# Midland College

EDLL 4401 Reading Interventions (2-4)
Fourth Semester

**Instructor Information**

| | |
|---|---|
| *Instructor:* | |
| *Email:* | |
| *Office Voice Mail Line:* | |
| *Campus office hours:* | |
| *Virtual Office Hours:* | |

**Course Description**

Reading theory, assessment, materials, and instruction with emphasis on struggling readers; field experiences in reading and tutoring.

**Student Learning Outcomes**

Upon successful completion of this course the student will:

1. To know and apply principles for developing literacy processing systems with struggling students.
2. Analyze, synthesize and evaluate strategies, materials, and activities that have a common instructional relevance for children with diverse needs.
3. Provide explicit and systematic differentiated instruction based on assessment results and adapt instruction to meet students' needs.
4. Administer formal and informal assessments of reading and writing literacy.
5. Provide intervention instruction one-on-one with a struggling reader.

Pedagogy and Professional Responsibilities:

| Knowledge | Skills | TEKS | STR |
|---|---|---|---|
| **Standard 1**<br>1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.19, 1.20, 1.21, 1.22, 1.24, 1.25, 1.26, 1.27, 1.29 | **Standard 1**<br>1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.19, 1.20, 1.21, 1.25, 1.26, 1.27, 1.29 | **ELAR**<br>Kindergarten<br>First<br>Second<br>Third | Reading Development and Reading Pedagogy for EC-3 |
| **Standard 2**<br>2.4, 2.5, 2.23 | **Standard 2**<br>2.4, 2.5 | | |
| **Standard 3** | **Standard 3** | | |

| 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15, 3.16 | 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10, 3.12, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20 | | |
|---|---|---|---|
| **Standard 4** 4.2, 4.12, 4.16 | **Standard 4** 4.3, 4.4, 4.18 | | |

**Textbook:** Cockrum, W. A. & Shanker, J. L. (2013). *Locating and Correcting Reading Difficulties 10th edition* Pearson.  ISBN-13: 978-0-13-292910-3

**Course Evaluation**

Course evaluation is determined by the following ratings:

| Letter Grades & Percentages | Points |
|---|---|
| A = 100% - 90% | 500-446 |
| B = 89% - 80% | 445-396 |
| C = 79% - 70% | 395-346 |
| D = 69%-60% | 345-300 |
| F = 59% and below | 299-0 |

Points are awarded as follows:

> **Inclusive Activities** (cooperating teacher conference, baseline assessment, student profile and goal setting) – (3) 50 points each
> **Weekly Plans and Progress Monitoring** – (10) 25 points/week
> **Student Course Binder with Reflection Journal** – 100 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 policy will apply to those students pursuing the Bachelor of Applied Science (BAS) in Early Childhood Education (ECE).

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 Handbook*, 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:

> Tana Baker, Title IX Coordinator/Compliance Officer, 3600 N. Garfield, SSC 131 ,Midland, Texas 79705, (432) 685-4781, tbaker@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 Outcome(s) (SLO(s)) | Readings and Preparation for This Week's Class | In Class Activities | Assignment (Points) | Due Dates |
|---|---|---|---|---|
| 1<br>SLO(s): 1, 2, 3, 4 | • Introductions<br>• Chapter 1: Developing Phonemic Awareness | • Syllabus<br>• Course Expectations<br>• Ethics and Dispositions<br>• Field Experience Assignments<br>• When is intervention needed?<br>• Assessing and teaching phonemic awareness | • Cooperating Teacher Conference (**50 pts**) | Monday by Midnight |
| 2<br>SLO(s): 1, 2, 3, 4 | • Chapter 2: Developing Alphabet Knowledge<br>• Chapter 3: Developing Sight Vocabulary | • Assessing and teaching alphabet knowledge<br>• ELL and alphabet knowledge<br>• Assessing and teaching sight vocabulary<br>• ELL and sight vocabulary | • Baseline Assessment (**50 pts**) | Monday by Midnight |
| 3<br><br>SLO(s): 1, 2, 3, 4, 5 | • Ch 4: Developing Phonics Knowledge<br>• Chapter 5: Developing Structural Analysis | • Assessing and Teaching Phonics knowledge<br>• Phonics and ELL students<br>• Assessing and teaching structural analysis<br> • Structural analysis and ELLs | • Student Profile and Goal Setting (**50 pts**) | Monday by Midnight |
| 4<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 6: Developing Ability to Use Context Clues<br>• Chapter 8: Developing Vocabulary Knowledge | • Context Clues, assessing and teaching them<br>• Assessing and teaching vocabulary knowledge<br>• ELL and Vocabulary Instruction | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |
| 5<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 9: Improving Comprehension<br>• Chapter 10: Developing Reading Fluency | • Assessing and teaching comprehension<br>• Comprehension and ELL students<br>• Assessing and teaching reading fluency<br>• Reading fluency and ELL students | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |

| Week Student Learning Outcome(s) (SLO(s)) | Readings and Preparation for This Week's Class | In Class Activities | Assignment (Points) | Due Dates |
|---|---|---|---|---|
| 6<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 11: Improving Poor Pronunciation<br>• Chapter 12: Decreasing Omissions | • Assessing the cause of poor pronunciation<br>• Teaching to improve pronunciation<br>• Poor pronunciation and ELL students<br>• Assessing omissions<br>• Teaching to limit omissions<br>• Omissions and ELL students | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |
| 7<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 13: Decreasing Repetitions<br>• Chapter 14: Decreasing Inversions or Reversals | • Assessing repetitions<br>• Teaching to limit repetitions<br> • Repetitions and ELL students | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |
| 8<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 15: Decreasing Insertions<br>• Chapter 16: Decreasing Substitutions | • Assessing insertions<br>• Teaching to limit insertions<br>• Insertions and ELL students<br>• Assessing substitutions<br>• Teaching to limit substitutions<br>• Substitutions and ELL students | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |
| 9<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 17: Decreasing Guessing at Words<br>• Chapter 18: Decreasing Word-by-Word Reading | • Assessing guessing at words<br>• Teaching to limit guessing at words<br>• Guessing at words and ELL students<br>• Assessing word-by-word reading<br>• Teaching to limit word-by-word reading<br>• Word-by-word reading and ELL students | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |

| Week Student Learning Outcome(s) (SLO(s)) | Readings and Preparation for This Week's Class | In Class Activities | Assignment (Points) | Due Dates |
|---|---|---|---|---|
| 10<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 19: Limiting Incorrect Phrasing<br>• Chapter 20: Decreasing Voicing, Lip Movements, Finger pointing, and Head Movements | • Assessing incorrect phrasing<br>• Teaching to limit incorrect phrasing<br>• Incorrect phrasing and ELL students<br>• Observing the Presence of voicing, lip movements, finger pointing, and head movements<br>• Teaching to limit voicing, lip movements, finger pointing, and head movements<br>• ELL students and voicing, lip movements, finger pointing, and head movements | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |
| 11<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 21: Developing Reading Speed | • Assessing reading speed<br>• Teaching to improve reading speed<br>• ELL students and reading speed | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |
| 12<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 22: Developing the Ability to Adjust Reading Rate<br>• Chapter 24: Developing Skimming and Scanning Ability | • Adjusting reading rate<br>• Teaching to adjust reading rate<br>• ELL students and adjusting reading rate | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |
| 13<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 23: Reading at an Appropriate Rate for Comprehending<br>• Chapter 25: Developing the Ability to Locate Information | • Assessing appropriate reading rates<br>• Teaching to develop appropriate reading rates<br>• ELL students and appropriate reading rates<br>• Assessing ability to locate information | • Weekly Plans and Progress Monitoring (**25 pts**) | Monday by Midnight |

| Week Student Learning Outcome(s) (SLO(s)) | Readings and Preparation for This Week's Class | In Class Activities | Assignment (Points) | Due Dates |
|---|---|---|---|---|
| | | • Teaching to develop the ability to locate information<br>• Insertions and ELL students | | |
| 14<br><br>SLO(s): 1, 2, 3, 4, 5 | • Chapter 26: Developing Spelling Skill | • Assessing and Teaching spelling<br>• ELL students and spelling | • Weekly Plans and Progress Monitoring **(25 pts)** | Monday by Midnight |
| 15 | Chapter 7: Developing Dictionary Skills | • Assessing dictionary skills<br>• Teaching dictionary skills<br>• ELL students and dictionary skills | • Course binder and Reflection Journal (100 pts**)** | Monday by Midnight |
| 16 | • ePortfolio | | | |

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