

MacMurray
COLLEGE
Education Department
Methods of Teaching Reading 308
Course Syllabus
Fall Semester of 2019

COURSE INFORMATION

Number and title: Methods of Teaching Reading 308

Credit hours: 3

Prerequisites: None-You must have passed the basic skills test by the end of sophomore year to continue with your upper division education coursework. It is recommended to be completed during Freshman year.

Required Field Experience hours: Concurrent enrollment in Reading Lab 383 required or 10 field placement hours.

INSTRUCTOR INFORMATION

Heather Johnson, MA: Educational Technology

Office Phone: 217-479-7165

[Preferred] Cell Phone/Text: 708-299-2396 – If you text me, please provide your name.

Email: heather.johnson@mac.edu

Office Hours: [minimum six posted hours weekly. See Academic Affairs Administrative Handbook, Sec. 316]

Office Location: 208-A, Jenkins Educ. Complex

COURSE DESCRIPTION

The student will analyze fundamental issues, curriculum, and learning strategies utilized to enhance student learning in reading instruction for every student in today's elementary schools. Elementary Education 308 will develop a thorough understanding of the reading process, blended literacy, and provide teacher candidates with a solid background concerning the important aspects of elementary reading instruction.

COURSE OBJECTIVES

Specific Candidate Competencies: After successful completion of ELED 232 candidates should be able to:

1. identify the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) IPTS 1A.
2. understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. ITPS 6A
3. knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. ITPS 6I
4. develop selected components of a lesson plan, IPTS 1B, 1C, 2A, 2F, 2I, 3H, 4D, 5A, 5B, 5O
5. assemble students into a group knowing the exact type of group and the ramifications of the number of its members, IPTS 1A, 2A, 4A, 4C, 4D, 4G, 5A, 5B.
6. understands communication theory, language development, and the role of language in learning; ITPS 6C

7. list the purposes, characteristics and limitations of different types of assessments. ITPS 2A, 2F, 2I.
8. understands theories and philosophies of learning and human development as they relate to the range of students in the classroom. ITPS 2A, 2F.
9. selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers); ITPS J6

PROFESSIONAL LEARNING OUTCOMES

IPTS- Illinois Professional Teaching Standards

Specific Candidate Competencies: After successful completion of ELED 232 candidates should be able to:

Standard 1 – Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

1. 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
2. 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
3. 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
4. 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
5. 1E) understands the impact of linguistic and cultural diversity on learning and communication;
6. 1F) understands his or her personal perspectives and biases and their effects on one’s teaching; and

Standard 2 – Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

7. 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
8. 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
9. 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs;

Standard 3 - Planning for Differentiated Instruction - The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

3A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction;

3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;

3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;

3E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

3H) establishes high expectations for each student's learning and behavior;

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

10. 4A) understands principles of and strategies for effective classroom and behavior management;

11. 4C) understands how to help students work cooperatively and productively in groups;

12. 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;

13. 4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment;

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

14. 5A) understands the cognitive processes associated with various kinds of learning;

15. 5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;

16. 5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;

6B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;

6C) understands communication theory, language development, and the role of language in learning;

6D) understands writing processes and their importance to content learning;

6E) knows and models standard conventions of written and oral communications;

6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;

6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;

6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

Performance Indicators – The competent teacher:

- 6J) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);
- 6K) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;
- 6L) facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content;
- 6M) teaches fluency strategies to facilitate comprehension of content;
- 6N) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;
- 6O) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;
- 6P) teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar);
- 6Q) integrates reading, writing, and oral communication to engage students in content learning;
- 6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs; and
- 6S) stimulates discussion in the content areas for varied instructional and conversational purposes.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

17. 8B) understands the collaborative process and the skills necessary to initiate and carry out that process;

18. 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

19. 9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;

20. 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

REQUIRED TEXTS

Vacca, J.A., (2018) Reading & Learning to Read, 10th Ed., Prentice Hall (Loose Pages)

Honig, B. () Teaching Reading Sourcebook, Academic Therapy Publications

Additional supplemental materials, blogs, articles, and podcasts will be assigned.

TECHNOLOGY

LiveText digital portfolio software. Buy a Standard Student Membership online at www.livetext.com. The cost is included in your textbook rental, and it will be good for five years after the date the software is activated. If you have already purchased this for another course, you do not need to do so again.

LiveText- Homework will be turned in via email or LiveText in the case of the KSA's and Moodle for other assignments.

Minimal technical skills required for this course include the ability to use Microsoft Office products, including PowerPoint, and to navigate the Internet.

Students are required to use Microsoft Word for papers, save them as Word documents, and upload them as assigned to Moodle. Documented papers should follow the guidelines of the American Psychological Association (APA).

Help with technology is available on the IT page of the MacMurray website, https://my.mac.edu/ICS/Resources/Information_Technology/. If you have a question not answered there, please contact the Help Desk at HelpDesk@mac.edu.

MOODLE

Moodle- will be used throughout the course as a repository of required, supplemental, and enrichment materials. Videos, articles, audio recordings and links will be uploaded for each week. **MAKE SURE YOU REVIEW THE MATERIAL ON MOODLE WEEKLY.**

All correspondence via email to the instructor must be using your MacMurray College e-mail address (no exceptions).

EVALUATION AND GRADES

You will be evaluated through classroom discussion, presentations, papers, projects, quizzes, and exams. The final course grade will be determined based on the following percentages:

Participation in classroom discussion: 10 percent of final grade

Classroom presentations/Projects: 20 percent of final grade

Papers: total 20 percent of final grade

Quizzes: total 20 percent of final grade

Midterm exam: 10 percent of final grade

Final exam: 20 percent of final grade [all courses will have a comprehensive final exam or permission from the provost more than 30 days in advance per the Academic Affairs Administrative Handbook, Sec. 313]

GRADING SCALE

TO CONTINUE IN THE EDUCATION PROGRAM YOU MUST PASS THIS COURSE WITH A "C" OR BETTER. YOU MAY RETAKE THIS COURSE ONCE TO IMPROVE YOUR GRADE.

Letter	Percentage
A	90 - 100
B	80 - 89
C	70 -79

D	60 -69
F	59 and Below

EVALUATION AND GRADES

ASSIGNMENT	Points Possible
KSA #1 (25 each x 4) Must have a “C” or higher	100
KSA #2 Lesson Plan	100
Tests (3 x 25 points each)	75
Participation	35
Final Exam: Resource Unit	100
Early Literacy Presentation	50
Discussion Forum Questions (5 x 5 points each)	25

Key Signature Assessment Table:

ASSIGNMENT	IPTS STANDARDS	COURSE OBJECTIVE	CONCEPTUAL FRAMEWORK	DUE DATE	SCORING METHOD
	IPTS 1B, 1C, 2A, 2F, 2I, 3H, 4D, 5A, 5B, 5O		2, 4		Rubric
KSA #1-	IPTS 1A-1F, 4A, 4D, 4G.		1, 2, 4, 5		Rubric
KSA #1-	IPTS 1A-1F, 2A, 4A, 4C, 4D, 4G, 5A, 5B		1, 2, 3, 4, 5		Rubric

Key Signature Assessments (KSA) are required components of this course and may not be deleted or modified in any way. All professors teaching this course must assign the KSAs. All students taking this course must complete the assigned KSAs. Data resulting from the KSAs must be entered into the assessment system

FIELD EXPERIENCE EXPECTATIONS

- The teacher candidate should be aware that the field experience is an essential aspect of this course. **Failure to complete the field experience will result in a failing grade for the class.**
- For this field experience, you are assigned to a classroom with Elementary students. Refer to www.mac.edu/education for guidelines.
- **You must complete 10 observation hours to pass this course, only if you are not concurrently enrolled in Reading Lab 383.**
- Refer to www.mac.edu/education for DRESS CODE guidelines.
- You are required to complete field experience spread out over the length of the course.
- **Failure to complete 50% of field experience by mid-term may result in your need to withdraw from the class.**
- FIELD EXPERIENCE ATTENDANCE:
 - If you are unable to attend a classroom observation, you will need to call the school and notify them of your absence.
 - You should be aware that the teacher to be observed probably has spent much time preparing for your observation. Also, the students in that teacher's classroom have been told of your expected arrival, and most likely, are looking forward to having you as a guest in their classroom.
 - Please do not disappoint.
 - **If you miss an observation and have not made proper arrangements with the school and/or teacher to be observed, you will not be allowed to continue to observe any more after the second absence which will result in failure of the class.**
- You will be given an observation log that you will need to ask each teacher observed to provide signatures as an indicator that you did observe that particular classroom.
- You are expected to act and dress professionally. Some examples of inappropriate behaviors include:
 - Arriving late to the observation
 - Not calling early enough to inform the school/teachers you are not able to observe
 - Placing your feet on a chair
 - Taking your shoes off during the observation
 - Not paying attention during the observation
 - **Do not use your phone at all or texting during the observation**
 - Wearing non-professional attire (Refer to DRESS CODE guidelines).

EDUCATION ASSIGNMENT POLICY

- Completion of reading assignments **before** class and completion of all assignments no later than the dates listed on the syllabus is mandatory.
- Explanations of expectations and rubrics will be given for all assignments.
- One point is deducted per day for any assignments not turned in on time. A week late would be 7 points deducted from the total score of the assignment.
- All assignments should be proofread for your name, course name, and proper grammar, punctuation, and spelling. It is encouraged for students to utilize technology (Grammarly, or other Program) to check for grammar, spelling, and punctuation.

ATTENDANCE POLICY

- Due to the nature of this course, student attendance and participation in this class is extremely important. The expectation is that you will be both physically and mentally present at all class sessions.
- Missing even one class, however, could mean you would miss a significant activity with developing performance expectations.
- The class will meet
- Confer with your professor for approval of appropriate excused absences (i.e., deathly ill, doctor's appointment, etc.).
 - If you are ill, please e-mail PRIOR to class time.
 - YOU are responsible for getting notes, handouts, and assignments. Attendance is taken every class.
 - The Education Department Attendance Policy copied below will be adhered to in this class.

For further information, see the statement on Class Attendance in the student handbook, *The Maggie*, on the college website,

[https://my.mac.edu/ICS/icsfs/The_Maggie_2018-2019_Final_8.9.18_\(Revised_10.25.1.pdf?target=df945bac-3501-40ca-8d0b-658cbb036e2d](https://my.mac.edu/ICS/icsfs/The_Maggie_2018-2019_Final_8.9.18_(Revised_10.25.1.pdf?target=df945bac-3501-40ca-8d0b-658cbb036e2d)

“Students are expected to attend all classes.” For some emergencies, the Vice President of Academic Affairs – Registrar’s Office sends out excused absence notices. Examples of these incidents include the hospitalization of a student, the death of a parent, grandparent, sibling, spouse or child, and a required court appearance. Absences caused by participation in events sponsored by the College, such as athletic events, choir concerts, field trips, workshops, etc., may be excused by the Vice President of Academic Affairs – Registrar’s Office. Students have the responsibility for arranging in advance to make up missed work. In all instances, students are expected to conform to the requirements outlined in this syllabus.

Nothing in the attendance policy shall be construed as relieving the candidate from responsibility for the total course content. Candidates who fail to follow this procedure and who have not received prior approval from the instructor for absences receive a failing grade. The Illinois State Assistance Commission also requires attendance as a “demonstration of academic progress toward a degree.”

- **Excused Absence** - An excused absence will be at the discretion of the instructor. You must contact the instructor before class time, assignment due date, or test.
- **Unexcused Absence** - After the third hour of unexcused absence in a class, your grade will be dropped one letter grade (If you have an unexcused absence for one evening class, you have 3 hours of absence. If you have an unexcused absence for a T-R class or a W-F Class, you will have 1-½ hours of absence. After 6 hours of absence, it will drop one letter grade again. **Makeup work or tests will not be accepted or given.**
- **Tardy** – A candidate will be considered tardy after the scheduled start time. Two tardies will equal 1 hour of unexcused absence. You should come to class even if you are late.

COPYRIGHTED MATERIALS

Copyright is a law of the United States (title 17, U.S. Code) that protects “original works of authorship” that are “fixed in a tangible form of expression” whether they are published or unpublished. This includes literary (books, articles, computer programs, etc.), musical, dramatic, choreographic, architectural, audiovisual and graphic works, among others. Digital content (e-books, online articles, content found on the Internet, electronic databases, etc.) has the same protection as analog content. MacMurray College Copyright Policy is found on the College website

(https://www.mac.edu/it/copyright_infringement_policy.asp) Please consult this source or a College librarian if you have any questions about the proper use of copyrighted material.

PROFESSIONALISM AND APPROPRIATE DISPOSITION

Professional behavior will be evaluated as part of your final grade.

You are interviewing for a job every single day at MacMurray College.

DRESS CODE

Education Division Field Experience & Clinical Practice MacMurray College education candidates should dress appropriately on each day of field experience and clinical practice. The dress that is considered fashionable or appropriate on campus may not be considered appropriate attire for classroom teachers. School districts require those working in their buildings to dress professionally.

Professional dress is typically NOT:

- Blue jeans
- T-shirts
- Sweatshirts (hooded also)
- Sneakers
- Flip-flops
- Hats
- Hoods
- Headbands
- Bandanas
- Sunglasses
- Leggings
- Stretch pants (spandex)
- Stirrup pants
- Shorts
- Spaghetti straps
- Tank tops
- Halter-tops
- short skirts (above the knees)
- Clothes with holes
- See-through shirts or skirts
 - exposed tattoos
- Excessive body piercing
- Any clothes extreme in style
- Clothing that depicts images or texts
 - Clothing that reveals one's stomach, private areas, or underwear when standing or kneeling/bending over or stretching

Professional dress typically IS:

For Women	For Men
Blouse	Collared Shirt
Skirt (Knee Length)	Slacks/ dress khakis
Jumper	Tie
Dress Slacks/ Khakis	Polo Shirt
Dress	Sweater
Sweater	Leather shoes
Pant Suit	
Low-heeled (comfortable) or flats	
Dress sandals	

ACADEMIC CALENDARS

The academic calendar is available at www.mac.edu/academics/calendars.asp. Deadlines for adding or dropping courses, withdrawals, and pre-registration are included in this calendar. It is the student's responsibility to comply with all deadlines.

STUDENT PERFORMANCE ACTIVITIES

Basic Expectations

We have some expectations regarding students in this class. We expect students to:

1. Attend class regularly and participate in online discussions
2. Participate in class activities and discussions
3. Complete all assigned readings before their scheduled date
4. Turn assignments in on time—word processed or in another agreed upon format
5. Adhere to the University's policies on plagiarism and academic honesty
6. Approach topics with an open mind

Professional Courtesies

- As a professional courtesy to other students and the instructor, **personal use of cell phones and social media (including text-messaging, Facebook and Twitter), newspapers, homework, checking email and randomly surfing the web via laptops and tablets, are to be engaged in outside of class time.**
- Come to class prepared to listen and be involved in the material and with class activities and discussions. Do not come to class with a plan to complete other classwork or catch up on current events via email or text messaging.
- **Using your laptop, tablet, or cell phone TO ENGAGE IN CLASS MATERIAL OR AN IN-CLASS PROJECT is acceptable.**
- **IT IS NOT ACCEPTABLE TO USE ELECTRONIC DEVICES TO ENGAGE IN PERSONAL BUSINESS or OTHER CLASS BUSINESS DURING CLASS TIME FOR THIS COURSE.**
- Students that join the class late when an in-class activity, quiz, or exam is already in progress will be expected to complete the task in its entirety within the time remaining.
- If an unannounced in-class activity or quiz is given during a class, only those present at the time it is given will be able to participate. In-class quizzes or activities cannot be made up.

Assigned Readings and Exams

I believe that a course like this works best if class time is used to discuss applications of strategies, receive additional information from outside resources, and engage in discussion about difficult material. I will not always give detailed lectures on assigned readings. However, information from all assigned readings should be applied to projects as appropriate and is subject to be covered on exams.

GENERAL MACMURRAY INFORMATION**DISABILITY SERVICES**

If you require accommodations in this course because of a disability, please do the following:

1. Contact me privately to discuss your specific needs for this course and
2. Contact the Director of Disability Services, Misty Eisfelder, at 217-479-7176 or misty.eisfelder@mac.edu to review your needs and coordinate reasonable accommodations.
3. Necessary accommodations must be made prior to the first exam/writing assignment due date.

HENRY PFEIFFER LIBRARY

Librarians at the Henry Pfeiffer Library can help with all stages of the research process, from brainstorming and refining topics to finding, evaluating and citing sources. Give us a call, drop in, or make an appointment for a one-on-one research consultation. Call 479-7110 or e-mail Adam adam.cassell@mac.edu or Kate kate.lawson@mac.edu.

Library Hours:

Mon.-Thu. 7:30 am – 11:00 pm

Fri. 7:30 am – 4:30 pm

Sat. Closed

Sun. 1 – 9 pm

CENTER FOR LEARNING EXCELLENCE (CLE)

The Center for Learning Excellence, located on the 2nd floor of the Henry Pfeiffer Library offers *free* tutoring in a variety of subjects, including writing and math. It is a great place to go to study because help is available right when you need it! Students doing group work find plenty of room to work together with access to computers and printing. If you are interested in joining a study group, contact the staff in the Center for assistance. You may find our schedule of tutors here:

<http://www.mac.edu/cle/tutoring.asp>

For more information, contact Director, Jenny Briney at 217-479-7178 or Assistant Director, Tasha Morwell at 217-479-7131.

Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
7:30am-9:00 pm	7:30am-9:00 pm	7:30am-9:00 pm	7:30am-9:00 pm	7:30am-4:30 pm	3:00pm-9:00 pm

ACADEMIC DISHONESTY AND PLAGIARISM

Action shall be taken against students who engage in conduct aimed at making false representation concerning academic performance. Such conduct includes but is not limited to the following examples:

1. Cheating on an examination.
2. Collaborating with others in work to be presented contrary to the stated rules of the course.
3. Plagiarizing, including the submission of another person's ideas and papers, even unintentionally (whether purchased, borrowed, or otherwise obtained) as one's own.
4. Stealing examination or course materials.
5. Falsifying records, laboratory data, and other data.
6. Submitting work previously presented in another course, if contrary to the rules of a course.

Judgment as to the fact of academic dishonesty resides with the course instructor. The instructor shall assign a grade of "F" for the work or the course at his or her discretion. A written report of academic dishonesty, including the circumstances and penalty assigned, shall be given by the instructor to the Academic Standards Committee. If the case warrants, the Committee may then write a letter to the student which would be made a permanent part of the student's record. In cases considered by the Committee to be particularly egregious, such as multiple offenses, the Academic Standards Committee may suspend or dismiss the student from the College. If a student disagrees with the Committee's decision- a written appeal can be submitted to the Provost Office with and additional supporting documentation. The Provost will review the case within 10 business days. The decision of the Provost is final.

RUBRICS FOR KEY SIGNATURE ASSIGNMENTS

- A. **KEY SIGNATURE ASSIGNMENT 1 - REFLECTION PAPERS-** After observing in a classroom and further research on the topic, the candidate will write four reflective papers analyzing and applying the pedagogical knowledge they have obtained from class with practices utilized in real elementary classrooms.
 - a. Paper 1 will reflect on emerging and developing Literacy,
 - b. Paper 2 on Phonemic Awareness, Phonics, Invented Spelling and Appropriate Practices,
 - c. Paper 3 on Comprehension, and

- d. Paper 4 on English Language Learners and Response to Intervention (Refer to the Appendix for Evaluation Rubric for each paper)
- B. KEY SIGNATURE ASSIGNMENT 2 - LESSON PLAN:** Using the Lesson Plan Model provided, develop an abbreviated lesson plan including a Big Idea (Central Focus/Skill), Content Standard(s), Objective, Mini Lesson, Assessment, ELL strategies, and NFNT (Notes for Next Time) reflection. You will micro teach this lesson in coordination with your reading lab field placement. The Lesson plan will be evaluated according the rubric in the Appendix. Peer and teacher feedback will be provided to help you create a “Notes for Next Time” reflection.
- C. EARLY LITERACY PRESENTATION:** The candidates will collaborate to create a 20-25 slide multimedia presentation with a target audience of parents and educational colleagues. The student will present information about literacy development of young readers, strategies, and resources parents can use at home while reading to their child.
- D. TESTS/FINAL EXAM :** Chapter quizzes and two tests will be given, a mid term assessments and a final exam. If you find that you were not as successful on a test as you would have liked, your professor would be very happy to have a conference with you. Anyone receiving a C or below on a test will be encouraged to have this conference.
- E. DISCUSSION FORUM/REVIEW QUESTIONS:** For select readings assigned in the textbook, you will be asked to respond to a discussion question. These questions and forum responses should relate to important aspects of the chapter. These questions are due the day the reading is discussed in class and will be submitted as a “Forum” post on the class Moodle page.
- F. PARTICIPATION/ATTENDANCE:** In-class attendance and participation is expected for all enrolled students and will be monitored for points. The materials being covered or the activities you will participate in are for your benefit. If you are absent, you will not receive points for that class period unless explicit, written permission is provided by the instructor.
- G. STUDENT EVALUATION/REFLECTION OF THE COURSE** Your professor will also have you complete an end-of-the-course evaluation so that future enrollees of this course will benefit from your input. You will also respond in a self reflection on your growth during the course.

Course Calendar

DATE	LOCATION	Topic	Activities	Assignment
Week 1 Aug, 27	Jenkins Educ Complex	-Into to Course -The Reading Process and Reading Theory	-Review Syllabus -Million Word Gap Video -Myths About Reading -Intro to Ch. 1 (Key	-Discussion Question -Read Ch. 1 -Create a reading resource binder

			Vocab) -New Literacies -History to 1899	-Create a vocabulary journal/scrapbook
Week 1 Aug 29		-The Reading Process and Reading Theory	-Reading in the 20th century -Ch. 1 Reading Process- Key Vocab -Interactive Theories -Graphemes, Phonemes	-Key vocab review (link in moodle)
Week 2 Sept. 3		-The Reading Process and Reading Theory	-Models of Reading Bottoms up/Top Down/interactive	-Discussion Question:
Week 2 Sept. 5		-Emergent and Developing Literacy	-Cognitive Development Theory: Piaget/Vygotsky -Alphabetic principle and sight word activities/resources -Early Lit concepts	-Discussion question -Key vocab review -Chapter 1 quiz
Week 3 Sept. 10		-Emergent and Developing Literacy	-Exploring print -lit development -oral language dev -phonological awareness	-Read Ch. 4
Week 3 Sept. 12		No Class (online assignments)	edTPA Conference	Moodle Assignment: Read Ch. 2 -Activating schema -Belief systems -Approaches/RTI
Week 4 Sept. 17		No Class (Online Assignments)	PEP Mtg Bloomington	Moodle Assignment: Read Ch. 2 -Activating schema -Belief systems -Approaches -RTI/Standards
Week 4 Sept. 19		-Emergent and Developing Literacy	-How rdg develops	Ch. 2 discussion question
Week 4		-Emergent and Developing Literacy -Comprehension, Vocabulary, and Fluency	Stages of spelling dev. spelling instruction	--KSA #1, Paper 2 due: Phonemic Awareness
Week 4		-Approaches to reading instruction	Creating Literate environments -Creating media	-Read ch. 8 -Discussion question

Week 5		-Vocabulary knowledge and Concept development	-Experiences, concepts and words	Read ch. 9 -Vocabulary quiz
Week 5		-Comprehension, Vocabulary, and Fluency	-Marzano's six steps for teaching vocabulary -Vocabulary Tools: Foldables, Journals, Word bank, tech resources, flashcards	-Read Ch. 8 Comprehension Part 1
Week 6		-Reading comprehension	-Story structure -Scaffolding	Read ch. 10
Week 6		-Reading Comprehension	-Guided interactions	
Week 7		-Reading Comprehension	-Reading and writing connections	Read ch. 11
Week 7		-Assessment	-Questioning Techniques/Bloom's Taxonomy -Types of Assessment (Formative vs Summative)	Read Ch.3 Trends in Assessment -KSA Paper # 3: Comprehension Due
Week 8		-Assessment	-Types of Assessment- Formal/Informal -Running Records, anecdotal, checklists, rubric, portfolio...	-Work on Assessment Summary
Week 8		-Assessment	-Using Data to increase student achievement	-Assessment Summary Due
Week 9		-Differentiation	-RTI -Tiers	-Read handout
Week 9		-Differentiation	-Instructional Grouping	-KSA #1 Paper 4 ELL/RTI Due
Week 10		-Differentiation	--Differentiated Learning Centers -Daily 5	
Week 10		-Fluency	-Defining and assessing oral fluency -Silent reading	Read ch. 8
Week 11		-Fluency	-Decoding	
Week 11				

Week 12		-Reading and responding to reading	-Interactive Read Aloud and Lit Discussions	-Read aloud activity
Week 12		-Approaches to Instruction	-Shared and performance rdg -shared -choral -rdrs theatre	-Discussion Forum question Due: Multicultural lit
Week 13		-Approaches to Instruction	-The Daily 5 -Independant rdg	-Add daily 5 resources to your resource unit
Week 13		-Approaches to Instruction	-Guided Rdg -Organizational techniques: note-taking, outlining	-Begin KSA #2 Lesson Plan
Week 14		-Instructional Planning	-Lesson Plan elements	-Work on KSA #2 Lesson Plan
Week 14		-Instructional Planning	-Lesson Plan presentation	-KSA #2: Lesson Plan Due today
Week 15		-Comprehension	-Strategies: prior knowledge, preview, predicting, main idea, inferencing, visualizing...	
Week 15		-Instructional Materials	-Basal readers -Evaluating other materials	-Read ch. 13
Week 16		-Family/Community Engagement -Early/emerging literacy	-Literacy Presentations	-Final Exam Project: Literacy Presentation
Week 16		-Bringing children and text together		-Ch. 12
FINAL		Final Exam (Test)		