TEXAS A&M
UNIVERSITY
COMMERCE

RDG 516
Foundations of Reading
Fall 2016

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Course Hour & Classroom: Web Based Class
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:
Reutzel, D. R., & Cooter, R. B. (2015). *Teaching children to read: The teacher makes the difference*. Pearson Publications (7th Ed.). Pearson eText with Loose-Leaf Version. ISBN-13: 9780133548686

On-Line Resources:
TEKS for Language Arts and Reading available on-line at
http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html

English Language Arts and Reading Information from the Texas Education Agency available on-line at http://www.tea.state.tx.us/index4.aspx?id=4434&menu_id=720

English Language Proficiency Standards available on-line at
http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

Dyslexia Handbook
http://www.decodingdyslexiatx.org/wp-content/uploads/2014/05/TEA_DyslexiaHandbook_2014-DRAFT-5-12-14.pdf

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 focus on a diagnostic approach to reading and writing that supports the needs of diverse learners.

Course Overview:

In this course, we will examine these topics: emergent literacy, reading to learn, study skills, writing and assessment. In addition, we will explore the teacher's role in supporting diverse learners in the classroom. Students are expected to be active in the learning process by asking questions and reflections upon the content of the course.

Student Learning Outcomes: By the conclusion of the course, the student will demonstrate a working knowledge of the following outcomes:

1. The learner will explain the developmental processes (emergent and preliteracy skills progressing over time to proficient stages) associated with communication systems (e.g., listening, speaking, reading, writing and media viewing) and design a variety of opportunities for students with disabilities to learn communication skills.
2. The learner will identify a variety of assessment practices and procedures to plan and implement instruction in English language arts and reading that is responsive to the strengths and needs of students with disabilities.
3. The learner will explain the alphabetic principle, word analysis skills (e.g., decoding, structural analysis, sight word vocabulary), and demonstrate how to provide students with disabilities with systematic instruction to promote their ability to use these skills for fluency and comprehension.
4. The learner will describe writing conventions and create opportunities for students with disabilities to use the skills needed for competence in written communication.
5. The learner will identify technology that can assist in planning and managing instruction for students with disabilities and explain how the individual student can use technology to compensate their disability.
6. The learner will describe how to use local, state and federal resources to develop a literacy program for students with disabilities.
7. The learner will evaluate and adjust the preceding elements of literacy to meet the needs of English Language Learners.

ELA/Reading Standards:
Standard 1. 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 2. 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 3. 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 4. 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 6. Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

Standard 7. *Reading Comprehension:* Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.
Standard 8. *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 9. *Writing Conventions:* Teachers understand how young students use writing conventions and how to help students develop those conventions.
Standard 10. *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 11. *Reading, Research, and Inquiry Skills:* Teachers understand the importance of research and inquiry skills to students' academic success that provides students with instruction that promotes their acquisition.
Standard 12. *Viewing and Representing*: Teachers understand how to interpret, analyze, evaluate, and produce.

Pedagogy and Professional Responsibilities Standards:
Standard I. Domain I.
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;
1.10k how lesson content and skills connect with other disciplines and within the discipline;
1.11k current research on best pedagogical practices.
1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;
1.13k the importance of developing instructional goals and objectives that can be assessed
1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and
1.15k the importance of aligning instructional goals with campus and district goals.
1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;
1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;
1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.
1.25k the role of assessment in guiding instructional planning;
1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction; and
1.4s plan instruction that motivates students to want to learn and achieve; and
1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction.
1.7s exhibit appropriate knowledge of a subject to promote student learning;
1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;
1.9s plan instruction that reflects an understanding of important prerequisites relationships;
1.11s use a variety of pedagogical techniques to convey information and teach skills.

1.16s use various types of materials and other resources to aid in preparing and implementing instruction;

1.17s use technological tools to promote learning and expand instructional options; and

1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning;

1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.23s provide students with opportunities to explore content from many perspectives

Standard II. Domain II.
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development; and

2.5k the necessity of communicating teacher expectations for student learning

2.6k how classroom routines and procedures affect student learning and achievement;

2.7k how to organize student groups to facilitate cooperation and productivity;

2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;

2.22k physical accessibility as a potential issue in student learning; and

2.23k students' emotional needs and ways to address needs.

2.1s interact with students in ways that reflect support and show respect for all students;

2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning.

2.4s communicate to all students the importance of instructional content and the expectation of high-quality work; and

2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.

2.8s schedule activities and manage class time in ways that maximize student learning;

2.18s organize the physical environment to facilitate learning;

2.20s use effective strategies for creating and maintaining a positive classroom environment; and

Standard III. Domain III.
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

3.1k the importance of clear, accurate communication in the teaching and learning process;

3.3k spoken and written language that is appropriate to students' age, interests, and background; and

3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions

3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;

3.12k characteristics of effective feedback for students;

3.13k the role of timely feedback in the learning process; and

3.14k how to use constructive feedback to guide each student's learning.

3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;

3.19s adjust instruction based on ongoing assessment of student understanding; and

3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV. Domain IV.
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession

4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;

4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);

4.17k the importance of adhering to required procedures for administering state-and district-mandated assessments; and

4.18k the structure of the education system in Texas, including relationships between campus, local, and state components.

4.3s communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns; and

4.5s maintain supportive and cooperative relationships with colleagues;

4.8s communicate effectively and appropriately with other educators in varied contexts;

4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; and

4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

4.17s serve as an advocate for students and the profession;

4.18s maintain accurate records; and

4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Dyslexia and other language disorders:

- AC Candidates will be familiar with the recommendation and assessment process for dyslexia and other language disorders and how they relate to RTI and 504.
- AC Candidates will develop an understanding for "related disorders" like developmental auditory imperception, dysgraphia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

- AC Candidates will understand that characteristics of dyslexia are typically exhibited as a deficit in the phonological components of language and that it is often unexpected in relation to other cognitive abilities and educational level.
- AC Candidates will be familiar with planning, delivering and accommodating multisensory instruction for students with dyslexia and other language disorders regardless of English language learners.
- AC Candidates will learn how to provide multisensory instruction to students who are having difficulty learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
- AC Candidates will be aware that evidenced-based identification materials are available

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TECHNOLOGY REQUIREMENTS

This is an online course and some obvious technological resources will be required.

Access to a computer with

- Internet access (high-speed preferred)
- Microphone for VoiceThread and classlive sessions throughout the semester.
- Speakers so you can hear me and other students during our classlive sessions (when scheduled) and other audio enhanced assignments throughout the semester.
- Word processing software (Microsoft Word preferred)

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via myLeo - all my emails sent from eCollege (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you can email me via my preferred email: Kay.hongnam@tamuc.edu

You may also use eCollege email system or your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

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eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week. by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about module assignments, course due dates, etc.), please contact me through the "Virtual Office" under Course Home in eCollege. If you have a personal issue contact me through my preferred email: Kay.hongnam@tamuc.edu

Other Questions/Concerns: Contact the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call **903-886-5511** between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

CUMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Participation & Communication: I expect each of you to be active and thoughtful participants within the digital learning environment (eCollege) and your digital learning community. This includes your successful completion of each module and I will provide a timely grade feedback. If you are having difficulty do not wait until the day before the module's due date to contact me.

1. All course/content questions should be posted on Virtual Office in order to avoid duplication of questions and answers. I check Virtual Office daily Monday – Friday. Emails of a personal nature should be sent to my preferred email address: Kay.hongnam@tamuc.edu. I check it daily Monday - Friday. A reply will be sent within 24 hours depending upon the time your message was received. Please do not send me panicked last minute emails with the word HELP!!!!!!!! in the subject line.

2. If you want to talk via phone or Skype, please email me at Kay.hongnam@tamuc.edu and we can make an appointment for either a phone conversation or a Skype call.

eCollege Student Technical 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.

☐**Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

☐**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.e. How to submit to dropbox, How to post to discussions etc…)

COURSE AND UNIVERSITY PROCEDURES/POLICIES

1. Professionalism: You will be evaluated on your growth in becoming a professional teacher.

You must:

a. **Engage in self-evaluation processes**: This will be done by using the rubrics

provided for class projects.

b. **Demonstrate professionalism**: This will be done by:

(a) online participation,

(b) paying attention,

(c) participating actively and constructively,

(d) being responsible and prepared,

(e) being an equal partner in group work,

(f) showing enthusiasm and interest in being a teacher (see Field-Based Teacher Education Program Handbook and Professional Behavioral Standards Evaluation Form),

(g) following the tenets of common decency and acceptable behavior. Code of student conduct can be found under discipline in the student's guidebook. Your grade will be adjusted based upon these criteria (see grading section).

Remember: You need to come prepared to class. For every 3 credit hour course you take, you are expected to spend 6-9 hours on homework each week. So, if you are taking 12-15 credit hours, you will be spending 24-36 hours on homework. Thus, you need to plan according.

3. Written Assignments: All written assignments are expected to exhibit **professional quality**. You should demonstrate mastery of organizing, structuring, and editing in your writing. Letters/materials written by you as a professional and sent to parents/administrators **MUST BE PERFECT**. Begin that practice now! Therefore, if you need extra help, the **Writing Center** can assist you.

a. Written Assignments should be:

*double spaced

*1" top and left side margins, 1" bottom and right side margins

*12 point font size

*revised for clarity and meaning

*edited for accuracy in grammar and mechanics

*saved on computer disk or copied on paper for your records

b. Academic Integrity/Honest Statement:
This course demands a high level of scholarly behavior and academic honesty on the part of students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an *F* in the course, or will be brought before a higher level of governance for possible dismissal from the university.

4. Department Statement:

The Department of Curriculum and Instruction believes that students with dyslexia and other language disorders deserve the right to proper identification and educational intervention. These

students should have access to evidenced-based instruction that meets their educational needs. To that end, the Department of Curriculum and Instruction prepares teachers to identify, assess, and provide multisensory instruction for students with these difficulties. Consistent with the Americans with Disabilities Act (1990) and Texas Law (38.003 *Screening and Treatment for Dyslexia and Related Disorders*, §74.28. *Students with Dyslexia and Related Disorders*) the Department of Curriculum and Instruction supports the learning and teaching of instruction that assists all students including those with dyslexia and other language disorders.

5. University Specific Procedures:

ADA Statement

Students with Disabilities:

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
Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

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).*

Carry Gun Policy:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE REQUIREMENTS

Instructional / Methods / Tasks / Projects / Assessments

This course occurs in a digital learning environment designed with a module format. The modules will be open the first day of class with due dates for each module's reading task, discussion, quiz and performance task. You will be expected to read assigned material, participate in discussions and group tasks, reflect on your knowledge growth and complete all assigned tasks/projects by the due date. **Late work will not be accepted.** Therefore you need to demonstrate a level of time management that allows you to meet due dates as posted.

Participate in all online group/class discussions. There will be an opportunity to work as an individual, with a partner or in a group of 3-4 students. Working with a partner or in a group requires you to follow my **CCC:** *collaboration, cooperation, and completion.* This means, as an adult learner, you will collaborate with another student or students in a cooperative manner to complete a quality product. I truly believe two minds are better than one so I encourage partnerships or groups. However, I WILL NOT mediate should an issue arise pertaining to *CCC*; you are expected to find a resolution. You will always have the choice to opt out of the partnership or group and work as an individual. Therefore, you are expected to show a level of professionalism and stay actively engaged with your partner or the group through communication and contributions to complete the project.

Read required textbook. The student will be expected to read the required text and any supplemental materials. This is an online course that presents written information as an alternate mode of lecture. Do not take this lightly; you are expected to read/reflect for meaning.

Reflections: The student may be asked to consider ideas presented in articles and threaded discussions. Some of the reflections will be assigned and submitted to the instructor, others will be for personal reflection and kept by the student.

.**Written tasks:** Completion of all written discussions/reflections and projects should exhibit **professionalism in appearance and content at an acceptable level of scholarship.** Projects are to be completed and turned in according to the due dates posted in eCollege for each module. Late work **will not** be accepted without an excused absence and/or extenuating circumstances as determined by the instructor with a late due date determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

Instructional Methods / Activities / Assessments
- Written assignments must be well-written, typed, and error-free.
- **No late assignments**!

RDG 516 Assignments:

1. **Class Introduction Activities (10 points)**
   - Getting Started Exercise   1
   - Intro Message and Photo upload   4
   - Course Introduction Quiz   5

2. **Emergent Literacy skills analysis (100 points)**

The purpose of this assignment is for Alternate Certification Candidates to show mastery of teaching emergent literacy skills (Concepts of Print, Letter ID, Phonological Awareness, Sight Words, Picture Cues, Phonics Analysis, Syllabic Analysis) to students who are beginning to read/acquire English. AC Candidates will learn to match emergent literacy strategies with picture books.
ELA Standards: 1, 2, and 3. PPR Standards: 1.11k, 1.12k, 1.14k, 1,21k, 1.4s, 1.11s, 1.20s, 1.21s, 1.22s, and 1.23s.

3. The BIG FIVE Webliography (100 points)

The National Reading Panel suggests that teachers provide instruction for young students that focus on phonemic awareness, phonics, vocabulary, fluency, and comprehension. To that end, Alternate Certification Candidates will submit 10 web-based sites that they plan to use to aid literacy instruction. The students will suggest 1-2 practical applications for each of these sites focusing on the five essentials of literacy instruction.
ELA Standards: 1, 2, 3, 4, 5, 6, and 7   PPR Standards: 1.8k, 3.7k, 3.9s, 3.20s, 4.8s

4. Reading Assessment (50 points)

 Using a book or passage of their choice, the students will create an informal reading inventory similar to the sample provided in class (i.e., Qualitative Reading Inventory). The essential components will include pre-reading questions, retell section, and the development of implicit and explicit questions.
ELA Standards: 10   PPR Standards: 1.16k, 1.24k, 1.25k, 1.26k, 2.5s, 3.12k, 3.13k, 3.14k, 3.15k, 3.16k, 3.3s, 3.4s, 3.5s, 3.9s, 3.19s, 3.20s

5. Writing Assessment (50 points)

The purpose of this assignment will be for the student to provide a written assessment of a writing sample. The assessment will address the strengths of the writer, what the writing is attempting but yet not mastering, and an analysis using the six traits of writing (ideas, voice, organization, word choice, sentence fluency, conventions).
ELA Standards: 8, and 9 PPR Standards: 1.11k, 2.5k, 3.19s, and 3.20s

6. Reading to Learn (100 points)

The purpose of this assignment is for Alternate Certification Candidates to create a unit plan and put in practice the course readings to create vocabulary opportunities, extend an interest in vocabulary, increase fluency, prepare students to read for a purpose, and teach students to use reading strategies to improve comprehension. Using the format provided online, the AC Candidates will show mastery of reading to learn strategies by answering various questions and discussing how they plan to implement these strategies in their own classroom contexts.
ELA Standards: 7, and 11   PPR Standards: 1.11k, 1.4s, 1.7s, 1.9s, 1.11s, 1.16s, 1.20s, 1.21s, 1.22s,1.23s, 2.8s, and 3.19s

7. Literacy for Special Populations (100 points)

Using articles provided in class, the Alternate Certification Candidates will submit a   two page essay about the practices they plan to implement to support the development of literacy skills for Special Populations (ELL; Dyslexia & other language disorders).

ELA Standards: 1, 2, 3, 4, 5, 6, 7, 9, 10   PPR Standards: 2.16k, 2.22k, 2.23k, 2.1s, 2.3s, 2.4s, 2.5s 2.8s, 2.18s, 2.20s Dyslexia and other language disorders: All

8. Foundations of Reading website (300 points)

The purpose of this assignment will be for Alternate Certification Candidates to create an in-depth website to display all the information they have encountered during the semester. Within the website, they will explain the connections among emergent reading skills, reading to learn, assessment and instruction. They will also explain how this affects literacy for diverse populations within their grade level/subject. Specific examples of curricular resources and instructional strategies should be included. The website should also reveal their understanding of students' abilities, interests and cultural and linguistic backgrounds and how those impact both learning and instruction.

 ELA Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 PPR Standards: Domains 1-4 Dyslexia and other language disorders: All

9. Five discussion posts (200 points total)

The purpose of these posts will be for Alternate Certification Candidates to engage in a dialogue about what they are reading. Each AC Candidate will be expected to write a post in response to the instructor's prompt and also to reply to someone else's post. There will be four discussion activities and each initial post is worth 30 points, and each response is worth 10 points (5x40=200 points). Each post and response should be thoughtful and professional.

ELA Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 PPR Standards: 4.5s., 4.8s. and 4.17s

10. Five quizzes (280 points total)

The purpose of this assignment will be for Alternate Certification Candidates to exhibit knowledge and mastery of the assigned reading. AC Candidates will take five (5) quizzes during the semester.

ELA Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 PPR Standards: Domains 1-4 Dyslexia and other language disorders: All

Grading Assignments

Class Introduction Activity	10
Emergent Literacy	100
The BIG FIVE Webliography	100
Reading Assessment	50
Writing Sample Analysis	50
Reading to Learn	100
Literacy for Special Populations	100
Foundations of Reading Website	300
5 Discussion Posts	200
5 Quizzes	280
Total	**1290**

COURSE EVALUATION:

1290-1161 points (100-90%) = A
1160-1032 points (89-80%) = B
1031-903   points (79-70%) = C
 902-774   points (69-60%) = D
 773 points or below (59% below) = F

COURSE OUTLINE / CALENDAR

Schedule: Module topics/dates are tentative and subject to change. Requirements for each module will include a Reading Assignment and the following assignments: Performance Project, Discussion, and Quiz. Course modules will open on the first day of class, however, pay attention to the due dates that are different for each module.

COURSE OUTLINE / CALENDAR
(Due Dates subject to change)

Schedule: Module topics/dates are tentative and subject to change.
Requirements for each module will include a Reading Assignment and the following assignments: Performance Project, Discussion, and Quiz. Course modules will open on the first day of class, however, pay attention to the due dates that are different for each module.

All modules open the first day of class.

Module	Topic	Reading Due	Assignment(s) Due by 11:59 p.m. on Sunday
Module 1 Aug. 29-Sep.4	• Getting Started • Introduction to the class	Syllabus eCollege	• Introduce yourself in the student lounge • Post your photo • Complete Introduction Quiz
Module 2 Sep. 5-25	• Developing Emergent Literacy • Phonics Instruction Fluency	Chapter 1: Effective Reading Instruction Chapter 2: Developing Children's Oral Language Chapter 3: Early Reading Instruction Chapter 4: Phonics and Word Recognition	• Discussion/Response Post • Performance Project 1: Emergent Literacy • Quiz
Module 3 Sep. 26-Oct. 16	• Reading Comprehension • Writing and its instruction	Chapter 5: Reading Fluency Chapter 6: Increasing Reading Vocabulary Chapter 7: Teaching Reading Comprehension Chapter 8: Writing	• Discussion/Response Post • Performance Project 2: The Big Five Webliography • Quiz

Module 4 Oct. 17-Oct. 30	• Literacy Programs • Assessment	Chapter 9: Evidenced-based reading programs and tools Chapter 10: Assessment	• Discussion/Response post • Performance Project 3 & 4: Reading Assessment and Writing Assessment • Quiz
Module 5 Oct. 31-Nov. 20	• Reading in the Early Grades • Reading in the Middle Grades • Reading in the secondary grades	Chapter 11: Effective Reading Instruction and Organization in K-3 Chapter 12: Effective Academy Literacy Instruction in Grades 4-8 Online Reading	• Discussion/Response post • Performance Project 5: Reading to Learn • Quiz
Module 6 Nov. 21-Dec. 4	• Dyslexia • English Language Learners • Gifted and Talented Learners	Online articles Dyslexia Handbook	• Discussion/Responses post • Performance Project 6: Literacy for Special Populations • Quiz
Module 7 Dec. 4-11	• Putting it all together		Performance Project 7: Foundations of Reading website