Texas A & M University – Commerce
Department of Education Curriculum and Instruction

EDCI 516 - Reading and Literacy I
(All Online Course)
Summer 2015

Instructor: Dr. Susan Szabo, Associate Professor

Office Location: Education South 226 on the Commerce Campus

Office Hours: Online via email virtual office. Please use virtual office via eCollege (which I can answer throughout the day no matter where I am). For personal problems, please email me directly. I try and check daily but please allow me 24 hours for response time. In addition, when someone posts a question in virtual office, and you know the answer, please feel free to answer it. We are all teachers and we are all learners in this class.

Please use virtual office or email through eCollege which goes to my University Email Address: Susan_Szabo@tamu-commerce.edu

COURSE MATERIAL

There is no textbook, as everything we need is online.

We will be looking at the 5 spelling stages, the material put out by TEA on beginning reading looking at the alphabetic principal, phonological awareness, phonemic awareness, fluency of letter recognition, high-frequency words and the dyslexia handbook. The developed WebQuests with their various tasks have been created to lead your learning through the beginning pillars of reading.

COURSE INFORMATION

Course Description
This course is designed for graduate students in the emergency permit or alternative certification program seeking initial teacher certification. The focus is on the reading process and the factors that affect its development. The importance of reading in school
and in life serves as a background for critical evaluation of the methods and materials of reading instruction. Special consideration is given to the essential components of research-based strategies and the features of classrooms that support effective beginning reading instruction. Instruction will also focus on a diagnostic approach to reading and writing so that differentiated instruction can be used to support all the needs of the diverse learners found in the classroom.

**Course Overview:** In this course, we will examine topics such as grade-level reading standards, grade-level reading TEKS, reading readiness, emergent literacy, reading stages, spelling stages, language arts, cueing system, writing, and assessment for instruction. In addition, we will explore the teacher’s role in supporting diverse learners. Students are expected to be active in the learning process by asking questions and reflections upon the content of the course.

**Student Learning Outcomes/ Objectives**

**Learner Outcome #1:** The Learner will identify the three approaches to teaching reading and how the teacher’s definition of reading determines how reading is taught (in isolation or integrated). Specifically, LEA, Four-Block, Reading Workshop, Interactive Read Alouds and Guided Reading will be examined. The Learner will be able to identify the 5 stages of spelling, and determine how technology can be integrated into the teaching of reading.

**Learner Outcome #2:** The Learner will analyze the 5 stages of spelling to see how they are related to the 5 stages of reading. Various activities that can be used at each stage to help each diverse learner in their classroom will be created so they cannot easily.

**Learner Outcome #3:** The Learner will learn about and use the writing process elements in their assignments. In addition, Learners will reflect on the idea that reading and writing are reciprocal.

**Learner-Outcome #4:** The Learners will demonstrate knowledge on how to complete a running record and determine which cueing system the child still needs to develop.

**Learner-Outcome #5:** The Learners will demonstrate knowledge of a range of effective narrative strategies (reading maps, story boxes, story face, and techniques for supporting children’s communication development using the language arts components, which included language reading).

**Learner-Outcome #6:** The learner will learn about the various terms and assessments used when talking about beginning reading.

**Learning Outcome #7:** The learner will be an active and engaged participant in the learning process. (This is done while completing the various WebQuests and other activities.).
**ELA Reading Standards.** They are:

**Standard 1: Oral Language:** Teachers of young children understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young children to develop listening and speaking skills.

**Standard II: Phonological and Phonemic Awareness.** Teachers of young children understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young children develop this awareness and its relationship to written language.

**Standard III: Alphabetic Principle:** Teachers of young children understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps children understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

**Standard IV Literacy Development and Practice:** Teachers of young children understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young children’s literacy.

**Standard V - Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for children to improve their reading word analysis and decoding abilities.

**Standard VI Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for children

a. **Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young children strategies for improving comprehension.

b. **Development of Written Communication:** Teachers understand that writing to communicate is a developmental process and provide instruction that helps young children develop competence in written communication.

c. **Writing Conventions:** Teachers understand how young children use writing conventions and how to help children develop those conventions.

d. **Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young children.

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**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**
This course is online. This course is developed around scientifically researcher-based information. You will complete the Spelling/Reading Stages Webquests that will lead your learning. You will also be an active participant on our online discussion as well as create your own questions from the material to stimulate critical thinking of yourself and your classmates.

This course is made up of a series of assignments and assessments to assist you in achieving mastery of the learning outcomes. Each week you will work on various combinations of assignments, activities, and discussions to help with your understanding of course content. The assessment of this information will be done through the webquest activities, your discussion responses and your webquest quizzes, as well as a mid-term and final.

**Assignments: Activities / Assessments**

This course is made up of a series of assignments and assessments to assist you in achieving the course and module learning objectives. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. that will enhance your learning. Every assignment should be saved using first name, last name, and then name of activity.

1) **Spelling/Reading Webquests**

A variety of webquests have been developed around the spelling and reading stages to guide your learning. You will have a before activity to complete, some type of during activity (to be used while you are reading) and an after activity so you can apply what you are learning. Finally, you will have a quiz on the material from the weekly webquest. These webquests can be found in Doc Sharing in the folder that is labeled the same as the Week buttons on the left of the screen in eCollege. In addition, other reading materials will also be in the folder.

2) **Before/During Activity**

While you are going through your webquest, you will fill out the before/during strategy that has been provided. This is to be filled out before you read and AS you read. Thus, you will need to have both documents open for this to happen. Your during strategy will allow you to take notes as you read. The during activity is to help you with the quiz and the apply activity. Thus, you are required to turn in these typed notes. You will receive 5 pts for each before/during activity turned in. These need to be typed and when finished but into the correct dropbox. Every assignment should be saved using first name, last name, and then name of activity.
3) Apply Activity

Each Webquest has an apply activity that must be done during the week. Once you open the webquest on Monday, look at the before/during activity that must be done and the apply activity that must be done. This way you will know what you have to do to be successful for the Webquest. Each apply activity is worth 10 points. *Every assignment should be saved using first name, last name, and then name of activity.*

4) Online Discussion Responses (Weekly points – up to 10 points): These online discussion topics will be added to the eCollege course shell on assigned Mondays and will remain open until the following Sunday. In order to encourage full class participation, students will be required to post at least 5 responses. The first of which must be posted by the first Wednesday following the discussion topic posting in order to give other students material to read and to post their feedbacks to. Starting on Thursday - Sunday, students are required to return to the discussion forum and read other students’ initial postings to the topic and provide their feedbacks (at least 4). Discussion postings must be substantive and the student will not be given full credit, if it is apparent by the professor that students have not spent enough time or effort in writing the responses. For example, “I agree, you are absolutely right” does not constitute a substantive response. Each response is worth 2 points; thus, this is worth 10 points weekly. You can earn 1-2 extra points a week, by responding 2x or 4x more than the required 5X. We are learning the more you participate in online discussion, the more you feel apart of the class and you learn more as you have read the comments of your peers, as well as the professor.

5) Exams

The learner will demonstrate knowledge of the major concepts, models and issued in reading and language arts.

- Quizzes after each webquest or Webquest Assignments – points are on the webquest
- Comprehensive Mid semester (100 points)
- Comprehensive Final (100 points) or this maybe a creative final

The quizzes and exams are to be completed online during the dates posted (Sunday of each week is the last day you can take the quiz for the current Webquest). Each quiz and exam is created from a question pool and each student will get a different set of questions for each exam.

If you lose Internet connection during the exam, log back in immediately, click on minimize icon at the top of the page and it will let you see your test again, and continue on with the exam. *Save your answers often* (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the eCollege Helpdesk immediately so that your issue is documented with a helpdesk ticket number.
Grading

Grades will be determined via a simple point system and grading rubric (for creative final). You are responsible for reviewing them prior to submitting an assignment - they tell you all you need to know in order to earn a passing grade in this course. Check out each webquest carefully.

Grades will be determined as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</tbody>
</table>

You are Responsible for keeping track of your points earned. Grades will be in the eCollege grade book. If you are not aware of how that works, you can call the helpdesk. If you want to see the comments and the questions missed on the quiz, CLICK on the grade and it will open a new screen. Check every other week or so, so you know which assignments have gone AWOL.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology

The following technology is required to be successful in this course.

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2003 or 2007)
- Access to University Library site
- Access to an Email
- Access to eCollege.

ACCESS, NAVIGATION and Log in Information

This course will be utilizing eCollege to enhance the learning experience. eCollege is the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuccommerce.edu.
COMMUNICATION AND SUPPORT

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues, while taking your exams or at any other point, feel free to contact the support desk.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the ‘Help’ button on the toolbar for information regarding working with eCollege

I am online daily. If you have questions email me or post them in the correct week under My Questions, as others may have the same question. Please allow a 24 hour response eCollege should be used if you have a personal problem that I must be aware of.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Policies

1. Participation (Online Discussion):

I consider class participation to be one of the most important, yet underrated elements of a student’s education. There are numerous elements that go into class participation, however, the most important in an online class is your participation in the online discussion. Thus, you need to make sure you get to online discussion 5 times a week.

   a. You need to have somewhat frequent (at least 5), and preferably intelligent, contributions to class discussion.

   b. Reading assigned completed weekly so you can participate with online discussion intelligently.


   d. Have polite and civil interactions with all members of the class [“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct)].

   f. Failure to prepare and participate effectively will negatively impact the learning
processes devised for the class. “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (Student Guide Book, pp. 67-73).

2. **Late work:** Due to the nature of Webquests, your **apply activity** may not be completed until the following week. Thus, you have 1 week of grace time for each webquest unless otherwise stated. Thus, you must get papers turned in on a weekly basis. Develop a routine, so you do not fall behind. However, we all have problems, as life gets in the way, thus email me why you did not or cannot do the weekly assignments for an extension.

3. **Scholarly Expectations:** All works submitted for credit must be **original works** created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. In addition, **all assignments turned in should have gone through the editing process.**

4. **Research:** Research is part of my job requirements. All faculty members that work at the university must research and publish their research. As action research helps me to determine the worth of class assignment I have developed, I like to do research on these activities. Thus, all your reflective responses to the planned class activities (seen in course requirements) maybe used to fulfill my research requirement. However, all responses that I use in research articles will be anonymous. That is, your name will not be used anywhere in my research

5. **Plagiarism of writings and/or other materials in any form will result in a grade of “F” for the course and may result in your dismissal from the program. Please cite your references carefully and consistently!**

   **Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software - this is not meant to "catch" you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

**University Specific Procedures:**

**ADA Statement**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
Texas A&M University-Commerce  
Gee Library 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
StudentDisabilityServices@tamu-commerce.edu  
Student Disability Resources & Services

**Student Conduct**  
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

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**University Services Offered to You Free**

**A. Academic Support:** Students requesting accommodations for disabilities must go through the Academic Support Committee. ALL students with disabilities should stop by Office of Disability Resources and Services where they can fill out an application, attach recent documentation, and apply for eligibility. For those students who are approved, the staff will provide each of the student’s professors with a letter of accommodation from our office. We will send letters each semester—after being notified of the need by the student. For more information, the services are located at Halladay Student Services Building—Room 303 D, their phone number is (903) 886-5835.

**B. Financial Aid Support:** You will be dropped on Monday, September 3rd if you have not paid the balance due on their accounts. If you need assistance to pay your balance, please contact the Loan Office (903-886-5051). There are also forgivable loans, so check them out.

**C. As a student, your email account is through MyLeo.** Please check the status of your accounts as this is the only way the university has on contacting you and informing you of important information. It is available to them 24/7 at [https://leo.tamu-commerce.edu/login.aspx](https://leo.tamu-commerce.edu/login.aspx). Also, who must check daily and delete or archive your emails so that none are returned to sender. It will not be returned and you may miss important information. *It is your*
responsibility to empty your email daily, so that nothing will bounce back to the sender.

D. Medical Services: As a student, you have access to the medical facilities and doctors on campus. They offer services for treatment of illness and injury. The staff includes a Physician Assistant, which is a health care professional licensed to practice medicine with physician supervision. Although there is not a physician present every day, they are available for consultation as needed. Student Health Services is located on the first floor of Henderson Hall, in the Clarence G. Allen Student Health Center. They are open from 8-12 and 1-5 Monday through Friday.

E. Campus Police: If you have locked yourself out of your car, or if you need help of any kind while on campus, contact the campus police at 903-886-5868.

F. Counseling Services: You can get help with your personal, academic and/or career concerns. Counseling may deal with issues related to academic progress, daily living, adjustment to the university and relationships with others. Counseling Services are free to university students. The Counseling Center is located in the Student Services Building #204, is open Monday through Friday from 8:00-5:00pm and you can call 903-886-5868.

TENTATIVE COURSE OUTLINE / CALENDAR

The webquests you receive each week through eCollege will tell you the details and the during-after activities that you must complete.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>The Foundations of Literacy: Language Arts Components, Reading Elements, and Cueing Systems</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Stage 1 – Reading</td>
</tr>
<tr>
<td>Week 3</td>
<td>Stage 1 Writing/Spelling</td>
</tr>
<tr>
<td>Week 4</td>
<td>Stage 2 – Reading</td>
</tr>
<tr>
<td>Week 5</td>
<td>Stage 2 – Writing/Spelling</td>
</tr>
<tr>
<td>Week 6</td>
<td>Stage 3 – Reading</td>
</tr>
<tr>
<td>Week 7</td>
<td>Stage 3 – Writing/Spelling Creative Mid-term – Make a spelling game related to a book. The game must be completely done. Must play</td>
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</tbody>
</table>
with at least one child. You will take pictures of the game and write a reflection to turn into Doc Share. You will receive more information.

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Stage 4 – Reading</th>
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</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Stage 4 – Writing/Spelling</td>
</tr>
<tr>
<td>Week 10</td>
<td>Stage 5 – Reading</td>
</tr>
<tr>
<td>Week 11</td>
<td>Stage 5 – Writing/Spelling</td>
</tr>
<tr>
<td>Week 12</td>
<td>Text Structures and Strategies</td>
</tr>
<tr>
<td>Week 13</td>
<td>Class Objectives Reflections</td>
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<tr>
<td>Week 14</td>
<td>Comprehensive Final on eCollege</td>
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