



## SYLLABUS

### READ 3324. 09S

*Reading Comprehension and Assessment*

Department of Bilingual and Literacy Studies

## INSTRUCTOR INFORMATION

Instructor: Patricia K. Buhidar

Office: 2.618

Office Hours: MW: 11:00 am – 12:00 pm; F: 9:30 am – 10:30 am; by email; by appt.

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Term: Spring 2018

Meeting Times and Location: READ 3324.07: EEDUC 2.502 - TR 9:25 a.m. – 10:40 a.m.;

READ 3324.08: EEDUC 2.224 – TR 10:50 a.m. – 12:05 p.m.

### Response Time:

Generally, I will respond to emails within **24 hours** of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support. I will update the grades each time a grading session has been complete—typically **3 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.

## COURSE DESCRIPTION AND PREREQUISITES

This course examines theories, issues and culturally-relevant instructional practices and assessments related to how children actively construct meaning from fiction and nonfiction print and digital texts across all content areas. Participants explore reading comprehension, including assessment, fluency, vocabulary instruction, digital literacies, building and accessing background knowledge, genre organization, and critical analysis of multimodal texts.

**\*This course offers an opportunity for Service Learning if an opportunity is available from the instructor.**

## TEXTBOOK AND/OR RESOURCE MATERIAL

**REQUIRED TEXT:** Reading and Learning to Read, Pearson eText with Loose-Leaf Version – Access Card Package, 10/E  
By Vacca & Vacca & Gove ©2017 - ISBN 0-13-451768-7

Composition Notebook

## Recommended Texts & Other Readings

\*Additional Readings will be posted to Blackboard and/or handouts in class.

## COLLEGE OF EDUCATION AND P-16 INTEGRATION PROGRAM POLICIES

### LEARNING OBJECTIVES/OUTCOMES FOR THE COURSE

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, and to use questioning and discussion techniques and to engage and motivate diverse students to learn.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
4. Teacher candidates will know, understand and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.
5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.

### TEXES PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES/STANDARDS

- ❖ 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.

### COURSE OBJECTIVE

The teacher candidate will:

- Understand how children use language to seek and construct meaning from experience, hear, view and read.
- Reading, writing, speaking, listening and viewing are interrelated and mutually supportive as children become literate.
- The importance of early literacy.
- Children learn to read and read to learn.
- Children need to be exposed to a broad spectrum of reading materials and text, including new literacies (art, music, dance, graphics, comics, etc.).
- Understand how skills and strategies are developed through explicit instruction in purposeful, meaningful way.

- Assessment techniques and processes need to mirror the authentic ways children demonstrate their continually developing literacy, and assessments should inform instruction.
- Classroom communities should reflect/recognize diversity.
- Teachers, parents, and administrators should work together as they make decisions based on how children learn and how they can best be taught.

**\*Service Learning Opportunity**

On a volunteer basis, the university student may participate in a Service Learning Opportunity as assigned by the instructor to read books with children, and to create engaging literacy activities for children. This opportunity will allow university student to observe children reading comprehension and engagement. University student will be given credit towards the Final Project, and 9 hours or more service hours credit. A reflection will be turned at the end of the Service Learning.

Service Learning (SL) is a thoughtfully organized service experience that addresses a need in the community by establishing a reciprocal and mutually beneficial relationship between students and service partners. It integrates a reflective component that relates the service experience to academic course objectives to facilitate student learning. At least 3 service learning hours should be included per course credit hour.

## MAJOR REQUIREMENTS, DEMONSTRATION OF MASTERY AND EVALUATION

The table below includes alignment to standards relevant to the program. Teacher candidates in initial programs must demonstrate competence in the four categories of the InTASC standards.

Teacher candidates in initial programs must be prepared to teach Texas Essential Knowledge and Skills (TEKS) aligned to college and career readiness standards (CCRS) effectively. Teacher candidates in initial programs must demonstrate competence in teaching the TEKS appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS via BBL course and by visiting Texas Education Agency Curriculum Standards Texas Essential Knowledge and Skills <http://tea.texas.gov/index2.aspx?id=6148>

Teacher candidates must model and apply technology in their instruction.

Assignments identified as key assessments will be submitted and scored in Tk20 with the EPP-approved rubric.

TEXES EC-6 GENERALIST	COMMON CORE CCR	SBRR	STATE BOARD OF EDUCATOR CERTIFICATION	INTASC	TEACHER PROFECIENCY	NAEYC STAND-ARDS	NCATE STAND-ARDS
STANDARD 004	RL. K -6.1-3; RI. K-6.1-3	PHONEMIC AWARENESS	RULE § 228.30 CURRICULUM TOPICS	THE LEARNER AND LEARNING STANDARD 1, 2, 3,	LEARNER-CENTERED KNOWLEDGE	STAND-ARD 4: USING DEVELOPMENT ALLY EFFECTIVE APPROACHES	STANDAR D 1: KNOWLE DGE, SKILLS, AND PROFESSI ONAL DISPOSIT IONS
STANDARD 005	RL. K -6.4-6; RI. K-6.4-6	PHONICS		CONTENT KNOWLEDGE STANDARD 4, 5	LEARNER-CENTERED INSTRUCTION	STAND-ARD 5: USING CONTE NT KNOWL EDGE TO BUILDI NG MEANIN	

						GFUL CURRICULUM	
STANDARD 005	RL. K-6.7-9 RI. K-6.7-9	FLUENCY		INSTRUCTIONAL PRACTICE STANDARD 6,7,8	EQUITY IN EXCELLENCE FOR ALL LEARNERS		
STANDARD 006	RL. K-6.10; RI. K-6.10	VOCABULARY		PROFESSIONAL RESPONSIBILITY STANDARD 9, 10	LEARNER-CENTERED COMMUNICATIONS		
STANDARD 007	RF. K-5	TEXT COMPREHENSION			LEARNER-CENTERED PROFESSIONAL DEVELOPMENT		
STANDARD 008							
STANDARD 010							
STANDARD 011							

## TECHNICAL REQUIREMENTS

### Computer Hardware

To participate in this course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

### Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

### Software

Mozilla's [Firefox](#) (latest version; Macintosh or Windows)

Google [Chrome](#) (latest version; Macintosh or Windows)

Adobe's [Flash Player & Reader](#) plug-in (latest version)

Apple's [QuickTime](#) plug-in (latest version)

### Project Software – Optional

## BLACKBOARD SUPPORT CONTACT INFORMATION

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can:

Visit the Blackboard [Student Help Site](#)

### UTRGV's Blackboard Support:

### **Brownsville Campus**

Location: Rusteberg Hall  
Room 108  
Phone: 956-882-6792

### **Edinburg Campus**

Location: Education Complex  
Room 2.202  
Phone: 956-665-5327

### **Hours of Operation**

Office: Monday - Friday, 8:00 a.m. - 6:00 p.m.

Phone: 24/7 COLTT Help Desk - 844-897-9260

Online: Submit a help request via [Create Case](#)

## **COURSE DESCRIPTION AND PREREQUISITES**

### **Course Structure:**

The instructional methods of this course will include: traditional, cooperative learning activities, student presentations, projects, and media literacy.

## **ASSIGNMENTS**

See Assignment Box below.

## **GRADING POLICIES**

State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV's grading policy is to use straight letter grades (A, B, C, D, or F).

### **LETTER GRADE**

**A = 900-1000=90-100%**

**B = 800-899=80-89%**

**C = 700-799=70-79%**

**D = 600-699=60-69%**

**F=599 or below=59 or below**

ASSIGNMENTS	Points
*Literacy Autobiography	100
*Group Presentations/In-class Activities	225
*Book Talk Video Project	225
*Reflections/Blackboard Discussions	225
*Chapters Projects/Teaching Demonstration/Individual Assignments/Dialogue Journal Writings	225
*Pre-Assessment/Post – Assessment (65 Extra Points per Assessment)	
<b>Total</b>	<b>1000</b>

## CALENDAR OF ACTIVITIES

The UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, *prior to login*. Some important dates for Spring 2018 include:

January 16	First day of classes
January 19	Last day to add a course or register for Spring 2018
January 31	Census Day
March 12-17	Spring Break – NO classes
March 30-31	Easter Holiday – NO classes
May 3	Study Day – NO class
May 4-10	Spring 2018 Final Exams
May 11-12	Commencement Ceremonies

## COURSE POLICIES

### ATTENDANCE

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. **Initial Attendance Sheets each class meetings. Do Not have someone initial for you!**

### PROFESSIONAL DISPOSITIONS

Your professional dispositions will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructor on campus and with students and teachers in school settings. **Please keep your sidebar conversations to a minimum.**

Do not text, answer emails/texts, or take phone calls during class. Be courteous to one another. You need to begin to exercise not using your cellphone since many districts prohibit teachers from doing so during the work day. Do not work on any class assignment during class. Do not work on other classes' assignments during class.

#### LATE WORK POLICY

**Late work will not be accepted.** Acceptance of late work is at the discretion of the professor. All assignments are due at the beginning of class, if assignment is turned in after class has begun, 5 points will be deducted from the total score. Late work will not receive full credit and will be penalized one letter grade per day that it is late. It is the responsibility of each student to choose a "buddy" from the class in order to obtain information of missed assignments or class discussions. **Do not work on any class assignment during class.**

Note: there will be no make-up work, exams or quizzes unless arrangements are made with the instructor prior to the due date. Allowing work, make-up exam or quiz is strictly at the discretion of the instructor.

#### ASSIGNMENT SUBMISSION

Assignments will be turned either face to face, or through Blackboard Submission. Instructions will be given verbally in class and on Blackboard, along with time and date.

#### COMMUNICATION SKILLS

All students must have adequate writing skills 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 to support their thesis and ideas in the paper.

#### NETIQUETTE

Netiquette describes the code of conduct for a face to face or online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass

emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

## INSTITUTIONAL POLICIES

### STUDENTS WITH DISABILITIES

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu). **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at [ability@utrgv.edu](mailto:ability@utrgv.edu).

### MANDATORY COURSE EVALUATION PERIOD

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<https://my.utrgv.edu/home>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

### SCHOLASTIC INTEGRITY

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University.

Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts.

Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

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### DEFINITIONS

“**Plagiarism** is a form of cheating. At UTRGV, “plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit.”



**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Affairs.

**Course policies are subject to change.** It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

#### SEXUAL HARASSMENT, DISCRIMINATION, AND VIOLENCE:

*Required on all syllabi.* Do not modify.

In accordance with UT System regulations, your instructor is a "Responsible Employee" for reporting purposes under Title IX regulations and so must report any instance, occurring during a student's time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity), including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination.

#### COURSE DROPS

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the "3-peat rule" and the "6-drop" rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**TENTATIVE COURSE TOPICS,  
CALENDAR OF ACTIVITIES,  
GENERAL ASSIGNMENTS AND ACTIVITIES**

<b>Week</b>	<b>Modules/Topics/Activities</b>	<b>Readings/Quizzes/Assignments</b>	<b>Alignments</b>
<b>WEEK 1</b> 01/16/18	<b>Chapter 1</b> <b>Knowledge and Beliefs about Reading</b>	Chapter 1	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
<b>WEEK 2</b> 01/23/18	<b>Chapter 1</b> <b>Knowledge and Beliefs about Reading</b>  <b>Pre-Assessment</b>	Chapter 2	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 – Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
<b>WEEK 3</b> 01/30/18	<b>Chapter 2</b> <b>Approaches to Reading Instruction</b>	Chapter 3	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 – Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
<b>WEEK 4</b> 02/06/18	<b>Chapter 3</b> <b>Meeting the Literacy Needs of Diverse Learners</b>	Chapter 4	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 – Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
<b>WEEK 5</b> 02/13/18	<b>Chapter 4</b> <b>Foundations of Language and Literacy</b>	Chapter 5	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction

<b>Week</b>	<b>Modules/Topics/Activities</b>	<b>Readings/Quizzes/Assignments</b>	<b>Alignments</b>
WEEK 6 02/20/18	Chapter 5 Assessing Reading Performance	Chapter 6	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
WEEK 7 02/27/18	Chapter 6 Word Identification	Chapter 7	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
WEEK 8 03/06/18	Chapter 7 Reading Fluency	Chapter 8	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
<b>Spring Break 03/12/18 – 03/16/18</b>			
WEEK 9 03/20/18	Chapter 8 Vocabulary Knowledge and Concept Development	Chapter 9	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
WEEK 10 03/27/19	Chapter 9 Comprehending Narrative Text	Chapter 10	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction

Week	Modules/Topics/Activities	Readings/Quizzes/Assignments	Alignments
WEEK 11 04/03/18	Chapter 10 Comprehending Information Text	Chapter 11	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
WEEK 12 04/10/18	Chapter 11 Reading-Writing Connections  Gretchen Bernabei Strategy	Chapter 12	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
Week 13 04/17/18	Chapter 12 Bringing Children and Text Together	Chapter 13	ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
Week 14 04/24/18	Chapter 13 Instructional Materials  Post Assessment		ELA/Reading Standards 004- Stages of Literacy Development; 005- Word Analysis & Decoding; 006- Reading Fluency; 007 - Reading Comprehension; 010- Assessment of Literacy Development; 011- Study and Inquiry Skills w- SBRR: Phonics, Fluency, Text Comprehension §228.30 Curriculum Topics (1) Reading Instruction
Week 15 04/30/18	May 3, 2018 Study Day		
WEEK 16 05/07/18	<u>Final Exam</u> READ 3324.09S May 9, 2018 1:15 pm – 3:00 pm		