



**COLLEGE of EDUCATION**

**Dept: Early Childhood, Elementary & Special Education**

**EDEL 627 Reading in the Elementary School \***

**Section 301**

**Internet Course**

**Fall 2011 3 Credit Hours**

**Instructor: Dr. Timothy E. Miller**

**Office Hours: T-Th 12:20 – 2:20 Wednesday 10:20 – 12:20 And by appointment**

**Access information: GH A401c [t.miller@moreheadstate.edu](mailto:t.miller@moreheadstate.edu) 606-783-2843**

**(Be sure to put EDEL 627 on subject line of every email pertaining to this class - nothing else.)**

**Course Description: (3-0-3); I, II, III.**

**Extensive study of recent trends in materials  
and methods in teaching reading in the elementary school.**

**Required Field Experience Hours: 3**

**“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 (CFO's):**

**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 (SLO’s): By the end of this course, the candidate will be able to:**

**1. articulate knowledge of the current research theories, practices and techniques for teaching reading in the elementary school.**

**2. identify and explain newer reading programs that are being used in elementary school classrooms of today.**

**3.employ the know-how for planning and organizing elementary school classrooms for effective reading instruction coupled with integration of reading instruction within the content areas.**

**4. Knowledge of how to use Blackboard, the online classroom supplement used in this course. Students will develop basic understanding of Blackboard Message feature, and online data searches.**

**5.employ techniques used to motivate reluctant and struggling readers.**

**6. demonstrate knowledge of techniques for dealing with individual differences and for developing interest in recreational reading in primary and middle school programs.**

**7. ascertain appropriate techniques for integrating reading with content areas.**

**8. demonstrate knowledge of research-based techniques for teaching word recognition and comprehension.**

**8. evaluate and reflect upon research-based rationales for changes in beginning reading instruction and how these changes impact the early elementary classroom program.**

**9. evaluate and reflect upon the current research in programs for special and multicultural students.**

**NCATE/ EPSB Accreditation Alignment of CFO’s and SLO’s:**

**Course Evaluation:**

The candidate’s course grade will be determined by online presence in Wimba, class assignments, to include summary/critiques, exams, and final presentation. The course evaluation is based upon 2200 points. The instructor expects all assignments to be turned in on time, in Blackboard, using Times New Roman (12 font) on all work. \*\*\* Explanation of assignments and their point values are explained in the following two tables.

<b><u>Program: Elementary p-5 Masters Degree EDEM 627 Reading in the Elementary School</u></b>				
<b><u>Aligned with Assessment (point values)</u></b>	<b><u>Kentucky Teacher Standards (KTS)</u></b>	<b><u>Kentucky Core Academic Standards (KCAS)</u></b>	<b><u>Education Professional Standards Board (EPSB)/ NCATE</u></b>	<b><u>International Reading Association/Standards for Reading Professionals 2010 Pre-K &amp; Elementary Teacher Candidate (IRA)</u></b>
<b><u>Participation through the Internet. The student must communicate with the instructor and other interactive features of the Bb classroom. (200 points)</u></b>  <b><u>CFO: 1 - 5</u></b> <b><u>SLO: 1 – 6, 8</u></b>	<b><u>1.1, 1.3, 2.3, 2.5, 3.2-3.5,4.1, 4.3, 4.4, 5.1, 5.4, 6.1, 7.1, 7.2</u></b>	<b><u>Literacy Standards for K-5 Goals 1, 2, 5 &amp; 6</u></b>	<b><u>Diversity, assessment literacy, achievement gap, technology</u></b>  <b><u>NCATE 1, 2, 3, 4</u></b>	<b><u>1, 2, 3, 4, 5</u></b>
<b><u>Summary and critiques of assignments</u></b> <b><u>There are 10 of these summary and critiques. (400)</u></b>  <b><u>CFO: 1 - 5</u></b>	<b><u>1.1, 1.3, 2.3, 2.5, 3.2-3.5,4.1, 4.3, 4.4, 5.1, 5.4, 6.1, 7.1, 7.2</u></b>	<b><u>Literacy Standards for K-5 Goals 1, 2, 5 &amp; 6</u></b>	<b><u>Diversity, assessment literacy, achievement gap, technology</u></b>  <b><u>NCATE 1, 2, 3, 4</u></b>	<b><u>1, 2, 3, 4, 5</u></b>

<u>SLO: 1 – 6, 8</u>				
<b><u>Major presentation. A lesson plan and presentation over a reading topic will be assigned. The assignment must focus on phonics. You will work with a group and learn about phonics. (600 points) CFO: 1 – 2</u></b> <b><u>SLO: 1-9</u></b>	<b><u>1.3, 4.3, 4.4</u></b>	<b><u>Literacy Standards for K-5 Goals 1, 2, 5 &amp; 6</u></b>	<b><u>Assessment literacy, achievement gap</u></b> <b><u>NCATE 1, 4</u></b>	<b><u>2, 3, 4,</u></b>
<b><u>Mid-term exam (500 points)</u></b> <b><u>CFO: 1 - 5</u></b> <b><u>SLO: 1 - 7</u></b>	<b><u>1.1 – 1.5</u></b>	<b><u>Literacy Standards for K-5 Goals 1, 2, 5 &amp; 6</u></b>	<b><u>Diversity, assessment literacy, achievement gap, technology</u></b> <b><u>NCATE 1, 2, 3, 4</u></b>	<b><u>1, 2, 3, 4</u></b>
<b><u>Final Exam (5 points)</u></b> <b><u>CFO: 1 - 5</u></b> <b><u>SLO: 1 - 7</u></b>	<b><u>1.1 – 1.5</u></b>	<b><u>Literacy Standards for K-5 Goals 1, 2, 5 &amp; 6</u></b>	<b><u>Diversity, assessment literacy, achievement gap, technology</u></b> <b><u>NCATE 1, 2, 3, 4</u></b>	<b><u>1, 2, 3, 4</u></b>

**Assignment Descriptions: Assignments can be found behind the Assignment button in Blackboard.**



## Grading Scale: An Explanation of the Grading Scale

When I grade your summary and critiques I will award you a 50, 40, 30, 20 or 10. These correspond to the traditional A - E measure. However, since this is a graduate course I will expect a certain amount of sophistication from you. You should be able to write. If I award a 30 it is an adequate grade, a C. This is just that - adequate. Not great! If I award a 40, it is what I expect of a graduate student. A 40 is a good grade. Most graduate students will score a 40 if they have very good writing skills and spend a good bit of time thinking through what they read and write. A 50 is a cut above. I call this a "distinguished" level of performance. This is above and beyond what I expect of a graduate student. It has that extra bit of information or an excellently developed critique that really makes me think about the topic. A 5 is extra ordinary.

When you get your first few summaries back you will see how you are doing. As you get several you can add the extra elements that give your assignments that extra flair. You will not automatically get a 50 for your grade.

### POINTS ASSIGNED TO INDIVIDUAL ASSIGNMENTS THAT ARE GIVEN IN THE MODULES AND FOR EXAMINATIONS

1. Summary and critiques of assignments. The guidelines for these are above. There are 10 of these summary and critiques. See guidelines for summary and critiques. Exhibit A. (400 points)
2. **Major presentation.** A lesson plan and presentation over a reading topic will be assigned. The assignment must focus on phonics. You will work with a group and learn about phonics. (600 points)
3. Participation through the Internet. The student must communicate with the instructor and other interactive features of the Bb classroom. The instructor monitors this activity and points are assigned at the discretion of the instructor. (200 points)
4. Examinations. See information above on the about the examinations  
(2X500 =1000 points)
5. Total number of points. (2200)

At the end of class points will be converted to percentages and a final grade will be determined.

### Conversion of Scores and Percentages

2068 points - 2200 points = 94 - 100 = A = 5

1892 points - 2067 points = 86 - 93 = B = 4

1738 points - 1891 points = 79 - 85 = C = 3

1584 points - 1732 points = 72- 78 = D = 2

1583 and below 71 E = 1

**Required Textbooks:**

**Teaching Reading in the 21st Century (with Assessments and Lesson Plans Booklet), 5/E**  
**Michael F. Graves, *University of Minnesota, Twin Cities***  
**Connie Juel, *University of Virginia***  
**Bonnie B. Graves, *Children's Author***

**ISBN-13: 9780205523719**

**Heilman, Arthur (2006) *Phonics in Proper Perspective*. Publisher: Pearson, Merrill, Prentice – Hall.**

**All students in this course are required to purchase a Folio 180 account.**

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to [www.folio180.com/msuky/coe](http://www.folio180.com/msuky/coe) <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

**Course Evaluation:**

Students are required to do a course evaluation upon completion of the class. The availability of the evaluation will be announced on a timely basis.

**Attendance Policy:**

**CLASS PARTICIPATION AND ATTENDANCE**

**PARTICIPATION IS AN EXPECTATION!** For this online class the term attendance means that the student will attend all scheduled Wimba sessions delivered through Blackboard and turn in all assignments on time.

Since regular class participation is essential to the learning experience, it is the responsibility of the student to respond to the instructor promptly. Participation will be monitored for the whole term. For this class participation consists of being in the scheduled Wimba classes, and turning in assignments on time. Each assignment has a due date. If you cannot get the assignments done on time you will be given one additional day to get the assignment(s) done upon request. An assignment that is more three days late will be considered null and void. You will not get credit for the assignment(s). Students not responding because of legitimate reasons must consult with the instructor concerning the

situation, preferably beforehand. Legitimate excuses do not excuse the student from class responsibilities. The student is responsible for making copies of any assignments pertinent to the class. Examples of reasons to be excused by the instructor are illness, accident, personal emergency, death in the immediate family, special academic programs, or authorized work functions for which the student's presence is required.

### 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/](http://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>

### Calendar fall 2011

The new Blackboard version 9.0+ has many new features built-in. Because of this I am only going to put due dates and activities in this calendar. When you get into assignments you will see there is a due date listed for each assignment, a scoring rubric and instructions on how to do the assignments.

August 22 – August 28. The first day (week) of class notice the assignments for the major paper on a Phonics/Word Study topic. You have between now and November 25<sup>th</sup> to complete this project. There will be plenty of time to discuss what you are doing within your groups and with me on Wimba. You can email, or call me if you are having a great deal of trouble with the assignments. The details for this assignment can be found behind the Assignments button on the left of your screen.

**Notice the Literacy Autobiography assignment. It too is located in the Assignment section of Blackboard. This assignment is due September 2<sup>nd</sup>. Start working immediately.**

**Do the getting to know you assignment. Try to get your initial emails to your roster names, the three below your name. Respond to each of your colleagues with whom you have made contact. You should try to be done with this assignment by September 2<sup>nd</sup>.**

Assignment due dates

(all assignments due at 11:30 p.m. on the due date)

**September 2<sup>nd</sup> Literacy Autobiography due at 11:59 pm.**

**September 9<sup>th</sup> M1A1 assignment due. This means the summary and critique and the discussion board assignment.**

**September 16<sup>th</sup> M2A1 assignment due.**

**September 23<sup>rd</sup> M3A1 assignment due.**

**September 30<sup>th</sup> M4A1 assignment due**

**October 7<sup>th</sup> M5A1 assignment due**

**October 10<sup>th</sup> – 14<sup>th</sup> Mid-term – instructions for the mid-term TBA**

**October 21<sup>st</sup> M6A1 assignment is due**

**October 28<sup>th</sup> M7A1 assignment is due**

**November 4 M8A1 assignment is due**

**November 11<sup>th</sup> M9A1 assignment due**

**November 18 M10A1 assignment due**

**November 25<sup>th</sup> Phonics/Word study & M11A1 assignments due**

**December 2<sup>nd</sup> M12A1 assignment due**

**December 5<sup>th</sup> – 9<sup>th</sup> there will be a culminating activity since this is our last class of the semester**

**December 12<sup>th</sup> – 16<sup>th</sup> Final exam week. Exam TBA**

**Wimba meetings (should attend at least four @8 p.m)**

**August 25<sup>th</sup>**

**September 1<sup>st</sup>**

**September 6<sup>th</sup>**

**September 20<sup>th</sup>**

**October 6<sup>th</sup>**

**October 27<sup>th</sup>**

**November 3<sup>rd</sup>**

**November 17<sup>th</sup>**

**December 1<sup>st</sup>**