EE 313 Reading for the Elementary Teacher
Emporia State University
The Teachers College
Spring 2011

Instructor: Ashlie Jack, Master Teacher Reading Specialist
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Credit Hours: 3
Room and Time: Room 801, Tues. 6:00-9:00 PM
Office Hours: Before Class, After Class, By appointment

Course Materials:


Prerequisite: Admission to Elementary Block I

Course Description:
This is an introductory course in the teaching of reading in the elementary school. This course is designed to give an overall understanding of the complex nature and interaction of the cognitive, linguistic, and social factors that influence the development process of reading. Students will embark on a detailed study of the basic areas of emergent literacy, word recognition skills, and comprehension skills as they relate to the teaching of reading. Instructional approaches are studied; emphasis is given to the educational needs of children in a multi-cultural society.

Purpose:
The course content, objectives, and student outcomes are designed to facilitate development of the “well-rounded professional” who Provide Service to Society; Applies Interdisciplinary Scholarly Knowledge; Engages in Effective Practice; Responds to Uncertainty & Change; Relies on Self-Reflection; and Belongs to a Professional Community specifically in the area of reading.
The Teachers College Conceptual Framework

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professionals. To help all students learn, the professional must have a command of content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professional educators can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society; applying interdisciplinary scholarly knowledge; engaging in effective practice; responding to uncertainty and change; relying on self-reflection; and belonging to professional community.

Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs as well as the non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.
This course addresses the following Knowledge, Skills, and Dispositions outcomes:

**Kansas Professional Standards and Conceptual Framework (EE 313)**
Indicators: A (Knowledge), B (Skills), C (Dispositions)

<table>
<thead>
<tr>
<th>Kansas Professional Standards</th>
<th>Assessments</th>
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<tbody>
<tr>
<td><strong>Standard 1:</strong> The Kindergarten through sixth grade teacher demonstrates a high level of competence in use of the English language arts and knows, understands, and uses concepts from emerging literacy, reading, language and child development to teach reading, writing, speaking viewing, listening, and thinking skills, and to help all students successfully apply their developing literacy skills to many different situations, materials, and ideas.</td>
<td>Observation and rubrics</td>
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<tr>
<th>Knowledge Indicator 1</th>
<th>The teacher knows that literacy skills are essential to help students understand texts, themselves, and others, acquire new information, respond to the need and demands of society and the workplace and experience personal fulfillment. <em>Proficiency 3; Knowledge 3</em></th>
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<tbody>
<tr>
<td>Knowledge Indicator 2</td>
<td>The teacher understands language arts acquisition and development. <em>Proficiency 2; Knowledge 2</em></td>
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<td>Knowledge Indicator 8</td>
<td>The teacher has knowledge of the significance of social, economic, cultural, and linguistic diversity for development and learning of literacy skills, and recognizes that children are best understood in the contexts of family, culture, and society. <em>Proficiency 1; Knowledge 3, Skill 3, Disposition 2</em></td>
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<tr>
<td>Knowledge Indicator 9</td>
<td>The teacher understands the interrelationships among culture, language, and thought and the function of the home language in the development of young children. <em>Proficiency 1; Knowledge 3, Skill 3, Disposition 2</em></td>
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<tr>
<td>Knowledge Indicator 10</td>
<td>The teacher understands the various purposes of reading and writing (narrative, expository, technical, and persuasive). <em>Proficiency 3; Knowledge 3</em></td>
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<tr>
<td>Performance Indicator 1</td>
<td>The teacher designs, implements, and evaluates literacy experiences that are developmentally appropriate. <em>Proficiency 3; Knowledge 1, Skill 3, Disposition 1</em></td>
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<td>Performance Indicator 2</td>
<td>The teacher models a variety of effective instructional strategies that aid students in developing their reading, writing, speaking, listening, and viewing abilities. <em>Proficiency 3; Knowledge 3</em></td>
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<td>Performance Indicator 3</td>
<td>The teacher uses effective instructional strategies to help students make cross-curricular connections. <em>Proficiency 3; Knowledge 3</em></td>
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<tr>
<td>Performance Indicator 4</td>
<td>The teacher develops and uses criteria for evaluating and selecting a variety of materials for language arts instruction, recognizing issues of equity in gender, age, ethnicity, lifestyle, and socioeconomic status. <em>Proficiency 1; Knowledge 3, Skill 3, Disposition 2</em></td>
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<tr>
<td>Performance Indicator 5</td>
<td>The teacher demonstrates an understanding of the various purposes for reading and writing (narrative, expository, technical, and persuasive). <em>Proficiency 2; Skill 2</em></td>
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<td>Performance Indicator 6</td>
<td>The teacher demonstrates an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process. <em>Proficiency 2; Knowledge 3</em></td>
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Observations, exams, and rubrics
Conceptual Framework Outcomes
Relevant Indicators of the Conceptual Framework
(A) Knowledge (B) Skills (C) Disposition

Proficiency 1: Provides Service to Society. The Professional provides service to society through ethical and moral commitment to instruct students to seek diverse and global perspectives. Service to society means that educators responsibly serve others by moving beyond their own personal knowledge and experiences to using a wider set of understandings of the problems of helping all students learn.

A. Candidates exhibit knowledge of
   1) characteristics of diverse learners.
   3) educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

B. Candidates demonstrate practical ability to
   3) implement non-biased techniques for meeting needs of diverse learners.

C. Candidates exhibit dispositions that exemplify
   1) professionalism and ethical standards.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge. The Professional utilizes a body of interdisciplinary scholarly knowledge that forms the scientific basis for entitlement to practice. There is a systematic and principled aspect of education and a base of verifiable evidence or knowledge that supports the work. Research on practices and outcomes suggests principles that guide the judgments practitioners must make.

A. Candidates exhibit knowledge of
   2) subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
   3) philosophical, historical, social, and theoretical foundations of education.

B. Candidates demonstrate practical ability to
   2) use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.

Proficiency 3: Engages in Effective Practice. The Professional engages in theory-based effective practice and decision making. Teachers must be able to function as members of a community of practitioners who share knowledge and commitments, work together to create curriculum and systems that support students, and collaborate in ways that advance their combined understandings and skills.

A. Candidates exhibit knowledge of
   1) on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
   3) a repertoire of teaching and learning strategies, designed to help students increase their power as learners.

B. Candidates demonstrate practical ability to
   3) assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.

C. Candidates exhibit dispositions that exemplify
   1) a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
Overview of Evaluation
Respond to Required Readings, Presentations, & Discussions
Purpose: to demonstrate an understanding of terms, concepts, issues, and theories related to the teaching of Reading.
Assessment: Reading Product Rubric
Students may respond through journals, written summaries, structured and informal discussions, and electronic discussion boards.

Unit Exams
Purpose: to demonstrate an understanding of terms, concepts, issues and theories related to the teaching of Reading.
Assessment: Unit Exam
Students will complete exam items possibly including multiple choice, short answer, true/false, matching, and essay.

Planning Reading Micro-teach Activities
Purpose: to demonstrate knowledge of lesson plan format and selection of developmentally appropriate instructional activities
Assessment: Lesson Plan Rubric
Students will plan and teach micro-teach activities to individual or small groups of students on topics such as reading aloud, shared reading, language experience, and literature-based instruction. Students in the program will plan and teach the lesson.

Plan Theme-Based Literature Cluster Unit
Purpose: to demonstrate knowledge of comprehension strategies and selection of age appropriate children’s literature.
Assessment: Literature-Based Unit Scoring Guide
Students will plan a comprehension unit based on age appropriate selection of children’s literature.

Course Information
Content: The instructor will use lecture/discussion, individual and group activities/discussion, hands-on materials, resource lists, videos, guest speakers, and/or handouts. Lectures will clarify and expand on the information in the text, and modeled/demonstration and guided practice will be used for procedural knowledge. Group activities will provide opportunities for discussion, sharing, interaction, and reflection for a community of learners.

Topics to be covered:
1. an overall understanding of the foundations of reading, and the complex nature and interaction of the cognitive, linguistic, and social factors when learning to read.
2. an understanding of the importance of schema and metacognition to the reading process
3. an understanding of the nature and differences in narrative, expository, and procedural texts when teaching reading.
4. the identification and application of the decoding skills of phonics, structural analysis, and contextual clues needed to effectively decode written materials.
5. the knowledge of syntactic, semantic, and graphophonemic systems bring to the emergent reader
6. a functional understanding of emergent literacy as it related to the teaching of reading
7. the importance of sight words in the beginning reading
8. an understanding of the factors that contribute to and enhance reading comprehension
9. the importance meaning vocabulary has to reading comprehension
10. the specific comprehension skills and strategies needed to teach reading comprehension
11. the importance of higher order thinking skills inference and application- critical thinking
12. the identification and application of strategies for teaching effectively comprehension as an interactive, meaning making process.
13. the identification and understanding of the materials used in the reading approaches of prescriptive, basal, language experiences, and literature-based instruction, and cross curricular instruction.
14. an understanding of the knowledge and strategies needed to effectively meet the needs of all students in a diverse society.
15. an understanding of fluency; the importance fluency has to reading comprehension; the application of strategies in teaching fluency.

**Academic Dishonesty Policy:** Academic dishonesty, a basis for disciplinary action, includes but is not limited to activities such as cheating and plagiarism (presenting one’s own the intellectual or creative accomplishments of another without giving credit to the sources(s)). If academic dishonesty should occur in this course, the policy as stated in the ESU Policy Handbook will be applied.

**Statement of Accommodation:** Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential. The Office of Disability Services and Non-Traditional Student Program is located in 242 SE Morse Hall, 620-341-6627 (Voice), 620-341-6646 (TTY).

**Course Requirements**

**Attendance/Class Participation:** Each class session is IMPORTANT. We have many topics to cover in a short period of time. Much of our work is done in class, so if you are not present, you will miss out on valuable learning. Your attendance is crucial in developing as an effective teacher. Please contact the instructor in advance about an absence by phone or e-mail. **After TWO absences an additional absence may result in the drop of your grade by one level (example: from A to A-) as well as a concerns form being filed.** Also, please note that more than TWO absences may result in a meeting with the instructor and other necessary staff to file a plan of action at the discretion of the instructor. Enthusiastic, professional participation and collaboration in each class is expected. In order to get credit for attendance, you are expected to be in
class on time and to be present for the entire class period. You will also be responsible for meeting all requirements on the participation rubric in order to receive full participation credit. You are responsible for getting assignments, oral announcements, handouts, etc. when absent. If you are absent from class the day an assignment is due, you are responsible for electronically submitting the assignment to the course instructor no later than 10:00 PM on the assignment due date.

**Electronic Devices:** No electronic devices (this includes laptops and cell phones) may be used during class. If you need to use either of these items during class time, you may do so during break time or step outside the classroom. Please place your cell phone on silence and in your school bag. Do not have your cell phone out on your desk. There will be times that we will be engaged in writer’s workshop during class, and you will be allowed to utilize your laptop during this time.

**Assigned Reading:** Reading assignments should be completed BEFORE the scheduled class period. Students are expected to read and study all assigned materials, to participate meaningfully in class discussions, and to complete all daily assignments, exams and projects on time. Because this class uses an interactive participatory format, students will be expected to attend all class sessions. If necessary, regular pop quizzes will be given at the beginning of class at the discretion of the instructor. The format will be multiple choice, matching, and/or short answer critical thinking questions.

**Assignments:** All assignments should be completed after the information is covered in class. Assignments completed before the information is covered in class will NOT be graded. All assignments must be on time or points will be taken from the final score (10% of possible grade each day up to 50%). If you are absent from class the day an assignment is due, you are responsible for electronically submitting the assignment to the course instructor no later than 10:00 PM on the assignment due date.

**Course Evaluation:**
Each assignment will be rated using a rubric system. All written work must be TYPED and proofread for errors. Points can be deducted for errors in spelling, grammar, or content knowledge. All work must be on time or points (10% of possible grade per day) will be taken from the final score.

**ASSIGNMENTS**
**Reading** The schedule shows chapters/pages to be read before class each week. If necessary, quizzes may be given over the content of the chapters.

**Micro-teach** Students will plan and teach micro-teach activities to individual or small groups of students on topics such as reading aloud, shared reading, language experience, and literature-based instruction. Students in the program will plan and teach the lesson.

**Research Article Review** Students will select a research article on a current topic on reading. The student will read the article and write a review and reflection over the article.
Teacher Interview Form Students will interview a K-6 teacher about their beliefs and approaches for teaching reading.

School Observation Form Students will complete an observation form over their school where they complete their micro-teach.

Basal Reader Activity Students will review a basal reader series and complete the basal evaluation form. The student will also select specific items and orally reflect on these items.

Theme-Based Literature Cluster Unit Students will plan a comprehension unit based on age appropriate selection of children’s literature.

Quizzes There will be quizzes over the information from the text and class discussions.

Final There will be a application final over the information covered in class and in the assigned reading.

Grade Record Sheet

Daily Participation Participation Rubric 54 points

Daily Assignments
Micro-teach Activities 100 points
Micro-teach Participation 20 points (10 each lesson)
Teacher Interview Form 20 points
School Observation Form 20 points
Article Review 20 points
Literature Cluster Unit 150 points
Basal Reader Evaluation 30 points

Quizzes
Quiz 1 25 points
Quiz 2 25 points

Final Exam Final 117 points

*You must hand-in all assignments, receive at least 77% or higher in each category (daily participation, daily assignments, and quiz) and score at least 101 points on the final to pass EE 313.

*All points listed are an approximation. The total points are subject to change.

Grading Scale:

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<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100%</td>
<td>A</td>
</tr>
<tr>
<td>92-94%</td>
<td>A-</td>
</tr>
<tr>
<td>89-91%</td>
<td>B+</td>
</tr>
<tr>
<td>86-88%</td>
<td>B</td>
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Below 77% Students earning less than 77% C must retake the course. Grade assigned will be D, F, or I at the discretion of the instructor.