EL 312 Reading and Writing Connections
Emporia State University
The Teachers College
Spring 2011

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Credit Hours: 3
Room and Time: Room VH 242, Tuesday & Thursday 11:00-12:20 PM
Office Hours: Before class, after class, or by appointment

Course Materials:


Prerequisite: LI 227 Children’s Literature

Course Description:
EL 312 introduces students to both the theoretical aspects of the reading and writing connections and the methods and strategies of integrating reading and writing activities across the elementary curriculum.

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 areas of reading and writing language arts instruction.
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 (EL 312)**
Indicators: A (Knowledge), B (Skills), C (Dispositions)

<table>
<thead>
<tr>
<th>Kansas Professional Standards</th>
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<th>Assessments</th>
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<td>Standard 1: Kindergarten through sixth grade teacher demonstrates a high level of competence in the 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>
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| Knowledge Indicator 1        | 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.  
Proficiency 1: A1; P2: A2, B2,C1; P4: C2, | Reflective writings and reading logs 
Modified lesson plans 
Exams |
| Knowledge Indicator 2        | The teacher understands language arts acquisition and development.  
Proficiency 3: A2 | Scoring checklist |
| Knowledge Indicator 4        | The teacher has knowledge of a variety of genre, of children’s literature, including works written by ethnically diverse writers.  
Proficiency 4: C2; P5: B1 | Scoring rubric |
| Knowledge Indicator 5        | The teacher understands the composing process for different forms of oral and written discourse.  
Proficiency 1: B1; P2: A2, | Rubric 
Observation checklist |
| Knowledge Indicator 10       | The teacher understands the various purposes of reading and writing (narrative, expository, technical, and persuasive).  
Proficiency 2: A2; P4: A2 | Scoring rubrics 
Instructor feedback |
| Performance Indicator 5      | The teacher demonstrates an understanding of the various purposes for reading and writing (narrative, expository, technical, and persuasive).  
Proficiency 2: B2; P5: B1, B3 | Scoring rubrics 
Instructor feedback |
| Performance                   | The teacher demonstrates an understanding of | Proficiency exams |
Indicator 6

the phonemic, morphemic, semantic, syntactic, and pragmatic systems of the language and their relation to the reading and writing process.

Proficiency 2: A2

Performance Indicator 7

The teacher creates literacy rich environments and experiences that promote individually and culturally responsive approaches throughout the curriculum.

Proficiency 1: A3, C2; P6: A3

Performance Language arts product rubric

Relevant Indicators of the Conceptual Framework:

Proficiency 1: Provide Service to Society
Candidates will exhibit knowledge of
A1. characteristics of diverse learners.
A3. educational strategies that support the learning for students from diverse cultural and linguistic backgrounds.

Candidates demonstrate practical ability to
B1. integrate and use concepts from their general, content, and professional studies in their educational environment.

Candidates exhibit dispositions that exemplify
C2. respect for cultural and individual differences by providing equitable learning opportunities for all students.

Proficiency 2: Applies Interdisciplinary Scholarly Knowledge
Candidates exhibit knowledge of
A2: subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.

Candidates demonstrate practical ability to
B2: use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.

Candidates exhibit dispositions that exemplify
C1: a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.

Proficiency 3: Engages in Effective Practice
Candidates exhibit the knowledge of
A2: teaching and learning as a dynamic, constructive, and metacognitive process.

Proficiency 4: Responds to Uncertainty and Change
Candidates exhibit knowledge of
A2: appropriate technology and how it may be used to enhance teaching and learning.

Candidates exhibit dispositions that exemplify
C2: an awareness of the larger social contexts within which learning occurs.

Proficiency 5: Relies on Self-Reflection
Candidates demonstrate practical ability to
B1: apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.

B3: Develop a storehouse of learning strategies that help students understand and integrate knowledge.

Proficiency 6: Belongs to a Professional Community
Candidates exhibit the knowledge of

A3: A repertoire of teaching and learning strategies, designed to help students increase their power as learners.

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 and Writing.

Assessment: Language Arts 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 and Writing.

Assessment: Unit Exams
Students will complete exam items possibly including multiple choice, short answer, true/false, matching, and essay.

Planned Poetry 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 a poetry lesson for members of the class.

Participate in Literature Discussion Groups

Purpose: to demonstrate reading and writing strategies required to decode and comprehend written language.

Assessment: Assignment rubrics and checklists
Students will read narrative, expository, technical, and persuasive text and demonstrate their comprehension of the text.

Write and Plan an Original Picture Book

Purpose: to demonstrate effective composing, revising and editing skills and to demonstrate an understanding of the writing process.

Assessment: Picture Book Rubric/checklist
Students will write and publish an original picture book.
**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:** The Big Ideas of Reading; Reading and Writing Processes; Reading and Writing Workshops; Emergent Literacy; incorporating literacy into real life activities; creating risk-free literacy environments; professional reading vocabulary; literacy theories; use of journals, reading logs, and learning logs; form of oral and written discourse including narrative, expository, technical, persuasive, and poetic texts; fluency; the importance and skill of reading aloud; and understanding of word recognition skills, spelling strategies, and handwriting skills.

**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), via e-mail at disaber@emporia.edu.

**Course Requirements:**
**Attendance/Class Participation:** Each class session is IMPORTANT and equal to one week of instruction. 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 to developing as an effective teacher. Please contact the instructor in advance about an absence by phone or e-mail. **Please note that two classes missed or three times tardy your grade will be reduced one level (example: from A to A-). More than three absences will result in a possible drop from the course 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 are responsible for getting assignments, oral announcements, handouts, etc. when absent.

**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.

**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.

**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:** Assignments/projects will be rated using a rubric system and/or set 
point 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.

**Grading Scale:**

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<td>C</td>
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**Minimal Competency Exams in Spelling, Handwriting, and Word Recognition:**

During this course, students will complete a unit on acquisition of phonics skills in order 
to help with the tests on vocabulary, word parts, phonemic analysis, structural analysis 
and spelling. There will also be handwriting tests, both in cursive and manuscript. Study 
aides for all these tests may be found in the Reading and Academic Success Center (VH 
222) or through the course instructor. Students will be given the Teachers’ College 
Assessments in these areas. Any student not meeting the cutoff score on any of the 
assessments will need to complete required time in the Reading and Academic Success 
Center until exams are successfully passed. The student will maintain continuous time in 
the Lab until all assessments have been successfully completed. Grades on these exams 
DO NOT affect the grade for EL 312. **Successful completion of these assessments is a 
requirement for admittance into Block I courses.** *See Lab handout(s)
**Assignments:**

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

**Original Book/Writing Process Folder** Students will use the writing process to write and illustrate an original children’s book. The six traits of writing will be used for assessment.

**Linguistic Autobiography** Students will write a linguistic autobiography. There will be a handout containing ideas for the autobiography. A rubric will be used for assessment.

**Literature discussion groups/circles/conversations** Students will read a fiction chapter book from the WAW award lists from 2001- to the present. Students will discuss the book in a literature circle format. A participation/completion point system will be used for assessment.

**Phonics Self-Checks** Students will be responsible for completing self-checks at the end of each chapter and turning them in for credit.

**Shared ideas** Students will share three different literacy activities with the class: word game; give a book talk over a themed related book; collage describing yourself as a reader.

**Poetry Presentation** In small groups, students will present information about one section of the Knock at a Star book. A rubric will be used for assessment.

**Emergent Literacy Article Responses** Students will read an assigned article on emergent literacy and share the information in class that will include a group discussion. A rubric will be used for assessment.

**Newspaper Literacy Articles** Students will bring in one article concerning literacy from a newspaper and lead a group discussion about the article with at least three questions. A rubric will be used for assessment.

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

**Final** There will be a final. It will cover information presented throughout the semester.
## Grade Record Sheet

### Daily Participation
Participation (rubric)  
60 points (2 pts per session)

### Daily Assignments
- Original Book  
  50 points
- Writing Folder  
  35 points
- Linguistic Autobiography  
  24 points
- Literature Circles  
  40 points
- Shared Ideas (3)  
  15 points (5 pts each)
- Poetry Presentation  
  58 points
- Emergent Literacy Presentations  
  40 points
- Article about Literacy  
  15 points
- Phonics Self Checks  
  30 points (3 pts per chapter)

### Quizzes
- Quiz 1  
  25 points
- Quiz 2  
  25 points

### Final Exam
- Final  
  114 points

*All points listed are an approximation.

*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 70% or higher on the final to pass EL 312.

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| **    | Below 77%  | D, F, or I at the discretion of the instructor. **Students who earn less than a 77% must retake the course.