



EDLL 3405 Foundations in Reading Instruction (2-4)
Second Semester

Instructor Information

<i>Instructor:</i>
<i>Email:</i>
<i>Office Voice Mail Line:</i>
<i>Campus office hours:</i>
<i>Virtual Office Hours:</i>

Course Description

Overview of reading development, methods of reading instruction, scope and sequence of programs. This course includes field base experiences.

Student Learning Outcomes

Upon successful completion of this course the student will:

1. Design, plan, and implement reading and writing instruction that employs a combination of materials to meet the needs of students in whole groups, dynamic flexible small groups, and independently
2. Analyze differences in literacy models of teaching and learning literacy.
3. Select appropriate learning experiences that enhance the development of reading, writing, listening, and speaking skills.
4. Provide instruction designed to develop independent, strategic, motivated readers and writers.
5. Understand the stages of writing and reading.
6. Support reading, writing, speaking, and listening within and beyond the classroom.

Pedagogy and Professional Responsibilities (PPR):

Knowledge	Skills	EC-3	STR	TEKS	PKG
Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.24, 1.25, 1.30	Standard 1: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.13, 1.19, 1.20, 1.21, 1.29	1.3	Reading Development and Reading Pedagogy for EC-3	K-3 ELAR	Domains II, III, IV

Standard 3: 3.1, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.15	Standard 3: 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.18, 3.19, 3.20				
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Textbook

McGee, L. M. and Richgels, D. J. (2012). *Literacy's Beginnings: Supporting Young Readers and Writers*. Pearson. ISBN-13: 978-0-13-261765-9

Course Evaluation

Course evaluation is determined by the following ratings:

Letter Grades & Percentages	Points
A = 100% - 90%	400-360
B = 89% - 80%	359-320
C = 79% - 70%	319-280
D = 69% - 60%	279-240
F = 59% and below	239-0

Assignments and Possible Points

- Lesson Plans (Shared Reading) – 50 pts.
- Written Expression Evaluation – 50 pts.
- Classroom Literacy Plan and IRIS Module – 50 pts. each
- Guided Reading Lesson Plans – 100 pts.
- Field Experience Reflection Journal – 100 pts.
- TOTAL – 400 points

Unless students are informed otherwise, assignments will be graded within 7 days of due date.

Professional Dispositions for Educators

Over the course of their preparation program, students are evaluated to ensure they are upholding the standards spelled out in the Professional Dispositions for Educators. This is a course where dispositions are evaluated formally. This policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE) and Texas teacher certification.

The Midland College (MC) Education Division focuses on preparing educators who respect differences, celebrate diversity, and demonstrate the requisite skills, knowledge, and dispositions expected of a professional in fostering student-centered learning environments. Dispositions are

a vital component of teacher preparation and are defined as the “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.” (InTASC Model Core Teaching Standards and Learning Progressions for Teachers (2013), p.6). Prospective educators are expected to develop and practice these attitudes, values, and beliefs throughout their preparation.

Please refer to the Midland College Professional Dispositions for Educators for additional information.

Ethics

The MC BAS in ECE expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators ([19 TAC Chapter 247](#)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES).

Resources

- TExES Preparation Manuals: [Certification Preparation Materials](#)
- 161 [Pedagogy and Professional Responsibilities EC-12](#)
- [Science of Teaching Reading](#)
- [EC-3 Content](#)
- [State Board of Educator Certification](#)
- APA format for written work: [APA format](#)
- TEKS: [Texas Essential Knowledge and Skills](#)
- PKG: [Texas Prekindergarten Guidelines](#)

Course Technology

Courses are web-enhanced. Consistent with the State of Texas Standards for Texas Teachers and International Society for Technology in Education (ISTE), this course will emphasize “Technology Applications Standards I-IV. See [Educator Standards for Technology Applications](#). Students should be able to

- Use Canvas Management System
- Create Word and PowerPoint files using Microsoft Office Software
- Use email with attachments
- Use of appropriate antivirus utilities
- Have access to a media player

All interactions with other students and the instructor should be professional and courteous. See [Core Rules of Netiquette](#).

For additional information regarding course technology and resources, please go to your Candidate Toolkit.

Course Communications

MC provides each student an email account to be used in communication with College personnel. This is the default e-mail used in Canvas unless changed by the student. Student are responsible for checking their e-mail, Canvas messaging and announcements.

The instructor will provide feedback on assignment submissions. Students are responsible for reviewing instructor feedback.

Student Responsibilities and Class Policies:

Attendance

Attendance is expected. Excused absences and make-up work require instructor approval. Excessive absences, even if excused, may result in course failure.

Assignment Submissions

Assignments must be submitted in Canvas. Students are responsible for ensuring that assignments can be read in Canvas.

Late Work

Late work will not be accepted without instructor approval. The instructor may deduct points from late work.

Scholastic Dishonesty

Students are expected to maintain high academic standards, including being responsible for submitting original work. Information on scholastic dishonesty and the discipline process is in the *MC Catalog and Student Handbooks*, [Scholastic Dishonesty section](#).

The instructor may use a tool called Turnitin to compare a student's work with multiple sources. The tool itself does not determine whether or not a paper has been plagiarized, that judgment will be made by the instructor.

Field Experiences

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. The link is provided in the Canvas course. Students will not be able to schedule their field experiences until the background check is completed and approved.

After approval, students are responsible for scheduling appointments for field experiences. Students may schedule experiences only where assigned. During field experiences, students must wear an MC ID and follow all site rules and guidelines.

For additional information regarding Field Experiences, please refer to the Field Experiences and Student Teaching Manual.

Title IX: Non-Discrimination Statement

MC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding non-discrimination policies:

Wendy A. Kane, Dean of Student Life, Title9@midland.edu

Natasha Morgan, Human Resources/Payroll Director, nmorgan@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement

MC provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a “Notice of Accommodations” letter will be sent to instructors outlining any reasonable accommodations.

Support Our Students

The Support Our Students (SOS) program helps MC students enrolled in credit courses stay in school by assisting them with emergency non-academic needs. For more information on SOS services see the web site: <https://www.midland.edu/services-resources/student-services/sos.php>

Cell Phone Rules

All cell phones must be silenced during class. Students may not text during class. Instructor permission is required for audio or video recording of classes.

Grade Appeal

Procedures for grade appeal can be found in the MC *Catalog & Student Handbook*, [Grievances and Complaints](#) section.

Course Schedule

This course is offered over 16 weeks. This is an estimate and is subject to the instructor’s discretion and may be changed.

Week/Student Learning Objectives(s) (SLO)	Readings and Preparation for This Week's Class:	In Class Activities:	Assignment (Points)	Due Date:
1	<ul style="list-style-type: none"> • Introductions • Ch 1: Understanding Children's Literacy Development 	<ul style="list-style-type: none"> • Syllabus • Course Expectations • Ethics and Dispositions • Field Experience • Assignments • Four Systems of Spoken Language • Assessing and phases of reading and writing development 		
2 SLOs: 2, 3, 5, 6	<ul style="list-style-type: none"> • Ch 2: Birth to Three Years: The Foundations of Literacy Development 	<ul style="list-style-type: none"> • Beginnings of Literacy • Home Influences • Spoken Language Development and relationship to literacy development • Assessing Literacy Beginners 		
3 SLOs: 2, 3, 5, 6	<ul style="list-style-type: none"> • Ch 3: Three to Five Years: Novice Readers and Writers in the Phase of Awareness and Exploration • Ch 6: Literacy Rich Classrooms 	<ul style="list-style-type: none"> • Awareness and exploration of novice readers • Written Language Forms and Functions • Assessing novice readers and writers • Components of Language rich classrooms • Daily schedules • Materials • Curriculum and centers • What are the other kids doing while you are doing small groups? 	Lesson Plan: Shared Reading (50)	Monday by midnight
4 SLOs: 2, 3, 5, 6	<ul style="list-style-type: none"> • Ch 4: From Five to Seven Years: Experimenting Readers and Writers 	<ul style="list-style-type: none"> • Early Readers • Experimenting with meaning-form links • Functional written language 	<ul style="list-style-type: none"> • Classroom Literacy Plan (50) • IRIS: PALS A Reading Strategy for K-1 (50) 	Monday by midnight

Week/Student Learning Objectives(s) (SLO)	Readings and Preparation for This Week's Class:	In Class Activities:	Assignment (Points)	Due Date:
		<ul style="list-style-type: none"> Assessing kindergartners and first graders 		
5 SLOs: 2, 3, 5, 6	<ul style="list-style-type: none"> Ch 9: Supporting Literacy Learning in First Grade Assessment Tools 	<ul style="list-style-type: none"> Reading and writing instruction Word study Modifying instruction to meet the needs of diverse learners Assessing student progress Running Records Informal Reading Inventory 	<ul style="list-style-type: none"> Written Expression Evaluation (50) 	Monday by midnight
6 SLOs: 2, 3, 5, 6	<ul style="list-style-type: none"> Ch 5: From Six to Eight Years: Conventional Readers and Writers in Early, Transitional, and Self-Generative Phases 	<ul style="list-style-type: none"> Conventional readers and writers Early, transitional and self-generative stages ELLs Assessing children's ability to read texts of increasing difficulty 	<ul style="list-style-type: none"> Begin – Small Group Guided Reading 	Monday by midnight
7 SLOs: 3, 5, 6	<ul style="list-style-type: none"> Ch 7: Supporting Language and Literacy Learning in Preschools 	<ul style="list-style-type: none"> Critical role of preschool Supporting vocabulary and listening comprehension Supporting concepts about print and alphabet letter learning 	Weekly plans for small group	Monday by midnight
8 SLOs: 1, 3, 4, 5, 6	<ul style="list-style-type: none"> Ch 7: Supporting Language and Literacy Learning in Preschools cont. 	<ul style="list-style-type: none"> Supporting development of phonemic awareness, letter-sound knowledge, and alphabetic principle 	Weekly plans for small group	Monday by midnight
9 SLOs: 1, 3, 4, 5, 6	<ul style="list-style-type: none"> Ch 8: Supporting Literacy Learning in Kindergarten 	<ul style="list-style-type: none"> Interactive Read Alouds Shared reading Conventions of literacy 	Weekly plans for small group	Monday by midnight
10 SLOs: 2, 3, 5, 6	<ul style="list-style-type: none"> Ch 8: Supporting Literacy Learning in Kindergarten (cont.) 	<ul style="list-style-type: none"> Differentiated instruction to meet the 	Weekly plans for small group	Monday by midnight

Week/Student Learning Objectives(s) (SLO)	Readings and Preparation for This Week's Class:	In Class Activities:	Assignment (Points)	Due Date:
		needs of diverse learners • Using portfolios		
11 SLOs: 1, 3, 4, 5, 6	• Ch 10: Supporting Literacy Learning in Second through Fourth Grades	• Interactive Read Alouds • Guided reading and spelling • Advanced word study • Writing • Integrating reading and writing with nonfiction • “Learning to read” to “Reading to learn”	Weekly plans for small group	Monday by midnight
12 SLOs: 2, 3, 5, 6	Emergent Writing	• Guided Writing	Weekly plans for small group	Monday by midnight
13 SLOs: 1, 3, 4, 5, 6	• Emergent Writing continued	• Writer's Workshop	Weekly plans for small group	Monday by midnight
14 SLOs: 1, 3, 4, 5, 6	• Ch 11: Meeting the Needs of English Language Learners	Second language acquisition Selection of materials Using oral language • Multiliteracy approach	Weekly plans for small group	Monday by midnight
15	• Integration of Reading and Writing • Technology in Literacy		Guided Reading Lesson Plans (100 pts.)	Monday by midnight
16	ePortfolio	ePortfolio	Field Experience Reflection Journal (100 pts.)	Monday by midnight

Please note that the instructor reserves the right to change the syllabus.