TEXAS A&M UNIVERSITY
SAN ANTONIO

EDRG 3315 Early Literacy I
Spring 2025
Department of Curriculum and Instruction

Instructor Name: **M. Heather Herschell** (Often listed as Mary Hickman-Herschell!)	**A&M-San Antonio email:** **mherschell@tamusa.edu**
Office Hours and Location: Online Via Zoom, by appointment only (meeting link will be sent as confirmation)	**Course Location & Time:** Senator Frank L. Madla, Room 210 Monday 5:30-8:15 PM

REQUIRED TEXTBOOK:

- Honig, B., Diamond, L., & Gutlohn, L. (2008). *CORE: Teaching reading sourcebook*. Novato, CA: Arena Press. (2nd edition is fine to use)

- Carrekeer, S. & Birsh, J. (2011). *Multisensory teaching of basic language skills activity book, Revised Edition*. Baltimore, MD: Paul H. Brookes

Recommended Course Materials:
- Microsoft Office suite for a PC. All work must be submitted either as Word or .PDF files and there can be compatibility issues with the Mac word processing programs
- Regular and reliable access to the internet and ability to print copies for class

COURSE DESCRIPTION:

This is an undergraduate course designed to teach pre-services teachers the components of early literacy instruction. Using scientifically-based reading research, the course focuses on developing: oral language, emergent literacy, print awareness, phonological and phonemic awareness, decoding, encoding, and word analysis skills. This course emphasizes the development of literacy from birth to third grade and how to plan effective instruction for early literacy learners.

MAJOR COURSE COMPONENTS:

Topics

1. **Oral Language**
2. **Word Structure**
3. **Phonological Awareness**
4. **Phonemic Awareness**
5. **Print Awareness**
6. **Alphabetical Principle**
7. **Phonics**

Student Learner Outcomes (SLO): Upon completion of this course students will be able to:

1. Evaluate theoretical frameworks for the process and functions of reading
2. Understand how to effectively plan scientifically-based reading instruction that focuses on phonological and phonemic awareness and alphabetic principle instruction
3. Develop an effective literacy center that focuses on word identification skills and effective strategies/instructional methods for decoding and word study and how these skills can leave to the student's ability to read fluently

STANDARDS:

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

Standard I. * The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

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

Standard 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.

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

GENERALIST

Standard I. 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 word analysis and decoding abilities.

Standard X. *Assessment and Instruction of Developing Literacy: Teachers understand the basic princip*

ENGLISH LANGUAGE ARTS 4-8

Standard I. Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

Standard II. Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

Standard III. Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

SPECIAL EDUCATION EC-12

Standard VI. The special education teacher understands and applies knowledge of procedures for planning instruction and managing teaching and learning environments.

Standard X. The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.

Standard XI. The special education teacher promotes students' performance in English language arts and reading

SCIENCE OF TEACHING READING

(a) Science of Teaching Reading (STR) Standards. The STR standards identified in this section are targeted for classroom teachers of early learners (birth through age eight). The standards address the discipline that deals with the theory and practice of teaching early reading. The standards inform proper teaching techniques, strategies, teacher actions, teacher judgements, and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. The standards are also aligned with the Texas Prekindergarten Guidelines and Chapter 110 of this title (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading). The standards address early reading content knowledge in Prekindergarten-Grade 6, with an emphasis on Prekindergarten-Grade 3, in order to meet the needs of all early learners and address vertical alignment. Candidates in the following categories of classroom teachers will be assessed by the STR standards:
  (1) Early Childhood: Prekindergarten-Grade 3;
  (2) Core Subjects with Science of Teaching Reading: Early Childhood-Grade 6;
  (3) Core Subjects with Science of Teaching Reading: Grades 4-8;
  (4) English Language Arts and Reading with Science of Teaching Reading: Grades 4-8; and
  (5) English Language Arts and Reading/Social Studies with Science of Teaching Reading: Grades 4-8.

(b) Knowledge of Reading Development Components. Classroom teachers identified in subsection (a) of this section demonstrate an understanding of Kindergarten-Grade 6 Texas Essential Knowledge and Skills and the Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment, and instructional practices to promote students' development of grade level skills within the following components of reading:
  (1) oral language development;
  (2) print awareness and alphabet knowledge;
  (3) phonological and phonemic awareness;
  (4) phonics (decoding and encoding);
  (5) reading fluency;
  (6) vocabulary development;
  (7) syllabication and morphemic analysis;
  (8) comprehension of literary text;
  (9) comprehension of informational text; and
  (10) beginning strategies and reading comprehension skills.

(c) Reading Pedagogy. Classroom teachers identified in subsection (a) of this section demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
  (1) providing explicit, systematic instruction that is sequential and multimodal (e.g., sequential lessons, gradual release model, structured literacy);
  (2) implementing both formal and informal methods of measuring student progress in early reading development;
  (3) implementing, designing, and executing developmentally appropriate, standards-driven instruction that reflect evidence-based best practices; and
  (4) acquiring, analyzing, and using background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage all students in reading, including students with exceptional needs and English learners.

TAC Code Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

TAC Code Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

GRADING POLICIES

Assignments	Accompanying Standard	Points
Lesson Plans x 3	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	Phonological Lesson Plan- 10 pts Phonemic Lesson Plan- 10 pts Phonics Less Plan-10 pts 30 pts. total
Lesson Plan Reflection	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	Reflection- 10 pts
Activity Book Pages and Reflection	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	5 pts x 2= 10 pts
Quiz	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	10 pts.
Read and Response	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	5 pts. x 5 = 25 pts. total
STR Practice Exam	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	10 pts
Final Exam	STR A-C, PPR I, III, Generalist I, II, III, IV, V, ELA 4-8 I, II, III, Special ED VI, X, XI, TAC Code 1 and 2	10 pts.

Grading Policy:

- All assignments in the course are intended to provide both the student and the instructor with a gauge of your level of understanding of the course content and ideas throughout the semester.

- All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM CST.
- All assignments will be explained throughout the semester and will have corresponding written explanations, descriptions, and/or grading rubrics provided in Blackboard.
- I will update grades typically no more than 7 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Evaluations will be made with numbers. Final course grades of "A" through "F" will be awarded based on the A&M-SA grading Policy (see below):

Letter Grade	Range	Grade Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 & Below	0.0

Grading Scale
✔ A   90 or above   90-100 points = A
✔ B < 90% to 80%   80-89   points = B
✔ C < 80% to 70%   70-79   points = C
✔ D < 70% to 60%   60-69   points = D
✔ F   < 60%   59 and below = F

COURSE POLICIES

ATTENDANCE:

Please plan to attend every week- you are a vital part of this learning community and consistent attendance is invaluable to your success. Class attendance will be checked during every class session. It is the responsibility of the student to ensure that his/her presence or absence has been noted. Punctuality is expected as part of professional responsibility and courtesy. Arriving late and/or leaving early in a class period is considered unprofessional. You are expected to show up to class on time and, once in class, to conduct yourself in a professional manner. In cases where

Zoom or other synchronous online meeting tools are in use, you are expected to have your camera on during the entire class or meeting.

Going to college is a commitment, just like a job. On a job, employees often have "no excuses asked" leave days. *You have 2 "leave days," with no excuses required for this course.* However, employees typically do need to inform their employer of their absence. Please indicate your absence on the weekly attendance check so that you can keep yourself accountable for your own consistent presence and participation in the course.

- More than *TWO* absences will most likely result in a loss of points. For example, a *one-point reduction in the final grade may be incurred* for each absence beyond the one absence allowed.

University regulations authorize absences of students when representing the University (e.g. at athletic, student government, student development, or fine arts events). Other authorized absences are those that may be necessary to fulfill course requirements. A student is held responsible for all class assignments.

LATE WORK POLICY:

Completing all work on time is crucial to keeping up with the content. The course requirements and due dates are provided to you on the first day of class. Changes in course schedule and due dates may become necessary. It is your responsibility as a student to keep track of the due dates and stay on top of your work. Each day an assignment is turned in late may incur a one-point penalty. The course instructor reserves the right not to accept work submitted more than two days after the due date.

I understand that emergencies or crisis situations may cause a student to miss a deadline. If such an emergency arises, it is the student's responsibility to contact me as soon as possible to inform me of the situation.

ASSIGNMENT SUBMISSION IN BLACKBOARD:

All assignments must be neatly typed (unless indicated that handwriting is acceptable) and submitted in Blackboard by the due dates indicated in the Bb module. Submit your assignments in Word, PPT, Google, Images, Links, or pdf format; do not upload pages (Mac users). Bb will not download Mac applications for viewing/grading. All TAMU-SA students receive access to Microsoft 365 as part of tuition. Please contact IT if you have questions about the software available to you. (210) 784-4357 or HelpDesk@tamusa.edu If you do not understand how to submit an assignment in Blackboard, please find out during the first week of class (Blackboard Student Help Link: Submit Assignments)

All work, except for those expressly listed otherwise, will be submitted electronically through the Blackboard site and will be due at 11:59 PM the day they are due.

COMMUNICATION SKILLS:

All students must have adequate writing skills in English to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

AI Policy:

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission

There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Acceptable Use:

- Editing and Proofreading: AI can be utilized to correct grammatical errors, punctuation, spelling mistakes, and suggest improvements in sentence structure.
- Revising for Clarity: AI can assist in identifying areas where the content may be unclear or confusing and offer suggestions for improvement.
- Enhancing Style: AI can provide recommendations for refining writing style, such as eliminating redundancy, improving flow, and enhancing readability.

Prohibited Use:

- Content Creation: AI should not be used to generate original content or ideas. All submitted work must originate from the student's own thoughts and efforts.
- Plagiarism: It is strictly prohibited to use AI to plagiarize or produce work that is not original. All sources must be properly cited, and ideas must be appropriately attributed.

Guidelines for Acceptable Percentage of AI Usage:

- Editing and Proofreading: Up to 100% of the document can be reviewed and corrected by AI for grammar, punctuation, and spelling errors.
- Revising for Clarity: AI can be used to identify areas of improvement, but the actual revisions should be primarily made by the student. Aim for a balance where no more than 25% of the suggested revisions are directly implemented from AI recommendations.

- Enhancing Style: Similar to revising for clarity, AI recommendations can guide improvements, but the student should make the final decisions. Limit AI usage to no more than 25% of style enhancements.

Responsibility: It is the responsibility of the student to ensure that their work adheres to the guidelines outlined in this policy. Faculty and instructors may employ plagiarism detection tools to verify the originality of submitted work.

Consequences of Violation: Violation of this policy, including but not limited to plagiarism or excessive reliance on AI for content creation, may result in disciplinary action, including failing grades or academic probation.

By adhering to these guidelines, students can effectively leverage AI for editing and revising their work while upholding academic integrity and fostering their own creativity and originality.