



Professional Education Unit

Department of Early Childhood, Elementary, and Special Education
Reading for Early Elementary Teachers (face to face)
EDEE 331 Section 090
Spring 2010

Dr. Jennifer C. McCain
MSU-Ashland, Suite L282
Email: j.mccain@moreheadstate.edu
Office phone: (606) 326-2032

Course Description: Materials and methods for teaching basic reading skills in grades P-5. Students are taught how to teach subskills of reading readiness, vocabulary development, comprehension, and study skills. Assessment and interpretation of reading abilities will be utilized in designing classroom instruction.

Required Field Experience Hours: 20, Level III Field Experience

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Gain increased understanding of the complex reading process and the related instructional practices for P-5 classrooms
2. Gain experience in integrating developmentally appropriate approaches to teaching reading in P-5 classrooms
3. Develop an ability to implement developmentally appropriate techniques and materials for building vocabulary, developing word recognition and comprehension strategies (including critical and creative thinking), and integrating the curriculum in P-5 classrooms
4. Gain understanding and experience in applying authentic and alternative forms of assessment of student progress in the reading curriculum
5. Cooperatively develop and implement developmentally appropriate lesson plans for P-5 students that utilize current reading approaches
6. Become increasingly aware of the special instructional needs of the culturally and linguistically unique student and the learning disabled student
7. Become aware of professional organizations, publications, and resources available for both pre-service and in-service teachers

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Teachers	Elementary P-5		Reading for Early Elementary		
Aligned with→ Assessment↘ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	International Reading Association Standards (IRA)	NCATE
Book Play, 25 pts CFO: 1,2,4 SLO: 3,6	1,2,3,4,8	Learning Goals 1,2	Diversity, literacy	2,4	1,4
Strategy Presentation, 25 pts CFO: 1,2,4 SLO: 1,2,3,4,6	1,2,3,4,5,6,7,8	Learning Goals 1,2,6	Diversity, assessment, literacy, closing achievement gap	1,2,3,4	1,4
Book Library, 30 pts CFO: 1,2,4 SLO: 1,2,4,6	1,2,3,4	Learning Goals 1,2,	Diversity, literacy	1,2,3,4,5	1,4
Book Fair, 30 pts CFO: 1,2,4 SLO: 1,2,3,6	1,2,3,4,5,6	Learning Goals 1,2,5,6	Diversity, literacy, closing achievement gap	1,2,3,4,5	1,4

Independent reading/BB discussions, 40 pts CFO: 1,2,4 SLO: 1,2,3,4,6	1,3,5,6,8,9,10	Learning Goals 1,2,3,6	Diversity, literacy, assessment	1,2,3,4,5	1,4
Resource/reflection notebook, 50 pts CFO: 1,2,3,4,5 SLO: 1,2,3,4,6	1,2,3,4,5,6,7,8,9,10	Learning Goals 1,2,3,4,5,6	Diversity, literacy, assessment	1,2,3,4,5	1,4
Field Experience/lesson plans, 100 pts CFO: 1,2,3,4,5 SLO: 1,2,3,4,5,6,7	1,2,3,4,5,6,7,8,9	Learning Goals 1,2,3,4,5	Diversity, literacy, assessment, closing achievement gap	1,2,3,4,5	1,3,4
Attendance, 40 pts CFO: 3 SLO: n/a	7,8,9,10	n/a	Diversity, literacy, assessment, closing achievement gap	1,2,3,4,5	1

Assignment Descriptions:

Program: Elementary P-5 Reading for Early Elem Teachers	
Assessment (point value)	Description
Book Play, 25 pts	The students will work in groups and present a book as a play for young readers. Importance will be placed on visual presentation and vocabulary enhancement.
Strategy Presentation, 30 pts	The students will individually present one of the reading strategies from pages 428-484 in the text. Importance will be placed on clarity of the presentation and correct usage.
Book Library, 30 pts	The students will submit an annotated bibliography of independent reading books that a teacher would need in the classroom to stimulate an interest in reading. There will be 30 books listed with 5 books noted for each grade level.
Book Fair, 30 pts	Using one of the books for independent reading, the students will create a small display or presentation that can be shared with the class. Several different media must be included in this presentation.
Independent reading/BB discussions, 40 pts	Students will be asked to read books outside of the classroom that can be used in an elementary classroom. Students will be asked to post comments and recommendations about these books on Blackboard.
Resource/reflection notebook, 50 pts	Students will keep all handouts and resources provided by the instructor and other students in a notebook. Students will also be asked to reflect on some of the class meetings/strategies/or professional journal articles given in class.
Field Experience/lesson plans, 100 pts	The students are required to complete 20 hours in the field. More information will be given regarding this placement. Students are required to complete 2 KTIP lesson plans that were used in this field experience. Students will receive an I if the hours are not completed.

Attendance, 40 pts	Attendance is mandatory. One day will be excused. The next will result in a 20 point loss, and then the next will result in the loss of the attendance points.
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Grading Scale:

90%-100% A

80%-89% B

70-79% C

60-69% D

0-59% E

Required Textbooks:

Tompkins, G.E. (2006). Literacy for the 21st Century: A Balanced Approach, 4th edition. Upper Saddle River, NJ: Pearson.

Independent reading books

Course Evaluation:

The evaluation of the teacher candidate will be based on a point system for this course. Each assessment is listed on the previous tables and will have additional information provided in class. These assessments are to be completed both in and out of class and will be graded accordingly by the instructor. The instructor expects all assignments to be submitted or posted on Blackboard on time, typed if necessary, and free from grammatical errors.

Attendance Policy:

Attendance for the class meetings and field experience is a professional disposition for the teacher candidate and a requirement for the course. The candidate will be excused from only 1 class meeting/field experiences without penalty. After the second absence 20 points will be deducted from the 40 point total. After three absences the other 20 points will be deducted. Missed field experiences must be made up in conjunction with the supervising teacher.

TK-20

All students are required to be enrolled in TK-20 and are required to enter the field experience in TK-20 during the appropriate times. If the hours are not entered in TK-20 by the deadline or if the field experience is not completed, the student will receive an I for the course.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Course Calendar:

EDEE 331, section 090

Spring 2010 Tentative Daily Schedule

Date	Topic	Readings	Assignments Due
Jan 13	Introductions, course expectations		Personal information sheets
Jan 20	The reading and writing process	Ch. 1, Ch. 2	BB introductions
Jan 27	Book Play presentations		Book Play
Feb 3	Assessing Literacy, Young readers	Ch. 3, Ch. 4	BB discussion
Feb 10	Alphabetic code	Ch. 5	BB discussion
Feb 17	Fluency	Ch. 6	BB discussion
Feb 24	Book Fair presentations		Book Fair
Mar 3	Vocabulary development	Ch. 7	Midterm Exam
Mar 10	Reader and text factors	Ch. 8, Ch. 9	BB discussion
Mar 17	SPRING BREAK	SPRING BREAK	SPRING BREAK
Mar 24	Strategy Presentations		Strategy Presentations
Mar 31	Strategy Presentations		Strategy Presentations
Apr 7	Organizing instruction	Ch. 10	BB discussion
Apr 14	Field Experience Discussions		Field Experience lesson plans
Apr 21	Reading and writing	Ch. 11	Book Library
Apr 28	Content area reading and writing	Ch. 12	Field Exp, Lesson plans
May 5	Final Class		Reflection/resource notebook

*denote Field Experience Day --- Report to school.

^denote No Class --- Independent Readings / Assignments in Blackboard.

A variety of in-class activities will be done such as literature circles, book talks, strategy practices, discussions, group work, and anything assigned by the instructor.

