, 4 TTT- 1.6s, 2.1k, 2.2k, 3.2k, 3.1s, 3.11s, 3.12s, 4.1k, 4.1s,

supportive learning environment.	Professional conference	Certificate of completion	4.6, 2.5k, 5.4s
#4 Use a variety of assessment techniques to determine student's literacy strengths and needs.	*Writer's workshop *Book shares *Strategy demonstrations *Lesson Plans * Book shares *Case Study	Writer's workshop rubric Book share reflection Strategy rubric Book share reflection Case Study Rubric	CAEP- 3.a, 3.b, 3.c, 3.d, 3.e, 3.f EC-6- 2, 3, 4, 5, 6, 7, 8, 9, 10 ISTE-2 InTASC – 2a-2o; 6a-6v, 7a-7q TS- 2,5 TTT- 1.6s
#5 Use knowledge of diversity in student abilities, cultural backgrounds and language, and apply these understandings to develop appropriate instructional practices.	*Lesson Plans *Childrens' Literature Project (Reading Workshop) *Book shares Prof. reading share (Book Club) Reader's Theater	Lesson plan rubric Book list for librarything.com Book Share Reflection Self and Group Evaluation Rubric Reader's Theater Rubric and reflection	CAEP- 1.a, 1.b, 1.c EC-6- 1, 7, 8, 11 ISTE- 1d, 4b InTASC – 2a-2o; 7a-7q; 8a-8s TS- 2,3,4,5 TTT- 1.6s
#6 Ability to identify, select, and implement instructional practices appropriate for meeting students' assessed needs.	Responses to readings and group discussions *Writer's workshop *Book shares Reflections on learning experiences in mentor teacher's classroom Prof. reading share (Book Club)	Discussion rubric/Reading Log Writer's workshop rubric Book share reflections Reflections of readings and connections Book Clubs Self and Group Evaluation Rubric	CAEP- - 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g EC-6- 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 ISTE- 1a, 1d, 4b InTASC – 7a-7q; 8a-8s TS- 1,2 TTT- 1.6s, 3.1s, 3.11s, 3.12s, 4.1k, 4.1s, 4.6s, 5.2k, 5.2k, 5.4s
# 7 Develop awareness of children's difficulty with classroom reading/writing processes such as dyslexia and other individual needs.	Responses to readings and group discussions *Case Study Lesson plans	Discussion rubric Reading Log Reflections Case Study Rubric	CAEP- - 3.a, 3.b, 3.c, 3.d, 3.e, 3.f, 4.a, 4.b, 4.c, 4.c, 4.d, 4.e, 4.f, 4.g EC-6- 2, 3, 4, 5, 6, 7, 8, 9, 10 ISTE- 1b, 4b InTASC – 2a-2o TS- 2 TTT- 1.6s, 2.1k, 2.2k TS – 1.3k, 1.5k, 1.k, 2.1k, 2.4k, 3.1k, 3.2k, 3.4k,
# 8 Develop competencies to ethically communicate and collaborate with students, families, colleagues, and other literacy professionals to support the strengthens and needs of childrens' literacy development.	*Study & administration of informal assessment tools and techniques Response to readings and group discussions *Case study assessments and evaluation Knowledge of Phonics	Student samples of completed Assessments/narratives Assessment forms Assessment conference Case Study Discussion rubric/Reading Log Phonics Quiz	CAEP- 1.b, 1.c, 5.a, 5.b, 5.c, 5.d EC-6- ISTE- 3c, 4c InTASC – 10a-10f TS- 4,6 TTT- 1.15s, 1.16s, 1.6s, 2.2k, 3.1s

# 9 Reflect and act on their own literacy pedagogical development and professional identities to improve the delivery of literacy instruction based on current research.	Responses to readings and group discussions Assessment results *Lesson plans *Case Study	Discussion rubric/Reading Log Reflections Preliminary assessment reports Case Study Report	CAEP- 5.a, 5.b, 5.c, 5.d ISTE- 4a, 4b, 4c, 4d, 5a, 5c InTASC- 9a-9o
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Links to Standards:

[InTASC](#)

[ISTE](#)

[Texas Teacher](#)

[EC-6 ELAR](#)

[CAEP EC-6 Standards](#)

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

- **Essential:** the students will learn the fundamental principles, generalizations, and theories related to the teaching and learning of the Language Arts.
- **Important:** the students will learn to apply course material and concepts to improve thinking, problem solving, and decisions.
- **Important:** the students will develop specific skills, competencies, and points of view needed by educators.

COURSE/INSTRUCTOR REQUIREMENTS:

Tk20 Account: A Tk20 Account is required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

ACE Course Designation:

PRACTICUM – A course of civic engagement. A minimum of sixty hours of practicum is required for these blocked courses. This component is NOT observation. You will be expected to be an active assistant and learner in these classrooms. Your university professor and mentor teachers jointly oversee all practicum experiences. The required school practicum experiences represent a collaborative effort by your host school mentor teachers and university faculty to meet program, state, and national standards as well as school district literacy goals. You will not only learn the knowledge and skills taught through this course, but also actively use them to make a difference here at Giesinger Elementary School. You have been given the opportunity to help improve the learning opportunities of children with whom you work and assist and support your mentor teachers. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen. These experiences listed in the course requirements below constitute about 50% of your course grade and are designated as ACE components.

Materials:

- Planner/calendar to coordinate assignments
- Composition book for reading log

- Six folders with brads and pockets (case study; writing lesson plans; book shares; literacy lesson plan; reading lesson plans, and reader's theater). **Your name should be written clearly on the outside of each folder.**
- 1" 3-ring binder for organizing notes and handouts
- Lined paper
- Other materials noted below to work with your students:
 - Order these items right away:
 - From www.Lakeshore.com : Writing Process Folder (2 folders) - F358 - \$2.29 ea.
 - Word Building Tiles (1 set) - JJ111 - \$2.99
 - From Really Great Reading Company: 3 x5 [Sets of Syllaboards \(5 per set\)](#) \$7.00
 - These items you will not need right away and can be from any store:
 - Set of magnetic letters (upper and lower case)
 - 8 ½ X 11 or larger wipe off board
 - Broad-tipped markers
 - Narrow-tipped markers
 - Highlighters
 - Glue sticks
 - Pencils/pens
 - Stapler with staples
 - Unlined paper
 - Ruler
 - Post-it-notes
 - Hole punch
 - Scissors
 - Construction paper
 - 3 x 5 index cards
 - Ziploc sandwich baggies
 - A rolling cart might be helpful

Attire - All candidates must dress according to the following dress code:

Males: Dress shirt or knit shirt with collar (shirts must be tucked in)

Belt

Dress pants worn at the waist

All shoes must be worn with socks

Females: Dress slacks or chino pants (somewhat loose fitting)

Skirt (at the knee or longer)

Dress (at the knee or longer)

All tops must be somewhat loose fitting and cover ALL cleavage

No midriffs (front or back) showing even when arms are raised or you are sitting/squatting

Both: No flip-flops

No jeans or sneakers except for specified events

All tattoos must be covered

All tongue, nose, eyebrow, etc. piercings must be removed. Earrings are only acceptable on females

The bottom line is to look and dress conservatively. You represent Sam Houston State University and you are practicing to be a teacher, so look sharp.

Course Outline

Assignments

1. **Professionalism.** You are currently in a professional course of study in which you are preparing to be a teacher, accountable to and for our priceless children, their parents, your colleagues, your mentor teachers, and administrators. This is not a responsibility that can be taken lightly. It is expected that your joyful and enthusiastic **participation** in activities as well as positive **attitudes and dispositions** toward learning be exhibited throughout your teacher preparation program. Giesinger Elementary is our host school for this course. You are a guest in this school. That means your attitude and behaviors are those of the perfect guest: You look for the good things, you're cheerful and enthusiastic, and you show that you're grateful to be here. The dispositions for this course include reflection about professionalism and instruction, the authentic use of technology, ethical behavior and intellectual honesty, the appreciation of varying voices in communication, a commitment to literacy, inquiry, and reflection, and meeting the needs of culturally and linguistically diverse learners. **You start these courses with 50 points. Guard these points carefully.** Evaluation: Professionalism Rubric.
2. **Chapter Readings.** You will be assigned to read chapters from your course texts and articles from journals. You will be expected to read these assignments and discuss and review the material with your colleagues during online and face-to-face study group sessions. You will also keep a reading log over the course readings. A disciplined reading of these course assignments prepares you well for the TExES certification exams. Evaluation: Reading Log and Online and Face-to-Face Discussions.
3. **Group Discussions.** You will discuss course readings in both online and face-to-face formats. Online discussions are open from Wednesday to Friday at midnight. The week of Thanksgiving (Fall semester), the online discussions will be open from Sunday to Wednesday. You must make an original posting and then respond to at least three other students during this time. A few times during the semester you will summarize the discussion on Sunday before midnight. The summarizer role will rotate within your group. Face-to-Face discussions take place during the class day. Face-to-face discussions will be recorded so that I may study them. Evaluation: Participation and Completion of Requirements. Completion of above requirements.
4. **Published Book.** Each candidate will go through the writing process and produce a published book to be shared in groups and to be shared with the child with whom the candidate is working. Evaluation: Published Book Rubric.
5. **Reading Log.** The Reading Log is where you will record your personal responses to each of the assigned readings:
 - **Number each log entry. Include the chapter # and title or article name or chapter.**
 - Write about your connections to your field experience or your own educational experiences.
 - Record questions you might have about what you are reading (that way we can discuss these in class).
 - Keepers (2 or 3 things that stand out to you)
 - Record words that you come across that you need clarification on **and define them.**
 - Use your logs for online and face-to-face discussions.

- This is not a summary. You may summarize if this facilitates your learning, but the concepts above must also be addressed.

Evaluation: Completion of above requirements.

- 6. Professional Conference.** You will attend one professional conference or workshop. Examples include those presented on campus, at region service centers, at schools, at Lakeshore or on webinars. If you do not have a certificate of completion for this requirement, you must write a summary of what was covered (two pages, double spaced). Evaluation: Conference Certificate/Proof of Attendance or summary.
- 7. Reading Workshop.** This is a 30-minute period in the morning when we will go to the library to read, check out children's books, and respond to what we read. **You will be required to read 70 children's books of various genres.** You will maintain a LibraryThing.com account where you will record titles read, keep track of genres, and tag topics where this book would be useful during teaching. I will check these from time to time to see how you're doing. You may also, of course, read books outside of class. Evaluation: Observation during Reading Workshop and LibraryThing requirements. See PowerPoint about Reading Workshop for more details.
- 8. Book Shares.** The purpose of this experience is to give you a chance to teach literacy through children's literature. Although you may be reading books to children several times a week, you only need to formally document (by filling out a Book Share form) three of such sessions. At least one book must be nonfiction. Book Share #3 is videotaped. These three Book Share forms and rubrics are due in a folder on the target date listed in the assignment schedule. Evaluation: Book share rubric. This is an ACE component.
- 9. Academic Night.** You will plan, participate in, and reflect on literacy activities on **Thursday, October 19** from 5:30-7:30 while Giesinger parents attend curriculum meetings. You do not receive grade points for this, but professionalism points can be deducted if participation or attendance is lacking. This is an ACE component. Evaluation: Participation and Attendance.
- 10. Phonics Quiz.** A multiple-choice/matching/short answer test designed to demonstrate the candidate's knowledge of phonics concepts is required of all literacy block students. To successfully complete this course, candidates must pass this test with a minimum score of 80%. **You may take the test as many times as necessary to achieve mastery; however, your first test score will be recorded and subsequent attempts will not affect your score.** Evaluation: Quiz Score.
- 11. Case Study:** You will gather background information, administer literacy assessments, interpret assessment results, determine strengths and weaknesses, and recommend and implement reading instructional strategies for one child. Your reflection of this process is a key component of the case study. You will post this case study to TK20 and turn in a hard copy with the lesson plans and assessment results included. Evaluation: Case Study Rubric. This is an ACE component.
- 12. Strategy Presentation.** You will demonstrate a comprehension strategy lesson to the literacy block class taken from the *Strategies That Work* text. This lesson involves an introduction, examples, reasons why this strategy is important, guided practice, and assessment. Evaluation: Strategy Rubric.

- 13. Writer's Workshop.** After experiencing the writing process yourself as a writer, you will take one child through the writing process (prewriting, drafting, revising, editing) that will result in the publication of his/her own book. Lesson plans and detailed narratives will be kept and turned in with a final reflection in a folder. The final session will be an Author's Celebration. This event will feature the children reading their books to an invited audience of children, parents, and teachers. Writing Reflection rubric. This is an ACE component.
- 14. Developing and Teaching a Literacy Lesson.** You will develop a literacy lesson (about 30 minutes in length) to teach to your mentor teacher's class. This lesson will be recorded on video. The topic of this lesson can be anything relating to literacy. Examples include phonics lessons, comprehension lessons, and vocabulary lessons. You will conference with your mentor teacher to determine what your lesson will be about. Evaluation: Lesson Plan Rubric and Mentor Teacher Lesson Evaluation. This is an ACE component.
- 15. Developing and Producing a Reader's Theater.** You will find, adapt, and practice reader's theater script for performance. The children in your mentor's classroom will participate in this reader's theater. Performance is a tool for increasing their fluency. Evaluation: Reader's Theater Report. This is an ACE component.
- 16. Book Club Participation and Presentation.** As a part of a group, you will read, discuss, and present a chosen professional book. You will indicate your choice before being assigned to a group and have a few times during class to organize your book club, discuss your book, and prepare for the presentation. You will post several responses to the Blackboard discussion board about your book. Evaluation: Book Club Rubric.
- 17. Exit Interview.** Each candidate will participate in an exit interview with the professor toward the end of the semester.

Evaluation

Today you walked into the literacy block courses as a successful university student. Academically you've been successful to have made it to this point. However, this semester, my goal for you is to transition from successful university student into a professional educator. It's no longer about checklists of assignments completed. Now it's about equipping yourself to think and act like a professional educator. Research shows that teachers make thousands of decisions every day that directly impact the children in their care. To be able to make those decisions wisely, you must have an understanding of the learning process and what constitutes effective instruction -- something we call "Best Practice." It's not about flying by the seat of your pants. And that's what this semester is all about. Are you developing the tools, both academically and professionally, you will need to make those on the spot decisions when a child's future is in the balance?

1. Professionalism. In this course, everyone begins the semester with 50 points for professionalism, the maximum for exemplary professional behavior. Example of ways that loss of points can occur include

- absences
- tardies
- unfinished or poorly prepared work
- failure to participate in online and face-to-face discussions

- posting TK20 documents late
- poor communication between your colleagues or mentor teachers
- negative attitudes
- gossiping
- cell phone for personal use during class time
- lack of initiative
- leaving mentor teacher or tutorial early or coming late
- not making up mentor teacher or tutorial time
- rudeness
- dishonesty
- inappropriate behavior with a child
- other unprofessional behavior

The amount of professionalism points deducted depends of the frequency and severity of the action. Loss of most or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. Solely the professor and your mentor teachers determine the final total of professionalism points.

NOTE: If all professionalism points are lost, the final grades for READ3370/3371/3372 cannot be higher than a D. Guard these points carefully. Below is a rubric that explains the deduction of professionalism points.

PROFESSIONALISM POINTS RUBRIC

Possible Cause of Deduction of Professionalism Points	Possible Point Deduction Per Occurrence	Actual Points Deducted
Absence	6 points	
Tardy	2 points	
Check minus on reading log and/or lesson plan	1 point	
Late posting to TK20	2 points per day late	
No rubric on turned in assignment	5 points	
Inappropriate Behavior in Reading Workshop (e.g. Talking about things not related to RW or working on something not related to RW)	5 points	
Use of cell phone not for instructional purposes without permission	5 points	
Not making up mentor teacher or tutorial time	10 points per occurrence	
Dishonesty	10 points	
Leaving Mentor Teacher's Class Early or Coming Late	10 points	
Inappropriate Behavior in Mentor Teacher's Classroom (e. g. not being prepared)	10 points	

Inappropriate Behavior with other SHSU student(s) (e.g. completing your part of a group activity)	5 points	
Inappropriate Behavior with professor (e. g. arguing)	5 points	
Inappropriate Behavior with a child (e. g. too familiar)	5 points	
Other Unprofessional Behavior	5-10 points	

2. Attendance. This is a “hands-on” course in which many of the instructional techniques are demonstrated in class, applied in elementary classrooms, and debriefed in large and small group discussions. Your participation and contributions are vital to your success. Therefore, regular and punctual attendance is expected. Attendance also demonstrates a level of responsibility and commitment that is expected of a professional.

- **For each absence (no matter the reason), six points will be deducted from your professionalism points and also from your face- to- face group discussion points if we are having a FtF discussion on that day. Tardies and early departures are recorded and two points are deducted. Three such occurrences are the equivalent of one absence.**
- **Also, you must contact me, your mentor teacher, and the teacher of your tutorial student (if applicable) if you are going to be absent. Mentor teacher time and guided reading and writing tutorial time must be made up. (Two hours for mentor teacher; 30 minutes for tutorial time). Professionalism points will be deducted if makeup is not completed.**

3. Assignments/Grading. All assignments must be completed and are due at the beginning of the class period on the date assigned or by the specified time for on-line submission. Assignments WITHOUT rubrics will reduce Professionalism Points **by 5 points**. Grades for assignments not submitted on time/date will be reduced 10% for each day late.

4. Points:

*Professionalism	50
Chapter Group Discussions (Online and Face to Face)	50
Published Book	40
*Writing Process Lesson Plans & Final Reflection	40
*Book Shares (3 x 10 pts.) and Video	30
Strategy Presentation	30
Phonics Quiz	35
Professional Conference	10
* Case Study and Reflection	40
* Literacy Lesson Plan, Video, and Reflection	40
* Mentor Teacher Final Evaluation	10
Book Club Presentation	35
* Reader's Theater Final Report	20
Reading Log	40
Reading Workshop LibraryThing	30

TOTAL POINTS 500

*Field experiences = 220/500 points

500-450 = A

449-400 = B

399-350 = C

349-300 = D

299 and below = F

The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of the pre-service teachers.

Schedule – See the Assignment Matrix

University Policies

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - All cell phones will be turned off from 7:30-11:45 and from 12:30-2:00 unless you have my permission to use your phone as an instructional tool. Professionalism points will be deducted if cell phones ring, vibrate, or are used to text or make a phone call during these times.
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Bibliography:

Websites

<http://www.literacyworldwide.org/>

This is the website for the International Literacy Association. This respected organization offers outstanding journals, conferences, and current information about literacy.

<http://www.readwritethink.org/>

Read Write Think provides educators and students access to the highest quality practices and resources in reading and language arts instruction.

<http://interdys.org/>

This is the website for the International Dyslexia Society. This organization provides resources for professionals and families dealing with individuals with reading disabilities.

<http://www.tea.state.tx.us/index.aspx>

Texas Education Agency—information about TEKS and the STARR test are located here.

http://www.thomasarmstrong.com/multiple_intelligences.htm

Multiple Intelligences website.

Books

- Armstrong, T. (2002). *You're smarter than you think*. Minneapolis, MN: Free Spirit Publishing
- Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (4th ed). Upper Saddle River, NJ: Pearson Prentice Hall.
- Foss, B. (2013). *The dyslexia empowerment plan*. New York: Ballantine Books
- Haas, L., Durham, P., & Williams, J. (2015). *Becoming fluent in the language of content: Developing strategic readers to be critical consumers of information*. Dubuque, IA: Kendall Hunt.
- Oczkus, L. (2010). *Reciprocal teaching at work: Powerful strategies and lessons for improving reading comprehension*. Newark, DE: International Reading Association.
- Thompkins, G. A. (2009). *Literacy for the 21st Century: A balanced approach* (5th ed.). Boston, MA: Allyn & Bacon.
- Tovani, C. (2011). *So what do they really know? Assessment that informs teaching and learning*. Portland, ME: Stenhouse Publishers.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.