

**Department of Education**

Term: Spring 2011

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| **Course:** | ELE 353 Teaching of Reading in the Elementary Schools | **Professor:** | Ginger Riddle |
| **Credits:** | 3 hours | **Office Hours:** | MW 1:00-3:00, TTh 10:00 - 12:00 |
| **Classroom:** | LMC 211 | **Office Phone:** | 803-321-5202 |
| **Class Meets:** | MWF 9:00 - 9:50 | **Email:** | virginia.riddle@newberry.edu |
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| **Catalog Course Description:** *Prerequisite: Admission to Teacher Education.*  A study of the content and process of the teaching of reading including phonemic awareness, phonics,  comprehension and vocabulary and fluency skills in grades 2-6.  *Required of all Elementary Education majors.*  *Offered spring semester.* |
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| **Required Textbooks:** Comprehensive Literacy Instruction in Today's Classrooms  and The Toolkit for Teachers of Literacy by Diane Hood Nettles;[**Package ISBN-10: 0205509681 | ISBN-13: 9780205509683**](http://www.pearsonhighered.com/educator/product/REFLCTV-LITRCY-INSTRCTNTOOLKT-FOR-TCHRS-PK/9780205509683.page) |
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| **Supplementary Materials:** N/A |
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| **LiveText Account:** Students will need a LiveText account |
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| CACP: The research paper in this course may be used to satisfy Communication Across the Curriculum  Paper (CACP) requirements. Students will need to refer to the CACP booklet for Level 3 guidelines when writing  the paper. |

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| **Essential question**: How do children learn to read?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Learning Outcomes**  The student will… | | **Assessment(s)** | **INTASC** | **NCATE** | **ACEI** | **ADEPT** | **Conceptual Framework** | | #1 | Be able to explain the theoretical ideas behind literacy instruction using clear, concise explanations, as well as classroom scenarios and lesson examples that make theory come alive.  PLO #1 | Test | Content Pedagogy | Knowledge, Skills, and Dispositions | Development, Learning, and Motivation | Providing Content for Learners | Content | | #2 | Learn how to effectively teach the five components of literacy using strategies supported by the latest scientific research.  PLO #3 | 5 Lesson Plans - one for each of the 5 Components of Literacy | Multiple Instructional Strategies | Knowledge, Skills, and Dispositions | Instruction | Using Instructional Strategies to Facilitate Learning | Best Practice | | #3 | Learn how to: connect writing with reading; motivate students to become readers and writers; provide access and time for plentiful reading; facilitate the emerging literacy of beginning readers and writers; manage the classroom so that scaffolding of student literacy learning occurs; adapt instruction for all types of learners; develop "new literacies" for students so that they are able to successfully navigate technological resources, and make connections with caregivers and parents. PLO #3 | Strategic Response Paper | Multiple Instructional Strategies  Diversity  School and Community Involvement | Knowledge, Skills, and Dispositions  Diversity | Instruction  Professionalism | Using Instructional Strategies to Facilitate Learning | Best Practice  Diversity  Collaboration | | #4 | Gain the confidence to make knowledgeable teaching decisions for reading instruction.  PLO #2 | Text Level Project | Planning | Knowledge, Skills, and Dispositions | Professional | Planning Assessments, and Using Data | Ethics | | #5 | Learn how to teach students from diverse backgrounds and how to adapt literacy instruction for all children.  PLO #2 | Double Entry Journal | Diverse Learners | Knowledge, Skills, and Dispositions  Diversity | Instruction | Using Instructional Strategies to Facilitate Learning | Diversity |   **Research Base:**  Calkins, L. (2001). *The art of teaching reading*. New York: Longman.  Center for the Improvement of Early Reading Instruction. (2004). *Improving reading comprehension of America's children: 10 research-based principles.*  Clay, M. (2000). *Running records for classroom teachers*. Portsmouth, NH: Heinemann.  Fountas, I., & Pinnell, G.S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy.* Portsmouth, NH: Heinemann.  Strickland, D. (2002a). Early intervention for African American children considered to be at risk. In S. Neuman, & D. Dickinson (Eds.), *Handbook for early literacy research* (pp. 322-332), New York: Guilford. | |

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| Department of Education Policies **Attendance:** Candidates are expected to be present, on time, and prepared for all classes. A missed class means a missed opportunity to gain knowledge, skills, and dispositions necessary for your chosen career. Excessive absences or tardies will naturally lead to lower grades on work and tests because of these missed opportunities for learning. Three tardies count as one absence. Candidates may only miss a total of five T/TH classes or six M/W/F classes. Absences exceeding the stated number will result in a failing grade for the course.  Missing three classes without documented extenuating circumstances will result in a one letter grade reduction and a disposition form will be filed expressing concern about the candidate’s professional commitment. Candidates are responsible for content covered in class during their absence. Candidates who know in advance that they will be absent from class (for pre-authorized field trips, sports competition, conferences, or similar events) should notify the professor in writing before the absence and turn work in early. Education faculty members reserve the right to ask for verification when determining whether to allow candidates to make up tests or exams.  Candidates who are absent must contact the professor as soon as possible in writing and discuss the situation |

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| **Academic Integrity:** Cheating and plagiarism will not be tolerated.  Perpetrators will receive a “0” on the assignment and a disposition letter will be placed in their Teacher Education file, as it violates Conceptual Framework Ethics. A report of Academic Dishonesty will be filed as part of the student’s record in the Registrar’s Office and with the Associate Dean of Academic Affairs.  A student may receive a grade of “F” for the course. A student whose offense is particularly heinous may be recommended to the Associate Dean of Academic Affairs, who may convene the Academic Integrity Committee, possibly resulting in a judicial sanction and/or expulsion. Students with additional questions should consult the office of the Associate Dean of Academic Affairs (321-5110).  Please remember that plagiarism includes, but is not limited to: turning in someone else’s work as your own, not citing quoted material, using the same assignment for more than one class without PRIOR approval from the instructors, and including your name on a group project when you did not do your share of the work. |

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| **Disabilities Support:** If you are a student with a documented **learning or physical disability** who requires special accommodations, it is your responsibility to make such arrangements by contacting Director of Student Academic Services, Kay Chandler, who also heads our office of Disabilities Support Services.  Her office is located in Wright Hall and she can be reached at 803-321-5187.  Following a confidential interview with you, she will contact your instructors to inform them of your special needs.  Note: Your instructors are not permitted to discuss your disabilities with you until you have registered with the office of Disabilities Support Services.  For further information, please visit [http://www.newberry-college.net/dss](https://mail.newberry.edu/owa/redir.aspx?C=5dc26cc0967c4b13abc85b0d3094a4f7&URL=http%3a%2f%2fwww.newberry-college.net%2fdss) |

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| **Electronic Media:** Please turn off all electronic devices, other than your laptop, when entering the classroom. During class, please refrain from taking cell phone calls, sending and receiving text messages and emails, surfing the Internet and listening to IPods as these activities interfere with the learning environment.  *Personal computers may be used in class for note-taking and other assignments given by the professor. Students using computers for a purpose other than mentioned above will be asked to shut down the computer* |

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| **Course Requirements**   * Three Class Tests (Each is worth 4 points) * 5 Lesson Plans (Each is worth 4 points) * Strategic Response Paper (4 points) * Text Level Project (4 points) * Double Entry Journal (4 points) * Successful Completion of Field Experience Activities (4 points) * Class Participation (4 points) * Final Exam (4 points)   All tests will be based on 100 points.....The percentage correct on each test will then be converted to a 4 point scale. |

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| **Instruction:** The methods used in class will vary, depending on the content to be covered, and will model “best practices” in instruction. |

**Emergency Procedures**:  In case of an extended loss of in-class time due to inclement weather, sickness, natural disasters, etc. students are still responsible for completing course work by following the syllabus and posting assignments.

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| Grading Scale: Rubrics will be given for each assigned project and for class participation. The scale for each rubric will be 0 to 4 points. | 3.5 < A ≤ 4  3.0 < B+ ≤ 3.5  2.5 < B ≤ 3.0  2.0 < C+ ≤ 2.5  1.5 < C ≤ 2.0  1.0 < D+ ≤ 1.5  0.5 < D ≤ 1.0  F ≤ 0.5 |

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| **Class Conduct:** Learning is a social activity. The success of our class depends just as much on the preparation and participation of every student as it does on the preparation and participation of the instructor. Thus, the burden of instruction is shared by all in class. So it is your job to come to class prepared and willing to participate. As the instructor, I am dedicated to making our class a place where all can freely and openly participate. Everyone comes to class with a variety of ideas, points of view, and opinions. You should feel free to express those on the topics at hand while in class, regardless of what those opinions are. You should also, then, be prepared to entertain challenges to those views, either from other students or the instructor. Self-examination, questioning of assumed and long-held views, and the articulation and defense of deeply held beliefs will be asked of you. This can be scary and even painful, but our goal is to allow it to take place in a safe environment, where individuals are free to express their views and dissent. As the instructor, I am not free of these obligations. I have my own views about the topics at hand; my stand on various positions will be apparent. Yet my views should not become your views, nor should they be the views parroted back on various examinations or assessments. Test your views, argue for them, try out others. Just do not be afraid to question the assumptions of yourself and others around you, or all this college business will be largely in vain.  In an effort to create a place where views can be freely expressed and discussed, I expect (and will enforce) civil conduct in our discussions. Belittling, sarcasm, insults, and raised voices will not be tolerated. |

**Course calendar:**

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| **Class** | **Date** | **Topic/Activity** | **Assignments for next class**  **(***assignments may be adjusted as necessary)* |
| 1 | Jan. 14th | Overview of Course | Chapter 1: Understanding the Big Picture - How Children Learn to Read and Write |
|  | Jan. 17th | **No Class/MLK Jr. Day** | Chapter 1: Understanding the Big Picture |
| 2 | Jan. 19th | Factors That Affect Decision Making  Diversity in the Reading Classroom | Chapter 1: Understanding the Big Picture |
| 3 | Jan. 21st | How Theory Influences Classroom Practices | Chapter 2: A Model of Instruction - Making Decisions About Teaching Literacy |
| 4 | Jan. 24th | A Model of Comprehensive Instruction  Explicit Teaching  Facilitative Teaching | Chapter 2: A Model of Instruction - Making Decisions About Teaching Literacy |
| 5 | Jan. 26th | Providing for Reader Responses  Ongoing Assessments  Balancing Content and Instruction | Chapter 3: Meeting the Needs of English Language Learners |
| 6 | Jan. 28th | Who Are English Language Learners?  What Do English Language Learners Already Know?  What are the Needs of English Language Learners? | Chapter 3: Meeting the Needs of English Language Learners |

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| 7 | Jan. 31st | How Can You Make Your Classroom a Welcoming Place?  What Strategies Can You Use to Meet ELL Needs? | **Study for Test #1: Chapters 1-3**  **Study the Current SC Standards for ELA and the New Common Core Standards for ELA** |
| 8 | Feb. 2nd | **Test # 1 on Chapters 1-3**  **The Current SC Standards for ELA and the New Common Core Standards for ELA** | Chapter 4: Assessing Reading and Writing |
| 9 | Feb. 4th | Affective Factors  Cognitive Factors | Chapter 4: Assessing Reading and Writing |
| 10 | Feb. 7th | Cognitive Factors | Chapter 5: Understanding the Nature of Fiction and Nonfiction |
| 11 | Feb. 9th | The Nature of Stories | Chapter 5: Understanding the Nature of Fiction and Nonfiction |
| 12 | Feb. 11th | The Nature of Nonfiction | Chapter 6: Developing Emerging Literacy |
| 13 | Feb. 14th | Children Derive Meaning from Print  Creating Learning Climates for All Children  **Text Level Project Due** | Chapter 6: Developing Emerging Literacy  **Complete Text Level Project** |
| 14 | Feb. 16th | Children Become Phonologically Aware  Children Become Aware of the Alphabet  Children Become Writers | Chapter 7: Teaching Young Children to Decode Independently |
| 15 | Feb. 18th | Why Teach Phonics?  Phonics Instruction | Chapter 7: Teaching Young Children to Decode Independently |
| 16 | Feb. 21st | Teaching Phonics to Students with Diverse Dialects and Languages | Chapter 8: Teaching Word Study |
| 17 | Feb. 23rd | Function Words | Chapter 8: Teaching Word Study |
| 18 | Feb. 25th | Content Words  Interest Words | **Study for Test #2: Chapters 4-8** |
| 19 | Mar. 2nd | **Test #2: Chapters 4-8** | **Complete 5 Lesson Plans - one for each of the 5 Components of Literacy** |

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| 20 | Mar. 4th | **5 Lesson Plans Due** |  |
|  | Mar. 7th | **No Class/Spring Break** |  |
|  | Mar. 9th | **No Class/Spring Break** |  |
|  | Mar. 11th | **No Class/Spring Break** | Chapter 9: Scaffolding Literacy Learning  **Begin Double Entry Journal with Student** |
| 21 | Mar. 14th | Ways to Scaffold Reading | Chapter 9: Scaffolding Literacy Learning |
| 22 | Mar. 16th | Ways to Scaffold Writing | Chapter 9: Scaffolding Literacy Learning |
| 23 | Mar. 18th | Workshop Approaches  Managing the Scaffolds: A Daily Plan | Chapter 9: Scaffolding Literacy Learning |
| 24 | Mar. 21st | Scaffolding the Multiple Literacies of Bilingual Latino/Hispanic Students  Managing Independent Reading  Managing Group Reading | Chapter 10: Explicit Instruction of Comprehension Strategies |
| 25 | Mar. 23rd | Choosing Text  Making Predictions  Making Inferences  Using Visual Imagery | Chapter 10: Explicit Instruction of Comprehension Strategies |
| 26 | Mar. 25th | Metacognition and Self-Regulated Comprehension  Self-Questioning While Reading Non-Fiction  Identifying Story Elements When Retelling Summarizing Stories  Identifying Main Ideas in Nonfiction Text | Chapter 11: Facilitating Students' Prior Knowledge |
| 27 | Mar. 28th | Two Types of Knowledge  Staying Focused  Strategies to Use with Fiction Literature | Chapter 11: Facilitating Students' Prior Knowledge |
| 28 | Mar. 30th | Strategies to Use with Nonfiction Literature | Chapter 12: Facilitating Students' Comprehension |
| 29 | Apr. 1st | Teacher Questioning  Teaching Strategies That Facilitate Comprehension | Chapter 12: Facilitating Students' Comprehension |
| 30 | Apr. 4th | Metacognition and Self-Regulating Strategies | **Study for Test #3: Chapters 9-12** |
| 31 | Apr. 6th | **Test #3: Chapters 9-12** | Chapter 13: Reading, Writing, and Responding |
| 32 | Apr. 8th | Retellings  Summaries  Text Searches  Response Talks | Chapter 13: Reading, Writing, and Responding |
| 33 | Apr. 11th | Response Journals  Dialogue Journal Entries  Double Entry Journals  Point of View Entries  Sharing Quotations  Sharing Opinions | Chapter 14: Helping Students Become Fluent Readers |
| 34 | Apr. 13th | A Reading Lesson - Or Is It?  Why Read Aloud? | Chapter 15: Adapting Instruction |
| 35 | Apr. 15th | Reaching Everyone  Looking Closely at Reading Behaviors | **Review the Current SC Standards and the Common Core Standards for ELA** |
| 36 | Apr. 18th | **The Current SC Standards and the Common Core Standards for ELA** | **Complete Strategic Response Paper** |
| 37 | Apr. 20th | **Strategic Response Paper Due** |  |
|  | Apr. 22nd | **No Class/Good Friday** |  |
| 38 | Apr. 25th | **Double Entry Journal Due** | **Study for Final Exam on Chapters 9-15** |
| 39 | Apr. 29th | **Final Exam on Chapters 9-15: 8:00 am** |  |

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| **CLASS PARTICIPATION RUBRIC** |

**Name Date**

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| CATEGORY | **4 Exceptional** | **3 Proficient** | **2 Developing** | **1 Emerging** | **Score and Comments** |
| **Attendance and Punctuality** | Attends all classes  Is always on time | Misses 1 or 2 classes  Is tardy between 1 and 3 times | Misses 3 classes  Is tardy 4 times | Misses between 3 and 5 classes (Write the number: \_\_\_\_ )  Is tardy more than 4 times |  |
| **Level of Engagement in Class** | Proactively contributes to class by offering ideas and/or asking questions once per class | Proactively contributes to class by offering ideas and/or asking questions regularly | Rarely contributes to class by offering ideas and/or asking questions. | Never contributes to class by offering ideas and /or asking questions. |  |
| **Preparation** | Is almost always prepared for class with assignments and required class materials. | Is usually prepared for class with assignments and required class materials. | Is rarely prepared for class with assignments and required class materials. | Is almost never prepared for class with assignments and required class materials |  |
| **Completion of Assignments** | Turns in all assignments in on time. | Turns in most assignments in on time. | Turns in some assignments on time. | Does not turn assignments in on time or at all |  |
| **Collaboration** | Always contributes in meaningful ways during group activities | Usually contributes in meaningful ways during group activities | Sometimes contributes in meaningful ways during group activities | Never contributes in meaningful ways during group activities. |  |

**Score:**

**Instructor Comments:**