CUIN 4403
Spring Semester, 2016

Instructor: Beverly Roberts
Section # and CRN: P01 CRN 20063
Office Location: Wilhelmina Fitzgerald Delco Building, Room 301
Office Phone: 936-261-3407
Email Address: baroberts@pvamu.edu
Office Hours: Monday 8:00 a.m.-11:00 a.m.; 3:30 p.m.-5:00 p.m., Tuesday 10:30 a.m.-12:00 a.m., 5:00 p.m.-7:00 p.m., Wednesday 1:00 p.m.-1:55 p.m., Thursday By Appointment, Only Saturday 9:00 a.m-10:00 a.m.; 2:00 p.m.-3:00 p.m.

Mode of Instruction: Face-to-Face Instructional Method

Course Location: Delco Bldg., Room 240
Class Days & Times: Thursday 1:30 p.m.-4:30 p.m.
Catalog Description: Student Teaching/Elementary I. (3-0) Credit 3 semester hours. Supervised practicum experiences in a field setting devoted to elementary instruction. Required of students seeking additional teacher certification in an area of specialization and/or All-Level certification. http://www.catalog.pvamu.edu

Prerequisites: Admission to Student Teaching


Recommended Text: iREAD BOOK
ISBN 978-0-06-240985-0

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
</table>

1
demonstrate an understanding of the State Educator Standards, *Standards for Reading Professionals—Revised 2010*, and the Texas Essential Knowledge and Skills (TEKS).
Texas Education Agency [http://www.tea.texas.gov](http://www.tea.texas.gov)
International Literacy Association (ILA) [http://www.literacyworldwide.org](http://www.literacyworldwide.org)
Texas Education Agency (TEA) and Council for Exceptional Children (CEC)

<table>
<thead>
<tr>
<th>COURSE GOALS: SPED 4123 focuses on goals identified in the Whitlowe R. Green College of Education Conceptual Framework:</th>
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<tbody>
<tr>
<td>Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P MODEL), is fundamental to learning content in all areas and in teaching a diverse population. It is designed to these outcomes:</td>
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<tr>
<td>1. Develop the special education teacher as a problem-solver, critical thinker, and decision maker. [Educator Standards and Standards for Special Education Teacher]</td>
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<tr>
<td>2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices. [Educator Standards and Standards for Reading Professionals (ILA, 2010)]</td>
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<tr>
<td>3. Develop the reading teacher as a facilitator of student growth and development, by precept and example. [Educator Standards and Standards for Reading Professionals (ILA, 2010)]</td>
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<tr>
<td>4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness. [Educator Standards and Standards for Reading Professionals (ILA, 2010)]</td>
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Course Requirements

The evaluation methods for the course will be cumulative and summative:

**Cumulative Evaluations** will take place periodically either announced or unannounced to determine the degree and extent of proficiency of the content and extent of learning outcomes of the course and expected knowledge on the Texas Examinations of Educator Standards (TExES).

**Summative Evaluation** will be made on a scheduled and announced date at the end of the course. The summative evaluation is to determine the gross learning over the full content of the course and the expected content of the Texas Examinations of Educator Standards (TExES).

**Practice examinations** materials are used to strengthen the teaching of standards and competencies in the course and the expected content of the Texas Examinations of Educator Standards (TExES).
**Poster Project** is designed to integrate use of the English Language Arts and Reading (ELAR), Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS) with assignments and course materials.

**Ethics, Professional Development and Leadership** will include modeling of class attendance, membership in professional organizations, professional decorum, and development of professional leadership characteristics. Review of the ethics policies of Prairie View A&M University, The Texas A&M University System, and the State of Texas to demonstrate understanding ethics policies.

**Method of Determining Final Course Grade**

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Assignments</td>
<td>Three (3) Assignments</td>
<td>50%</td>
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<tr>
<td>2) Mid-Term Examination</td>
<td>Formal Examination (Multiple Choice, True-False, Essay, Short Answer, etc.)</td>
<td>20%</td>
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<tr>
<td>3) Scheduled TExES Practice Examinations</td>
<td>No credit given for TExES</td>
<td>0%</td>
</tr>
<tr>
<td>4) Final Examination</td>
<td>Formal Examination (Multiple Choice, True-False, Essay, Short Answer, etc.)</td>
<td>20%</td>
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<tr>
<td>5) Ethics, Professional Development and Leadership</td>
<td>Class Attendance, Attendance at Professional Meetings, Leadership Characteristics, etc.</td>
<td>10%</td>
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</tbody>
</table>

**Total:** 100

**Grading Criteria and Conversion:**

- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **D** = 60-69
- **F** = 0-59

**Detailed Description of Major Assignments:**

**Assignment Title**

<table>
<thead>
<tr>
<th>Grade Requirement</th>
<th>Description</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>ORAL AND WRITTEN PRESENTATION—Research</td>
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<table>
<thead>
<tr>
<th>Assignment Title</th>
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<th>Description</th>
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<tbody>
<tr>
<td>ORAL AND WRITTEN PRESENTATION - Research</td>
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<td></td>
<td>A. Choose a subject area.</td>
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<td></td>
<td>B. Identify one of the Educator Standards, <em>Standard for Reading Professionals</em>, Texas Essential Knowledge and Skills (TEKS).</td>
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<td></td>
<td>C. Research, develop and write a PLAAFP, goal and objectives</td>
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<tr>
<td></td>
<td>D. Demonstrate possible strategies, interventions, accommodations/modifications used to enhance the learning of students with disabilities</td>
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<td></td>
<td>E. Present PLAAFP, goal and objectives in a mock ARD meeting.</td>
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Assignment 2: DESIGN A CLASSROOM SETTING - Research

DESIGN A CLASSROOM SETTING
A. Choose a classroom setting (ex. self-contained, resource, behavior unit, general education/inclusion support)
B. Identify one of the Educator Standards, Standard for Reading Professionals, Texas Essential Knowledge and Skills (TEKS).
C. Research and create a model classroom of your chose
D. Orally present a lesson demonstrating utilizing areas in your classroom

Assignment 3: iREAD BOOK REVIEW PROJECT
iREAD Book Review Project
A. Select and read the book entitled Go Set A Watchman (Lee, 2015).
B. Identify and discuss one Educator Standard, one Standard for Reading Professional (2010), and one Texas Essential Knowledge and Skills (TEKS).

Course Procedures or Additional Instructor Policies
Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Expectations of the Candidate:
1. Read and adhere to the University Class Attendance Policy (1998).
2. Be on time for each class and remain in class for the full class time.
3. Purchase required textbook for RDNG 3623 Linguistics in Reading Instruction.
4. Participate and make meaningful contributions to class discussions.
5. Present high-quality assigned individually and/or group oral and written report(s) in the course. 6. Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will not be accepted.
7. Submit all assignments, papers, and projects on the scheduled due date(s) and during the regular scheduled class time.
8. References are to be properly cited and written according to the Publication manual of the American Psychological Association, 6th ed., 2010.
9. Submit quality reports for all assignments. Be sure to document data and keep a copy for your file.
10. Keep a duplicate of all written work submitted. Be sure to document data; keep a copy for your file.
11. Complete all professional reading and writing assignments according to directions provided by the professor of the course. Be sure to document data; keep a copy for your file.

Semester Calendar
Week One: Linguistics and Reading Instruction
T
Topic Descriptions: Introduction to the Course. Administer Pre-Assessment for the course. Discuss the following topics: Course Syllabus, University Class Attendance Policy, State and National Standards--Texas Educator Standards, International Literacy
English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), Dyslexia, etc.
Readings: R Refer to References. [Change to T/R or M/W or day(s) of week course is taught]
Assignment(s):  
Week Two:  
**Topic Description:**
Read and discuss Chapter 1 of the textbook.  
Readings:
Research and discuss linguistics and reading study guide.  
Assignment(s):  
Week Three  
**Topic Description:**
Read and discuss Chapter 3 of the textbook.  
Readings:
Research and discuss linguistics and reading study guide.  
Assignment(s):  
Week Four  
**Topic Description:**
Read and discuss Chapter 4 of the textbook.  
Readings:
Research and discuss linguistics and reading study guide.  
Assignment(s):  
Week Five  
**Topic Description:**
Read and discuss Chapter 2 of the textbook.  
Readings:
Research and discuss linguistics and reading study guide.  
Assignment(s):
Week Six  
Research Topics in Linguistics and Reading  
Topic Description: Continue discussion of Chapter 4 of the textbook.  
Readings: Share research findings from linguistics and reading study guides.  
Assignment(s): Present oral presentation and written summary of the iREAD book review project.  

Week Seven  
Word Study for Beginners in the Letter Name-Alphabetic Stage  
Topic Description: Read and discuss Chapter 5 of the textbook.  
Readings: Research and discuss linguistics and reading study guide.  
Assignment(s): Review for the Mid-Semester Examination.

Week Eight  
Linguistics in Reading Study Guides  
Topic Description: Review and discuss linguistics in reading study guides.  
Assignment(s): Administer Mid-Semester Examination (Formal) (Multiple Choice, True-False, Essay, Short Answer, etc.).

Week Nine  
Discuss Scientifically Based Reading Research  
Topic Descriptions: State and National Standards: Texas Educator Standards and International Literacy  
Readings: English Language Arts and Reading (ELAR), and Spanish Language Arts and Reading (SLAR) Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS). Texas Examinations of Educator Standards (TExES), Dyslexia, etc.  
Assignment(s): Refer to the above data for required research and readings.  
Class participation and practice TExES examinations.  
Reflections and review for the remainder of the course.  
Participate in one Professional Development Reading Workshop.

Week Ten  
Word Study for Transitional Learners in the Within Word Pattern Stage  
Topic Description: Read and discuss Chapter 6 of the textbook.  
Readings: Research assigned reading activities: oral language, phonological and phonemic awareness, alphabetic principle, word analysis and decoding, and fluency.  
Assignment(s): Participate with in class reading activities on the above topics and readings.

Week Eleven  


Week Twelve

Word Study for Intermediate Readers and Writers: The Syllables and Affixes Stage

Topic Description: Read and discuss Chapter 7 of the textbook.
Readings: Research and discuss linguistics and reading study guide.
Assignment(s): Make oral presentation; submit written presentation iREAD book review project. Participate in one Professional Development Reading Workshop.

Week Thirteen

Word Study for Advanced Readers and Writers: The Deviational Relations Stage

Topic Description: Read and discuss chapter 8 of the textbook.
Readings: Complete and discuss linguistics and reading study guide.
Assignment(s): Make oral presentation; submit written report of the iREAD book review project.

Week Fourteen

Special Presentations and Invited Guest Speaker Speaker

Topic Description: Assigned Topic of Presentation.
Readings: Comprehensive review of the linguistics and reading study guides.
Assignment(s): Complete Candidate Dispositions. Complete Closing the Loop. Administer Post Assessment for the course.

Week Fifteen

Administer Final Examination (Formal)
(Exam, Multiple Choice, True-False, Short Answer, etc.)

Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.
https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and testtaking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, CampusWide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-2611040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the cocurricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance
Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures
Disability Statement (Also See Student Handbook):
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 believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.
Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic
development of each learner whether classes are taught with the instructor physically present or via distance
learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or
in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular
semesters and summer terms. Each faculty member will include the University’s attendance policy in each course
syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances
where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the
instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in
the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other
problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
• Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
• 8 GB Memory
• Hard drive with 320 GB storage space
• 15” monitor, 800x600, color or 16 bit
• Sound card w/speakers
• Microphone and recording software
• Keyboard & mouse
• Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
• Sending and receiving email
• A working knowledge of the Internet
• Proficiency in Microsoft Word (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to
be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide
instructions for resetting passwords and contact information if login issues persist. For other technical questions
regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent
emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings,
lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be
accomplished by the use of the discussion board. The exact use of discussion will be determined by the
instructor.
It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

References


Journals

*Language Arts*  
*Reading Research Quarterly*  
*Reading Today*  
*The Reading Teacher*

NEWSPAPERS AND WORLD WIDE WEB ADDRESSES

*Education Week* [http://www.edweek.org](http://www.edweek.org)  
The Washington Post  http://www.washpost.com
USA TODAY  http://www.usatoday.com

ONLINE RESOURCES

American Library Association  http://www.ala.org
Exceptional Children  http://www.cec.sped.org
International Literacy Association  http://www.literacyworldwide.org
iStation  http://www.istation.com
Literacy Today  http://www.literacytoday@reading.org
Learning and Leading with Technology  http://www.learningandleading-digital.com
National Academy Press  http://www.nap.edu
National Council of Teachers of English  http://www.ncte.org
National Reading Panel  http://www.nationalreadingpanel.org
ReadWriteThink (RWT)  http://www.readwritethink.org
Searchlight  http://www.searchlight.utexas.org
Texas Education Agency  http://www.tea.state.tx.us/publications
Vaughn Gross Center for Reading and Language Arts  http://www.meadowscenter.org/vgc