**Professional Education Unit**
**Department of Early Childhood, Elementary & Special Education**

Foundations of Reading EDEM 330 –ITV
(MSU Jackson and Hazard)

Fall 2010

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**Course Description:** An explanation to the developmental aspect of the reading process in grades K-8 in terms of instruction assessment, materials and classroom organization.

**Required Field Experience Hours:** 10 (Level 2)

***"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 reading materials, and use technology to access and evaluate information to improve classroom practice.

2. **identify and use** the elements of various reading programs in terms of format, cultural representation, assessment techniques and current methodologies.

3. **identify and explain** the procedures for evaluating the suitability of reading texts in terms of appropriateness, readability and instructional quality.

4. **articulate on the components and evaluate** the elements of the various models of reading instruction at the p-5 and 5-9 levels.

5. **identify and demonstrate** how to use materials available to teach reading such as children's literature, basal readers, games, high interest low vocabulary books, manipulative, technology based reading programs, and reading centered audio visual programs and equipment.

6. **align and demonstrate** the use of the various elements of lesson planning; students will plan and utilize these plans by tutoring elementary school aged children.

7. **identify and explain** the socio/cultural aspects of individual differences among elementary aged children.

8. **identify and apply** knowledge of the foundations relevant to the understanding of the phonemic, morphemic and syllabic principles of performance-based assessment.

9. **integrate** the requirements behind performance-based assessment into the design and implementation of writing lesson plans.

**Required Textbooks:** Gunning, Thomas G. (2009). Creating Literacy Instruction for all Students (7th Ed). Boston, MA: Pearson, Allyn & Bacon

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

| **Program:** | **Elementary p-5** | | **EDEM 330 Foundations of Reading** | | |
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| **Aligned with**<br><br>**Assessment (point values)** | **Kentucky Teacher Standards (KTS)** | **Kentucky Education Reform Act (KERA)** | **Education Professional Standards Board (EPSB)** | **International Reading Association/Standards for Reading Professionals 2010 Pre-K & Elementary Teacher Candidate (IRA)** | **NCATE** |
| Attendance (100)<br>CFO: 3<br>SLO: n/a | n/a | n/a | n/a | n/a | |
| Field Experience (200)<br>CFO: 1 - 5<br>SLO: 1 – 6, 8 | 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 | 2, 4, 5, 6 | Diversity, assessment literacy, achievement gap, technology | 1, 2, 3, 4. 5 | 1,3,4 |
| Reading Supplemental Materials Review (100)<br>CFO: 1 – 2<br>SLO: 1-9 | 1.3, 4.3, 4.4 | 3, 5, 6 | Assessment literacy, achievement gap | 2, 3, 4, | 1,4 |
| Writing Lesson Plans (100)<br>CFO: 3, 5<br>SLO: 2 – 7, 9 | 1.3, 2.1, 2.3, 2..4, 2.5, 6.3, 6.4, 7.1 – 7.3 | 2, 3, 5, 6 | Diversity, assessment literacy, achievement gap, | 1, 2, 3, 4 | 1,,3,4 |
| Using Ch. Reflections and Online | 2.3, 2.4, 2.5, 5.1 – 5.6, | 3, 5, 6 | Diversity, assessment literacy, | 3, | 3 |

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| Assessments (100)<br>CFO: 2, 4, 5<br>SLO: 1- 6 | 6.1 – 6.3 | | achievement gap | | |
| Mid-term exam (150)<br>CFO: 1 - 5<br>SLO: 1 - 7 | 1.1 – 1.5 | 2, 3, 5, 6 | Diversity, assessment literacy, achievement gap, | 1, 2, 3, 4 | 1,3,4 |
| Final Exam (150)<br>CFO: 1 - 5<br>SLO: 1 - 7 | 1.1 – 1.5 | 2, 3, 5, 6 | Diversity, assessment literacy, achievement gap, | 1, 2, 3, 4 | 1,3,4 |
| Final Notebook of Artifact of Teaching (100)<br>CFO: 1 - 5<br>SLO: 1 - 7 | 1– 1.5, 2.1 -2.5, 3.1-3.5, 4.1-4.5, 5.1-5.5 | 2, 3, 5, 6 | Diversity, assessment literacy, achievement gap, | 1, 2, 3, 4 | 1,3,4 |

**<u>Assignment Descriptions</u>:**

| **Program** | **Elementary p-5** | **EDEM 330 Foundations of Reading** |
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| **Assessment (point value)** | **Description** | |
| Attendance (100) | Candidates are expected to attend all scheduled classes on a regular basis. The maximum number of points will be given when student in present in all scheduled classes. Twenty points will be deducted from for each absence beyond two absences. See attendance policy below. | |
| Field Experience (200) | EDEM 330 Field Laboratory Section: Field experiences are an important part of this class. The class will not meet during the times when students are out in the schools/ This will be on Tuesdays at LBJ Elementary in Jackson. The experiences are scheduled by the instructor and are a group and one-on-one activities. The first week of the laboratory experience candidates will work with lower elementary children (K-2) for one hour per day for a total of five hours. The purpose of the time is for the candidate to develop and implement a directed reading lesson using a basal reader and supplementary materials. Lesson plans for | |

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| | each session must be submitted in advance and approved by the instructor. During the second week the candidates will work with intermediate level school students (3-5). The same procedure as week one will be followed. Since the field experiences are an integral part of the class they must be completed during the semester. If the experiences are not complete during the semester the grade of "I" will be given until such time that the experience is completed. A change of grade form must be signed by the instructor and the student's grade will be issued. Rubric available on Bb. |
| Reading Supplemental Materials Review (100) | Each student will present materials from local library, MSU library, or Reading Center at MSU, or any local elementary. Each presentation should include a handout for each member of the class following the assigned format, a brief explanation of the materials and a complete demonstration of the material should be shared with the class members. If AV equipment is to be used with this material, it is your responsibility to bring the equipment to class and use it in your demonstration. Presentations will be graded on the handout as well as the general quality of the class presentation. |
| Writing Lesson Plans (100) | Candidates will be instructed on how to write lesson plans to be used during the 10 hours of field experiences. Examples of a KTIP lesson plans are available to students to use in learning to write plans. These will be located on Bb. The plans will be developed using the New Language Arts Content Standards and after much practice using KDE website, review core content and assessment. Rubric available on Bb. Three lesson plans required. |
| Using Online Assessments and Chapter Reflections (100) | Candidates will be completing online assessments as well as discussion questions over each area of reading instruction for early elementary for each chapter. Areas covered: vocabulary, fluency, assessments, phonics, comprehension, writing/reading workshops, diversity, and process of reading instruction. Criteria for designing and evaluation be discussed in class and rubric available on Bb. |
| Mid-term exam (150) | A mid-term is given to teacher candidate. The mid-term will cover all the readings and activities discussed and implemented during the first part of the semester. |
| Final exam (150) | Final examination is given to teacher candidate. The exam will cover all the readings and activities discussed and implemented during the second part of semester. |

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| Final Notebook of Artifact of Teaching (100) | You are required to develop a notebook The notebook should contain original notes and handouts, including any that were supplied by other students and the instructor. All documents should be dated. An expandable three-ring binder should be used and divided into topical areas that are logical and meaningful to you (e.g., theory, literacy, environment, general reading instruction, etc.) Rubric available on Bb. |

**Grading Scale:**

**Grades are base on Points earned.**
**1000-960=A**
**959-919=B**
**918-878=C**
**877-837=D**
**836 and below=E**

**Course Evaluation:**

The candidate's course grade will be determined by in – class and out – of class assignments, to include: lesson plans / reflections, exams, and final course notebook. The course evaluation is based upon 1,000 points. The instructor expects all assignments to be turned in on time, in Blackboard, using Times New Roman (12 font) on all work. Candidates will be evaluated according to the descriptions of assessments above. Rubrics for each assessment are included on the Blackboard "Course Documents" for this course.

**Required Textbooks:**

**TEXT:** Gunning, Thomas. *Creating Literacy Instruction for All Children* (6th Edition) and *Literacy Strategies across the Subject Areas* (2nd Edition).

Required: Sturdy 3-Ring Note book with tabs for Coursework (Online Quizzes and Chapter Reflections), Lesson Plans, Class Notes and other.

*All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by the beginning of the third week of class. Your account may either be purchased at* {HYPERLINK "https://payment.th20.com/ctpayment/options_menu.do"} *or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the*

*College of Education Assessment Office at* {HYPERLINK "mailto:tk20help@morehead.edu"}

**Attendance Policy**

Attendance at all class sessions is expected, illness, death in the family, and participation in authorized university-related trips will constitute excused absences; however, the instructor must be notified before class of the absence and a written excuse must be presented to the instructor when the student returns to class. It is the responsibility of the student to secure information presented in class and to make up any experiences missed. Absences on days scheduled for field experience or presentations must be made up. More than three hours of absences or excessive tardiness for other reasons are not excused and will result in the reductions of the final grade.

**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 {HYPERLINK "http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html"} For example: copying information from the internet is plagiarism when appropriate credit is not given.

**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, {HYPERLINK "file:///C:\\Documents%20and%20Settings\\Local%20Settings\\Temporary%20Internet%20Files\\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 {HYPERLINK "http://www.moreheadstate.edu/emergency"}

**Course Calendar:**

EDEE 330 Foundations of Reading (PPN)
Tentative Course Calendar
Fall 2010

| Day | Date | Topic | Assignment/Reminders | Due |
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| Aug. | 24 | Introductions, Ice Breaker, Good/Bad Teachers, Syllabus, Field Experiences, Supplemental materials Discussion, and Website Info. . Literacy Strategy #9 K-W-L | Buy your textbook and look over your choice of supplemental materials. Teacher Work Sample Intro. **KTIP Lesson Plans Review** | Read Chapters 1 and 2 |
| Aug. | 31 | Discussion of Chapter 1 Nature of Literacy, Begin Ch. 2 Assessment Measures Literacy Strategy.-Talking Drawings #1 | Review assessment methods **KTIP Lesson Plans Review** **Reflection Question #1** | Online Quiz #1 and Reflection completed In class participation |
| Sept. | 7 | Continuation of evaluation, assessment, etc. Literacy Strategy #2-List, Group, Label, and Write Strategy | Review assessments methods and KTIP format Read Ch. 3 Be preparing for supplemental materials presentation. Reflection Question #2 | Online Quiz #2 and Reflection completed In class participation |
| Sept. | 14 | Ch. 3, Emergent Literacy Literacy Strategy #4-Personal Vocabulary Journal | Book to reinforce alphabet knowledge/phonological aware Reflection Question #3 | Bring your favorite ABC textbook to share |
| Sept. | 21 | Ch. 3 Emergent Literacy continued. Literacy Strategy #5-Semantic Feature Analysis | **Presentations** **Hand in 1st Lesson Plan** | Online Quiz #3 and Reflection completed Lesson Plan Due Supplemental Presentation |
| Sept. | 28 | Supplemental Materials | **Presentations** Read Chapter 4 | Presentations continued Discussion/Questions |

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| | | Presentation<br>Literacy Strategy #23-Paired Comprehension and Retelling Strategy | Study for exam and Jeopardy Review Game<br>Reflection Question #4 | concerning scoring of first KTIP lesson plan |
| Oct. | 5 | Supplemental Materials Presentation,<br>Writing Lesson Plans<br>Literacy strategy #14-Paired Reading for Fluency | **Finish Presentations**<br><br>**Mid-Term** | Online Quiz #4 and Reflection completed<br>Mid-Term Exam |
| Oct. | 12 | Chapter 4 Phonics, Syllabic analysis, spelling, etc.<br>Literacy Strategy-Book in a Day<br>And #21-Story Maps and Frames | Review Ch. 4<br>**Hand in 2nd Lesson Plan** | #2<br>Lesson Plan Due<br>Chapter Reflection completed<br>In class participation |
| Oct. | 19 | Continuation of Chapter 4 Phonics, Phonemic awareness,<br>#8 Literacy Strategy (Anticipation Guide-strategy) | Review Phonics (Chapter 4)<br>View links concerning phonics on textbook website | Online<br>Quiz #4 completed<br>In class participation<br>#3<br>Lesson Plan Due |
| Oct. | 26 | Chapter 5 Building Vocabulary<br>Literacy Strategy #16 Herringbone Technique | Read Ch. 5<br>**3rd Lesson Plan Due**<br>Reflection Question #5 | Online Quiz #5 completed<br>In class participation<br>Discussion/Comments concern scoring of lesson plan |
| Nov. | 2 | Chapter 6 Comprehension: Theory and Strategies Literacy Strategy #3 Web Page Evaluation | Read Ch. 6<br>Reflection Question for # 6 | Online<br>Quiz #6 completed<br>In class participation and reflection question completed |
| Nov. | 19 | Chapter 7 Comprehension: Text Structures and | Read Ch. 7 and 8<br>Reflection Questions Ch. 7 and Ch. 8 | Online Quiz #7 and #8 and chapter reflections completed |

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| | | Teaching Procedures Chapter 8 Reading/Writing in Content Areas and Study Skills Literacy Strategy #24 RAFT-Writing | | In class participation |
| Nov. | 16 | Ch. 9 Writing and Reading Ch. 10 Approaches to Teaching Reading Literacy Strategy #11-Inquiry Charts | Read Ch. 9 and 10 Bring notebooks to class! Reflection Questions Ch. 9 and Ch. 10 | Chapter reflection questions completed for Ch. 9 and Ch. 10 Quiz #9 Quiz #10 completed<br><br>In class participation |
| Nov. | 23 | Ch.11 Writing/Reading Literacy Strategy #20-Imagine, Elaborate, Predict, and Confirm (IEPC) | Read Ch. 11 Reflection Question Ch. 11 | Quiz#11 Quiz#12 and reflections completed<br><br>In class participation |
| Nov. | 30 | Diversity in Classroom and Short Discussion on Ch. 13 Creating a literacy program Literacy Strategy #17 Think, Pair, Share | Read Ch. 12 Diversity Study for exam Reflection Question 12 and Ch. 13 | In class participation<br><br>Sharing of websites available for teachers concerning Diversity-must share two of your favorite sites |
| **Dec**. | 7 | Final Examination Review Ch. 5-13 | Jeopardy: Review of Final and discuss questions concerning Study Guide | In class participation of Jeopardy covering 5-13 key points |
| Dec. | 14 | Final Exam | | Final Exam |