RDGED 3305  
Foundations of Reading

Instructor:  Dr. Ana-Lisa Gonzalez  
Class Schedule:  MW  1:40 p.m. – 2:55 p.m.  
Office Hours:  MTWTH  9:00 a.m. – 11:00 a.m. or by appointment  
Office Phone:  713-942-3422  
Email:  algonzal@stthom.edu


Course Description:  This course is designed to prepare you to teach reading in a variety of classroom settings.  In this course you will learn about various research-based approaches to teaching reading, components of a reading program, and leaders in the literacy field.  Upon successful completion of the course, you will have an understanding of the fundamental concepts of an effective reading program.

Course Objectives:  Students will be able to understand that reading is a meaning-making process.  Students will also be able to determine the advantages and disadvantages of various reading approaches, as well as describe the developmental, corrective, and remedial components of a reading program.  Similarly, students will be able to describe the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language.  Students will also recognize different stages of literacy development and understand the goals that are specific to the different stages.  Students will also gain knowledge with regard to the cognitive and motivational aspects of literacy acquisition.  Finally, students will be able to develop, organize, and manage an effective reading program for their respective students.

INTERNATIONAL LITERACY ASSOCIATION (ILA) STANDARDS
1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates view professional development as a career-long effort and responsibility.
ENGLISH LANGUAGE ARTS AND READING GENERALIST EC–6 STANDARDS

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

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

Standard III. Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students 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 students 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 students’ literacy.

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

Standard VI. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard VII. Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

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

Standard IX. Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

Standard X. 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 students.

Standard XI. Research and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills.

Standard XII. Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce.

Link to TEKS ELA EC-6
https://tea.texas.gov/index2.aspx?id=6148

Methodology: Each class will include a brief lecture given by the instructor. A large portion of the class will include large and small group discussion and activities. These discussions and activities are designed to apply, analyze, and synthesize, and reflect upon the queries, concepts, strategies, techniques, and any other information relating to literacy that teachers may encounter in their classrooms.

Assignments: Late assignments will be counted off by 10% and will not be accepted after one class period.

Exams (30%): There will be two exams given within the semester. The midterm exam will include material consistent with the information presented in the first half of the course. The midterm will be given to you the week before it is due. You will be able to complete it and bring it in on the day it
is due. We will not be completing it in class. The final exam will consist of material covered in the second half of the course. The final exam will be completed in class. Both will include multiple-choice questions, short answer prompts, and an essay.

**Reaction Paper (30%)**: Students will complete two papers (15% each) that are reactions to or applications of two of the peer-reviewed articles posted for the course. The reaction paper is more than a summary of the article; it is an application of the most important information presented in the article. Each paper will be unique in that each student will apply the information to their own classrooms and learning experiences. On the other hand, it is not a narrative paper either. It is a critical analysis of the information that prompts examples and opinions of the writer. So, I would expect that any opinions or examples will be anchored by that which is presented in the article. Each paper should be two pages in length and APA format.

**Group Presentation (25%)**: In groups, students will present an instructional procedure that is consistent with the “best practices” for teaching reading (keep in mind that we will consider exceptional students- SLD, GT, dyslexia, and behavioral issues). That is, each group will demonstrate an instructional procedure that is considered to be an effective way of teaching a particular component of reading. Each group should consist of 3 to 4 students and should not take more than 20 to 25 minutes (which is tough as we all know) to present. Each group should provide a handout for each class member that details the instructional procedure such that other class members can apply the procedure in their own classrooms. Content and delivery are both very important to the group’s final presentation grade.

**Participation (15%)**: Students are expected to come to class prepared to participate in activities and discussions related to the assigned readings. As professionals, students are expected to participate meaningfully and respectfully. That is, each student should contribute to both the small group activities and large group discussions in a meaningful way that reflects their preparation and understanding. It may occur that there is a difference of opinion among students. This of course is not unusual and may contribute to the students finding a deeper level of understanding in regards to the topic that is being discussed. These differences should be handled in a respectful manner that is reflective of professionalism and consideration. In-class activities will also be given points that will contribute to your overall participation grade. In-class activities can only be completed in-class and should you be absent there will be no make up for those points missed. Pop quizzes may be given from time to time, and they will generally happen in the first few minutes of class. If you are absent or tardy, you will not be able to make up the points for the quiz taken.

**Grading**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>A</th>
<th>A-</th>
<th>C+</th>
<th>79-77</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final and Midterm Exams:</td>
<td>30%</td>
<td>100-95</td>
<td>94-90</td>
<td>76-74</td>
<td></td>
</tr>
<tr>
<td>Reaction Papers:</td>
<td>30%</td>
<td>89-87</td>
<td>86-84</td>
<td>69-65</td>
<td></td>
</tr>
<tr>
<td>Group Presentations:</td>
<td>25%</td>
<td>83-80</td>
<td></td>
<td>64-0</td>
<td></td>
</tr>
<tr>
<td>Participation:</td>
<td>15%</td>
<td></td>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attendance**: Students are expected to adhere to the University of St. Thomas attendance policy. Tardiness is considered unprofessional, as is early exit from a course meeting. Please notify the professor if you have job-related issues that will cause you to be absent from attending the class. Illnesses, family issues, or unforeseen circumstances should be handled in a professional manner. Assignments are still due on or before the due date despite an absence. Three tardies will be considered one absence. More than 3 unexcused absences will result in the lowering of the final grade by one
In the compressed track format, more than 1 unexcused absence may have similar consequences. Please make arrangement with a classmate to receive handouts and class notes.

Inclement weather procedure: Please be aware of University procedures due to inclement weather. Stay tuned to radio and news, and the professor will make a reasonable attempt to contact students by blackboard or email if class is cancelled.

Classroom Disruptions: Cellular phones should not be used during class time. Texting and conversing on the telephone during and in class is forbidden. Any unprofessional, inappropriate, or negative behavior will result in a referral to the office of student affairs and possibly dismissal from class. Your participation grade will also be reflective of any disruptive behavior.

Academic Honesty: Academic honesty is taken very seriously by the University. Any instances shall be documented and reported to the dean. Academic dishonesty includes but is not limited to cheating on an examination, plagiarism, or knowingly assisting another student in these endeavors. Students may receive an “F” for the project or entire course. For further information refer to the Undergraduate catalog.

ADA Statement
The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center.

Course Schedule (May be subject to change)

January 22,24
Course Introduction, Syllabus
Becoming an Effective Teacher of Reading
Chapter 1

January 29, 31
Teaching the Reading and Writing Process
Chapter 2

February 5, 7
Assessing Students’ Literacy Development
Chapter 3

February 12, 14
Working with the Youngest Readers and Writers
Chapter 4

February 19, 21
Cracking the Alphabetic Code
First Reaction Paper Due (22nd)
Chapter 5

February 26, 28
Developing Fluent Readers
Chapter 6
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 5, 7</td>
<td>Expanding Students’ Knowledge of Words</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>March 12, 14</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 19, 21</td>
<td>Review/ Midterm</td>
<td></td>
</tr>
<tr>
<td>March 26, 28</td>
<td>Comprehension: Student Factors</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>April 2, 4</td>
<td>Comprehension: Text Factors</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>April 9, 11</td>
<td>Second Reaction Paper DUE (5th)</td>
<td></td>
</tr>
<tr>
<td>April 16, 18</td>
<td>Organizing for Instruction</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Differentiating Reading and Writing Instruction</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>April 23, 25</td>
<td>Reading and Writing in the Content Areas</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>April 30, May 2</td>
<td>Presentations</td>
<td></td>
</tr>
</tbody>
</table>

**Don’t forget – Lemonade Day - First Sunday of May**

**Final Exam**