

**READ 3380-01 EMERGENT & BEGINNING READING****Spring 2018****This course is required for the EC-6 Certification**

College of Education  
Department of Language Literacy and Special Populations

**Instructor:** Leonard Breen  
TEC 107D  
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**Office hours:** 1:00 – 2:00 Monday & Wednesday  
9:00 – 10:00 Tuesday & Thursday

**Day and time class meets:** 5:30 – 8:30 p.m. Wednesday

**Location of class:** Teacher Education Center Room 107 G

**Course Description:** This course will cover theories and instructional practices in language, cognition, reading, speaking, and writing with children from birth to grade three.

**Course Objectives:**

1. To provide knowledge about current practices, research, and methodology for teaching and assessing reading, writing and speaking in grades 1-3.
2. To develop a knowledge of the developmental levels of learning reading, writing, and speaking.
3. To develop knowledge and appreciation of the wide range of trade books available for children as well as strategies for their use with children.
4. To provide opportunities for reflection through verbal and written responses to literacy understandings.

**IDEA Objectives:**

**Essential:** Gaining factual knowledge in this area (terminology, classifications, methods, and trends)

**Important:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

**Textbook:** Tompkins, Gail E. (2007). *Literacy for the 21<sup>st</sup> Century – Teaching Reading and Writing in Prekindergarten Through Grade 4*, 4rd edition. Upper Saddle River, NJ: Pearson/Merrill/Prentice-Hall.

The 4<sup>th</sup> edition of Tompkins' text seems to be difficult to find and acquire. Any edition from 3<sup>rd</sup> through 6<sup>th</sup> will be satisfactory for this class. Only the first edition is difficult to use.

**Course Format:** This class will be conducted via a combination of lecture, large and small group discussion, group literature circles and in-class student activities.

**Course Requirements:**

1. **Quizzes.** Two 30 point quizzes will be given throughout the semester to check for understanding of the basic concepts and techniques covered in class and in readings. Additionally, a 50 point on-line final examination will be given. (110 points)
2. **Learning to read autobiography:** Students will write a one or two page reflection about what they remember about learning to read/write. (10 points)
3. **Book Conversations:** Students will select well-known picture book authors from a list furnished by the instructor. Through out the semester students will engage in three or four book - conversations. At the conclusion of each conversation new authors will be selected for the next conversation. Specific instructions will be posted on Blackboard, assignments section. Conversations worth 10 points each. (30 - 40 points)
4. **Online Reading Rockets modules.** Students will participate in a series of discussion forums on modules that are related to course content and topics. Specific information and discussion guidelines will be posted in on the blackboard for each module. (Approximately 8 modules @10 points each . . .80 points)
5. **In-Class Topical Activities.** From time to time students will be asked to prepare activities to bring to class to demonstrate to groups of class members. Activities will be related to class topics being studies. Students will be given instructions as to what will need to be turned in for course credit. (Four to five activities @ 10 points each . . . 40-50 points.)
6. **Phonics Test:** Students will past a proficiency test of phonics knowledge with a score of 80% or better. (50 points possible.)

**Course Expectations:**

- ❖ **Attendance:** Regular and punctual attendance is expected. Attendance demonstrates a level of responsibility and commitment that future employers like to see. Additionally, state attendance laws are strictly adhered to for children and parents, thus as educators we must model the importance of being present and punctual. Pre-service teachers will not be penalized for three or fewer hours of absence when assignments have not been missed. After three hours of absences 10 points will be deducted from your final grade for each hour of class missed. If extenuating circumstances arise please discuss them with the instructor immediately. Arriving late to class two times will equate to one absence.
- ❖ **Assignments:** All assignments must be completed and turned in on time in order to receive a grade for the course. Late assignments will only be accepted if prior arrangements have been made with the instructor.
- ❖ **Cell phones:** Phones must be turned off before class and texting during class will not be accepted. Cell phone policy [Sam Houston State University Academic Policy Statement 100728.](#)
- ❖ **Professionalism:** This is a professional course of study which prepares students to be responsible, accountable, and inspiring educators in preparing children for a successful future. As such your responsibility to parents, colleagues, and the community should not be taken lightly. Enthusiasm and dedication to your course work will better prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.

- ❖ **Academic dishonesty:** All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

### Course Objectives:

#### Standards Matrix:

| Objectives/<br>Learning<br>Outcomes  | Activities (* indicates field-based<br>activity)   | Performance<br>Assessment                       | Standards:<br><ul style="list-style-type: none"> <li>• <u>State Standards</u></li> <li>• <u>Specialty Organization Standards</u></li> </ul> <b>NCTE-IRA</b><br>*CF Indicators |
|--|--|---|---|
| The candidate understands that literacy develops in an often predictable pattern from pre-reading (emergent literacy) to conventional literacy and that individual variations occur in literacy acquisition.   | Lecture<br>In-class additional reading activities<br>Text  | Test  | <b>4.1k, 4.2k, 4.3k, 4.4k, 4.1s, 4.2s, 4.3s, 4.4s,</b><br><br>Standards 9, 10<br><br>*CF 1.1, 1.2   |
| The candidate understands the need for a variety of assessment tools and techniques and examines the rationale for and how to use specific informal assessment tools and techniques to determine the reading level of a student in order to provide reading/writing instruction. | Study of informal assessment tools and techniques of observation, interest inventories, checklists, writing samples, conferences, informal reading inventories, retelling<br><br>Lecture<br>Text | Test<br><br>Student samples of Assessment tools | <b>1.8k, 3.3s, 4.9s, 5.4k, 5.7s, 6.3k, 6.1s, 7.1s, 7.10k, 9.6k, 9.1s, 10.1k, 10.2k, 10.4k, 10.7k, 10.1s, 10.2s, 10.3s</b><br><br>Standards 1,5<br><br>*CF 4.1, 4.2            |

|   |                 |  |  |
|---|-----------------|--|--|
|   |                 |  |  |
| The candidate understands the components of a balanced literacy program.  | Lecture<br>Text | Test                                       | <b>7.1k – 7.3k</b><br><br><i>Standards 1, 2, 5, 9</i><br><br>*CF 1.1, 1.2                    |
| .The candidate understands the importance of fluency to reading comprehension and is aware of ways to provide opportunities for children to improve their fluency.                                  | Lecture<br>Text | Test                                       | <b>6.1k, 6.2k, 6.4k, 6.2s,</b><br><br><i>Standards 1,3</i><br><br>*CF 1.1, 4.1               |
| The candidate understands that writing to communicate is a developmental process and is aware of ways to provide instruction that helps young children develop competence in written communication. | Lecture<br>Text | Test<br>Reading and Writing<br>Connections | <b>8.1k – 8.3k, 8.1s – 8.8.4s</b><br><br><i>Standards 1, 4, 7, 8, 11</i><br><br>*CF 3.1, 3.4 |

Web address for state standards: [www.tea.state.tx.us](http://www.tea.state.tx.us)

Web address for specialty organization standards:

[www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf](http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf)

\*CF = Conceptual Framework Indicators. These are skills and knowledge tied directly to College of Teacher Education's conceptual statement of philosophy and instructional program goals. See the Conceptual Frameworks Indicators entry at the end of this syllabus.

### SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)

4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses. *(Please provide additional information for the candidate if the DDP is administered during your course.)*

**Course Evaluation:** Grading Scale based on total points possible in this course.

|                        | <b>Points</b> | <b>Grade</b> |
|------------------------|---------------|--------------|
| Quizzes                | 110           | A = 90-100%  |
| Autobiography          | 10            | B = 80-90%   |
| Book Conversations     | 30            | C = 75-80%   |
| Reading Rocket Modules | 70-80         | D = 60-74%   |
| Phonics Test           | <u>50</u>     |              |
| Total                  |               |              |

*The instructor reserves the right to alter course requirements to better meet the learning needs and maturity levels of pre-service teachers as well as time constraints of class.*

### **NCATE Accreditation**

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based

assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

### The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in 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 preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.

The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)



### College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

### Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

*Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.*

*University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.*

### **Bibliography of Resources:**

- Ganske, Kathy (2006). *Word Sorts and More: Sound, Pattern, and Meaning Explorations, K-3*. New York, NY: The Guilford Press.
- Helman, L., Bear, D. R., Templeton, S., Inverizzi, M. and Johnston, F. (2012). *Words Their Way With English Learners – Word Study for Phonics, Vocabulary, and Spelling*. Boston, MA: Pearson.
- McGee, L. M. and Richgels, D. (2010). *Literacy's Beginnings-Supporting Young Readers and Writers*. Boston, MA: Pearson/Allyn Bacon.
- Temple, C. and Makinster, J. (2005). *Intervening for Literacy*. Boston, MA: Pearson/Allyn Bacon.