



TEXAS A&M UNIVERSITY  
SAN ANTONIO

**EDRG 3316 Early Literacy II**  
**Department of Curriculum and Instruction**

<p><b>Instructor Name:</b> Dr. M. Heather Herschell</p>	<p><b>A&amp;M-San Antonio email:</b> mherschell@tamusa.edu</p>
<p><b>Office Hours and Location:</b></p> <p>Online, by appointment via Zoom-link will be sent as meeting confirmation</p> <p>Office Hours: Please do not hesitate to send an email to set up a convenient and agreed-upon appointment time for a phone call, virtual session, or meeting.</p>	<p><b>Course Location &amp; Time:</b></p> <p>Senator Frank L. Madla 203</p> <p>Thursday 11:00am-1:45pm</p>

**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 course is a continuation of Early Literacy and Language I. It is designed to teach the components of early literacy instruction and the science of teaching reading. Using evidence-based reading research, the course focuses on teaching advanced phonics, fluency, vocabulary, and comprehension skills and strategies. Additionally, this course emphasizes how to assess and plan developmentally-appropriate instruction for young, diverse learners. This course may require up to 10 hours of experiential learning.

**MAJOR COURSE COMPONENTS:****Topics**

1. Review of Early Literacy Components from Part I
2. Advanced Phonics
  - a. Irregular Word Reading
  - b. Multisyllabic Word Reading
3. Spelling and Orthography
4. Fluency Assessment and Instruction
5. Vocabulary and Morphology
6. Comprehension of Literary and Informational Text
7. Assessment of Early Literacy Knowledge and Skills
8. Dyslexia, Reading Differences, and English Language Learners

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

1. Demonstrate knowledge of reading development and apply instructional practices to promote student development within the following components of reading, such as advanced phonics, fluency, vocabulary, and comprehension skills and strategies.
2. Explain how phonemic awareness, phonics, fluency, and vocabulary impact comprehension.
3. Determining informal and formal assessments for measuring progress in early literacy development including diverse learners.

**STANDARDS:****Competencies:**

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

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

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

#### 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.

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

## 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 STANDARDS

**Standard 19 TAC §235.101(b) Reading Development. (b) Knowledge of Reading**

Development Components. Classroom teachers identified in subsection (a) of this section demonstrate 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:

- (5) reading fluency;
- (6) vocabulary development;
- (7) syllabication and morphemic analysis;
- (8) comprehension of literary text;
- (9) comprehension of informational text

**Standard 19 TAC §235.101(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:

- (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.

## GRADING POLICIES

Assignment	Standards	Points	Percentage
240 Tutoring Review Quiz & Plan to Practice	TEA: 1.3s, 1.9s, 1.10s; 3.3s-3.5s; 4.2s	4	4%

	STR: c4		
Exam 1	TEA: 1.3s, 1.9s, 1.10s; 3.3s-3.5s; 4.2s; 3.3s-3.5s; 4.9k, 4.2s; 5.2k, 5.3k, 5.8k; 5.5s, 5.6s, 5.7s, 5.9s; 10.1k, 10.2k, 10.1s STR: b5-b9; c2-c4	10	10%
Exam 2	TEA: 1.3s, 1.9s, 1.10s; 3.3s-3.5s; 4.2s; 3.3s-3.5s; 4.9k, 4.2s; 5.2k, 5.3k, 5.8k; 5.5s, 5.6s, 5.7s, 5.9s; 10.1k, 10.2k, 10.1s STR: b5-b9; c2-c4	15	15%
Flip Grid Read & Respond	TEA: 4.9k; 10.1k, 10.2k, 10.1s STR: b5; c2	4 x 5 = 20	20%
Interactive Spelling Activity	TEA: 3.3s-3.5s; 5.2k, 5.3k, 5.8k, 5.5s, 5.6s, 5.7s, 5.9s STR: b7; c4	10	10%
Workbook Assignments	TEA: 1.3s, 1.9s, 1.10s; 3.3s-3.5s; 4.2s; 3.3s-3.5s; 4.9k, 4.2s; 5.2k, 5.3k, 5.8k; 5.5s, 5.6s, 5.7s, 5.9s; 10.1k, 10.2k, 10.1s STR: b5-b9; c2-c4	10	10%
QR Fluency Assignment	TEA: 6.1k-6.7k; 10.1k, 10.2k, 10.1 STR: b5; c2	12	12%
Literacy Center	TEA: 7.1k STR: b6; b8; b9	15	15%
240 Tutoring Practice Test 1		4	4%
<b>TOTAL</b>		100	100%

### 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 on the stated due date.
- 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 5 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
<b>A</b>	90-100	4.0
<b>B</b>	80-89	3.0
<b>C</b>	70-79	2.0
<b>D</b>	60-69	1.0
<b>F</b>	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:

Class attendance will be checked during every class session. It is the responsibility of the student to ensure that his/her presence 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. You are expected to have your camera on during the entire class.

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,” and no excuses were asked for this course. I do not need to be notified that you are missing class unless it is a university-authorized absence.

- More than *TWO* absences will result in a loss of points. A **2-point reduction in the final grade is incurred** for each absence beyond the two absences allowed. (e.g., if you earned a 90, but were absent 3 times, your grade will be an 88).

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. Please email me a picture of a cute animal to [mherschell@tamusa.edu](mailto:mherschell@tamusa.edu) by 1/23 @ 11:59pm for 1 extra credit point.

I understand that emergencies or crisis situations 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 altering me to 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](mailto: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 11:59pm the day they are due. Assignments submitted via email will not be accepted.

#### 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.