

READ 3380-03 EMERGENT & BEGINNING READING**Spring 2018****This course is required for the EC-6 Certification**

College of Education
Department of Language Literacy and Special Populations

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Office hours: Online assistance daily via email
By appointment

Class Format: Lecture

Class day and time: Wednesday 5:30pm-8:20pm

Class location: TWC 251

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. (2015). *Literacy for the 21st Century – Teaching Reading and Writing in Prekindergarten Through Grade 4*, 4th edition. Upper Saddle River, NJ: Pearson/Merrill/Prentice-Hall.

Course/Instructor Requirements:

- **Late assignment policy:** Assignments are expected to be submitted at the beginning of class on the due date noted on the course calendar. Late assignments will result in point deductions. (One point deduction after the beginning of class and an additional point per day if it is submitted after the due date).
- **Time requirement:** This is a 3 hour credit course. Each meeting session the student will have one 3 hour class period. Class will meet Wednesday evenings. Additionally students will spend approximately 4 hours a week reading, studying, and preparing for the class.
- **Assignments and grading:** Work will be submitted to the class basket at the beginning of class. All grading criteria/rubrics will be provided when the assignment is introduced. Attach a grading rubric to each assignment you wish graded. If there is no rubric, a 1 point deduction will result.

SHSU Online and Blackboard Information: All assignments, grading rubrics, announcements, quizzes, discussion material, and group participation information will be posted on Blackboard. It is your responsibility to access the class site frequently. Email and group postings can be accessed through the site. Microsoft Office is the preferred operating system for opening and creating documents (PowerPoints and Word documents).

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disable 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](#)
 - Technology during instruction: Cell phones must be silenced before class and texting during class will not be accepted. There times in which cell phones and computers will be used in class discussions, group work and research during class time. During the field component of the class, no cell phones may be used or visible, in pockets or out in the open.
 - Technology during exams: Many of the quizzes and exams in this class are through blackboard, with time limitations.
 - Technology in emergencies: It is understandable that all students have lives outside of the classroom. Emergencies do occur when we least expect them. With your phone in silent mode during class rime, if you receive an emergency call, please step out of the classroom and take care of your needs. If you need to leave the classroom for the



emergency, notify the professor through email later that day or as soon as you the emergency situation is stable.

- 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.

Attendance: Each class session is important to your understanding of the course content. This course is 3 hours in length. Students may not miss more than three hours (1 class session) during the semester. **10 points** will be deducted for **each hour** of absence beyond the initial 3 hours. If you miss any class, it is your responsibility to obtain the needed handouts, information, and materials. Tardy to class will result in ½ hour absence. It is your responsibility to sign the roll sheet at the beginning of each class period. Regular and punctual attendance is expected. This is a “hands-on” course in which many of the instructional techniques are demonstrated in class and debriefed in large and small group discussions. Attendance also demonstrates a level of responsibility and commitment to the field of early education. 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. For these reasons it is important that you be in class and on time each session. A pre-service teacher will not be penalized for three or fewer hours of absence when assignments have not been missed. Excessive absence situations will be addressed on an individual basis.

Course Expectations:

Professionalism must be maintained. This is a professional course of study which prepares students to be responsible, accountable, and successful educators in preparing children of today for their future, as well as the future of our society. As an educator you will additionally be responsible to parents, colleagues, and the community which should not be taken lightly. Enthusiasm and dedication to your coursework will better you prepare you in engaging children in the learning process. Behaviors considered unprofessional will be addressed on an individual basis.

Bibliography – additional readings or websites may be placed on Blackboard, as needed to student success.

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 and 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 operation 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.