

ED 4352-001
Reading I-Learning To Read
2005 Fall

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Course Description:

This course explores the teaching of reading for the elementary grades. We will examine how the role of phonics, phonemic awareness, and vocabulary play in how one learns to read. This course will provide comprehensive coverage of topics important in helping teachers develop a constructivist, balanced literacy program agenda for their future classrooms. More specifically, ways to incorporate authentic literature, holistic instruction, active learning techniques, technological applications, and alternative assessment will be addressed.

Course Objectives:

Through readings, activities, assignments, observations, and class participation, students will:

1. Develop an understanding of the concept of balanced literacy.
2. Learn about the history of reading and writing.
3. Develop an understanding of the concept of emergent literacy.
4. Acquire key concepts and terms vital to literacy practices.
5. Actively participate in the hands-on learning of reading strategies and skills.
6. Learn appropriate vocabulary instructional techniques.
7. Differentiate between the teaching of phonics and phonemic awareness.
8. Develop computer skills.
9. Practice instructional planning skills.

Required Text:

Farris, P.J., Fuhler, C.J., & Walther, M.P. (2004). *Teaching reading: A balanced approach for today's classrooms*. New York: McGraw-Hill.

Recommended Text:

Nath, J. L. & Ramsey, J. (2004). *Preparing for the Texas PreK-4 teacher certification: A guide to the comprehensive TExES content areas exam*. Boston: Pearson.

Materials:

You will be required to bring supplies to **each** class for participation in class activities, projects, etc. Markers, scissors, tape, glue stick, construction paper, pencils, and pens should be sufficient.

Required Software:

You will be required to purchase Microsoft Office Suite (including Microsoft Word) if you do not already have it on your personal computer or do not have access to it. The software is available on campus for instructors and students for a very small charge. Please take advantage of this opportunity, as many of the course assignments will require you to submit them using this software. No exceptions!!!

Supplemental Readings and Internet Sites:

Language Arts Texas Essential Knowledge and Skills (TEKS)
(http://www.tea.state.tx.us/rules/tac/ch110_128toc.html)

TExES Test Frameworks for English Language Arts & Reading (4-8), Generalist (EC-4), & Generalist (4-8).
(<http://www.sbec.state.tx.us/>)

Professional Development and Appraisal System Manual (PDAS)
(<http://www.tea.state.tx.us/PDAS/>)

Guidelines for Examining Phonics and Word Recognition Programs
<http://www.tea.state.tx.us/reading/products/redbk3.pdf>

Promoting Vocabulary Development
<http://www.tea.state.tx.us/reading/products/redbk5.pdf>

Beginning Reading Instruction: Components and Features of a Research-Based Reading Program
<http://www.tea.state.tx.us/reading/products/redbk1.pdf>

This semester, you will be completing online supplementary course materials utilizing the Blackboard course management system. All students will be required to have a UTD net ID in order to log on to the system. To access the online classes, please log on to <http://blackboard.utdallas.edu> and enter your user name and password.

Assignments:

1. Literacy Autobiography: Part of the challenge of teaching young children to read is understanding the process of what “becoming literate” is all about. By reflecting on your own early literacy experiences, you may be able to relate better to children as they learn to read and write. You are required to write a personal narrative describing how you learned to read and write. Try to provide specific episodes of those involved in your early literacy experiences, i.e. parents, teachers, siblings, etc. You may want to talk to parents, grandparents, or other family members who might help you remember some of your favorite books, reading rituals, and early school experiences of learning to read and write. You may want to include a copy of some of your early writing samples, a graphic of the cover of a favorite book, pictures of you engaging in a literacy event, etc. Your Literacy Autobiography should be typed and presented in an attractive, creative manner. The following is an example of what should be included in the autobiography:

- Personal introduction and description of your previous and current home literacy environment, culture, attitudes, and daily oral and written literate practices.
- Elementary, middle and secondary school literacy experiences.
- How previous and current oral and written literacy experiences impact your current attitudes, practices, uses and literacy instruction (reading, writing, oral language use) in the classroom
- Current changes occurring in your attitudes and practices.

2. Article Critique : You will be required to engage in self-selected readings from professional education journals within the last five years (2000-2005) and write a critique based on one of the following reading topics: comprehension, vocabulary, phonics, phonemic awareness, or fluency. You must become knowledgeable of that topic, select 3 articles related to your topic, and write a critique in APA that includes a title page, an abstract, and a reference page. Your completed critique should be at least 6 total pages. Your document should be double-spaced with a 12 pt. font of Times New Roman or Arial ONLY. It will not be accepted otherwise. Very specific instructions on the use of APA can be found at

<http://www.wisc.edu/writing/Handbook/DocAPA.html> and will be posted on Blackboard. A Xerox copy of the articles must be attached to the critique. (Place a copy of the critique in portfolio). Upon completion, please send this assignment via the Digital Dropbox in Blackboard. **All files must be saved as a Word Document, otherwise your assignment will be returned to you and a penalty will be assessed!**

3. Phonemic Awareness/Phonics Reading Lesson (EC-4): You will be required to develop a reading lesson plan and implement the plan by working with a child, a pair of children, or a small group of children. Your lesson plan should include the following components: Purpose, Objectives, Materials, Procedures, Evaluation, and Extension. You will be required to consult the TEKS for your grade level to decide on the appropriate reading skills for your child. You will also be required to share your “teaching” experience with a small group of your peers by utilizing a poster session format. Your poster can include, but is not limited to, drawings,

photos, student work, art mediums, and lesson plan components. You will be required to record your teaching session onto a cassette tape. Finally, you will be asked to complete a personal reflective summary describing your perspective of the total teaching experience. You'll need to identify your instructional strengths and discuss target areas for growth demonstrated in your teaching. Please turn in all components of this assignment in a clasp envelope: lesson plan, tape, picture of poster with description written on the back, and reflective summary. (Place a copy of lesson plan, picture of poster, and reflective summary in portfolio).

4. Teaching Vocabulary Action Plan (4-8): You will be required to plan a program of vocabulary development, using Chapter 9 in your textbook and Chapter 5 from *Creating Literacy Instruction For All Students* as a resource. Your plan should include a description of your class, your objectives, the source of the words, the activities that you will use to reinforce words, and the techniques/strategies you will use. Also, include in your plan how you will evaluate the program. Upon completion, please send this assignment via the Digital Dropbox in Blackboard. **All files must be saved as a Word Document, otherwise your assignment will be returned to you and a penalty will be assessed!**

5. Making Words Lesson: You will be required to create a Making Words lesson by putting letters together to make words. First, you will need to come up with a Mystery Word and from that word, decide which patterns you wish to reinforce and how many letters you wish students to assemble. For example, your mystery word could be *stand*. From the word *stand*, students could create the words: *at, sat, an, Dan, tan, and, sand*. You will need to create letter tiles for each letter and place the tiles inside an envelope. On the outside of the envelope, you will need to write the Mystery Word and all the words that students can create. You will also need to include the exact instructions that will be given to students. (Examples of this activity will be given in class).

6. Portfolio: You will be required to maintain a notebook that will contain the results of all your efforts in this class. Your portfolio will contain sections that should be clearly marked with dividers which identify the (8) teacher appraisal domains adopted by the Texas Education Agency referred to as the Professional Development and Appraisal System. The 8 domains are listed below.

Domain I: Active, successful student participation in the learning process

Domain II: Learner-centered instruction

Domain III: Evaluation and feedback on student progress

Domain IV: Management of student discipline, instructional strategies, time, and materials

Domain V: Professional communication

Domain VI: Professional development

Domain VII: Compliance with policies, operating procedures, and requirements

Domain VIII: Improvement of academic performance of all students on the campus

I will be evaluating each assignment as it is submitted; however, I want to examine your growth on a broader scale at the end of the course and ensure that you reflect upon your own growth in this class. Each student will be required to participate in a portfolio conference at the end of the semester. We will discuss portfolios in detail throughout the semester. This assignment will help prepare you for standards-based assessment requirements, proficiency exams, and teacher certification. Following are some specific items you may want to include in your portfolio:

- Significant papers and projects from your professional teacher certification courses
- Samples of effective writing
- Awards, certificates
- Letters of recommendation
- Sample lesson plans/units
- Current resume
- Autobiography
- Philosophy of teaching
- Photos
- Successful TExES test results
- Evidence of staff development

7. 3 Exams: You will be given 3 different assessments this semester. The first assessment will require you to write an arts-based lesson plan, based on a prompt given by the instructor. The 2nd assessment will consist of T/F, fill in the blank, and essay questions. The 3rd and final exam will consist of multiple-choice test items. **Students must obtain a 70% average on all 3 assessments combined.** Students are required to take the exams on the date specified in the course schedule.

8. Professionalism: You are expected to demonstrate a professional attitude at all times. An educator demonstrates his/her professionalism in ways such as being on time, participating in and contributing to class activities, accepting responsibility, interacting appropriately with instructor and other students, exhibiting self-control, using mature judgment, being reliable and responsible, maintaining personal and professional integrity, and consistently demonstrating professionalism during class and on assignments.

9. Final Reflection: You will be required to write a detailed reflection of your learning during this course. Include in your discussion an evaluation of the text, class discussions and experiences, assignments, and discoveries you made during this course. Please respond to the following questions: Which experiences in this class had the greatest impact on your learning? How did the course contribute to changes in your thinking about reading? How did incorporating PDAS and TExES standards within this course assist you in your professional development and learning experiences as a preservice teacher? In addition, provide your rationale for the grade you believe you earned in this class. Please include issues of professionalism, attitude, effort, participation, attendance, work ethics, etc.

Assignments:

- All written assignments are expected to exhibit professional quality. You should demonstrate mastery of organizing, structuring, and editing in your writing. Grammar, spelling, and vocabulary errors will result in a reduction of your score. Letters and materials written by you as a professional and sent to parents/administrators must be virtually perfect. Begin that practice now!
- There will be no pre-grading of assignments, as this gives some students an unfair advantage. All assignments will be graded and returned at the same time.

- All assignments are to be turned in to the instructor on the due date at the beginning of class. Late assignments (those received later in the same day or via email) will suffer a 25% penalty. No assignments will be accepted after the due date. Technology problems are not acceptable reasons for an assignment to be late! Prepare your assignments enough in advance to accommodate untimely problems with your computer, Internet provider, printer, etc.
- Please make a copy of everything you turn in to me. In the highly unlikely event that an assignment is lost or misplaced, the burden of proof rests with you.
- All assignments must be typed. No handwritten assignments will be accepted.

Evaluation Methods & Grading Considerations:

- Grades will be assigned on the following basis:

Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-62%
F	Below 60%

- Exams = 50%
- Assignments = 35%
- Professionalism, Portfolio, Final Reflection = 15%
- Total Points Possible = 1100

General Rubric for Assignments

Points	Task
20	Creativity in Selection of Content, Resources, and Strategies
20	Completeness and Detail
10	Logical Sequence
10	Voice
10	Use of Professional Terms and Ideas
10	Originality
10	Presentation and Aesthetics

10	Grammar and Punctuation
100	Total

Attendance:

DO NOT MISS CLASS! Attendance at all class meetings is required and is essential to your success in this class. Many class objectives are met during active participation in class, therefore your attendance is vital to your learning and success in this class. Failure to attend class will impact your grade. If you must be absent, you are expected to contact a class member to obtain notes and announcements. This is your responsibility! Your absence is not an excuse for being unaware of information presented in class, including changes in due dates and class requirements. Frequent tardiness and leaving early will also negatively impact your grade.

- No penalty will be assessed if a student misses one class.
- With a 2nd absence, a 50 pt. reduction in your total points will be assessed.
- Each tardy (arriving more than 15 min. late) will result in a 5 pt. reduction in your grade.
- Attending ½ class or leaving at the break will result in a 15 pt. reduction in your grade.
- Leaving the class early, without prior permission from the instructor, is regarded as an absence.
- **It is not the instructor's responsibility to provide you with class information that you missed as a result of your absence.**

Unprofessional Behavior:

- Examples of unprofessional behaviors in class include: reading non-course materials or completing assignments for another course during instructional time, repeated talking during class time, responding in a negative manner to instructor or classmates, failure to exhibit collaboration and cooperation with classmates or instructor, responding in a hostile manner to suggestions for improvement of assignments or classroom performance, and talking on cell phones during class.
- Any display of unprofessional behavior during class will result in a 50 pt. reduction in your total points earned.

Final Grades:

In order to receive a passing grade in this course, students must do **ALL** of the following:

- Attend all classes with a maximum of 2 absences (excused or unexcused).
- Complete and turn in all assignments.
- Make an average score of 70% or better on the exams.

If any of the above requirements are not met, the instructor reserves the right to give a failing or incomplete grade in the course. The highest grade that a student can earn without meeting all of the above requirements is a C-.

Course Outline For Reading I: Fall 2005

(The instructor reserves the right to make changes as needed)

Date	Topic/Assignments	Date	Topic/Assignments
Aug. 23	Introductions, Syllabus, Course Requirements	Aug. 30	Ch. 1, 2
Sept. 6	Ch. 6	Sept. 13	Ch. 7, Article Critique
Sept. 20	Online Class	Sept. 27	Ch. 8, Making Words Activity, Exam I
Oct. 4		Oct. 11	Ch. 9, Literacy Autobiography
Oct. 18	Online Class	Oct. 25	Exam 2
Nov. 1	Ch. 10, Vocabulary Action Plan	Nov. 8	Ch. 3, 5, Reading Lesson
Nov. 15	Portfolio Conferences	Nov. 22	Work Day
Nov. 29	Final Exam, Final Reflection		