**CAMPBELLSVILLE UNIVERSITY**

 **COURSE SYLLABUS**

# PLEASE TYPE. DATE Aug 29, 2016

ACADEMIC UNIT

Please check to indicate this course has a service learning component.

FACULTY Dottie Davis

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

 ED 351 Reading Methods, P-9 3 hrs

TEXTBOOK Required Not Required

Author Gunning, Thomas

Title Creating literacy instruction for all students. (9th Ed).

Publisher Allyn & Bacon

Date of Publication 2016

WORKBOOK

Author

Title

Publisher

Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

**Campbellsville University**

**School of Education**

**Fall 2016**

*ED 351 Reading Methodology, P-8*

**MWF 1:00 p.m.**

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 MW: 2:00-3:00

# ***Theme: Empowerment for Learning***



**Textbook:** Gunning, T. (2016). Creating literacy instruction for all students. (9th Ed). Boston, MA: Pearson.

**Pre-requisites: CAP 2 Admission to the Teacher Ed Program is required.**

**Course Description:** The Reading Methodology P-8 is required for P-5 and 5-9 pre-service teachers. This reading methods course consists of an overview of reading theories and methods. It emphasizes the topics of emergent literacy, phonics, phonemic awareness, whole language, a balanced approach to reading instruction, vocabulary growth, fluency, reading comprehension and reading in the content areas. Students are requiredto have field experiences with diverse learners in the public school. They will teach a lesson and administer an informal reading inventory in P-5 or 5-9 classrooms. ILA Standards

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

 Standard 2 The Teacher Designs and Plans Instruction

 Standard 3 The Teacher Creates and Maintains Learning Environment

 Standard 4 The Teacher Implements and Manages Instruction

 Standard 5 The Teacher Assesses and Communicates Learning Results

 Standard 7 Reflects On and Evaluates Teaching and Learning

 Standard 8 Collaborates with Colleagues/Parents/Others

 Standard 9 Professional Development

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

 KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

 InTASC 1 Learner Development

 InTASC 2 Learner Differences

 InTASC 3 Learning Environments

 InTASC 4 Content Knowledge

 InTASC 5 Application of Content

 InTASC 6 Assessment

 InTASC 7 Planning for Instruction

 InTASK 8 Instructional Strategies

 InTASC 9 Professional Learning and Ethical Practice

 InTASC 10 Leadership and Collaboration

**International Literacy Association Standards (*ILA*)**

Standard 1 Foundational Knowledge

 Standard 2 Curriculum and Instruction

 Standard 3 Assessment and Evaluation

 Standard 4 Diversity

 Standard 5 Literate Environment

 Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

 Standard 2 Clinical Partnerships and Practice

 Standard 3 Candidate Quality, Recruitment, and Selectivity

 Standard 4 Program Impact

 Standard 5 Provider Quality Assurance and Continuous Improvement

**SPECIALIZED PROFESSIONAL ASSOCIATION (SPA) Standards**

 **National Council of Teachers of English (**[**http://www.ncte.org**](http://www.ncte.org)**).**

ILA and NCTE share the standards and purpose to ensure that all students are knowledgeable and proficient users of language so they may succeed in school, participate in our democracy as informed citizens, find challenging and rewarding work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**International Literacy Association (**[**www.reading.org**](http://www.reading.org)**)**

Standards for Reading Professionals (2010, most recent ILA standards)

**Standard 1: Foundational Knowledge**

**Element 1.1**: Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

**Element 1.3** Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

**Standard 2: Curriculum and Instruction**

Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

**Element 2.2:** Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

**Element 2.3:** Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

**Standard 3: Assessment and Evaluation**

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction

**Element 3.1** Candidates understand types of assessments and their purposes, strengths, and limitations.

**Element 3.3** Candidates use assessment information to plan and evaluate instruction.

**Element 3.4**: Candidates communicate assessment results and implications to a variety of audiences.

**Standard 4: Diversity (2010)**

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

**Element 4.1:** Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

**Element 4.2:** Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

**Element 4.3:** Candidates develop and implement strategies to advocate for equity.

**Standard 5 Literate Environment (2010)**

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Element 5.1*:*** Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.

**Element 5.2*:*** Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.

**Element 5.3*:*** Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

**Element 5.4*:*** Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

**Standard 6: Professional Learning and Leadership**

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**Element 6.1*:*** Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

**Element 6.2*:*** Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

**Association for Childhood Education International (**[**www.acei.org**](http://www.acei.org)**)**

***Standard 1: Development, Learning and Motivation***

Development, learning, and motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

***Standard 2: Curriculum***

2.1 English language arts--Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues

***Standard 3: Instruction***

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.

***Standard 4: Assessment for instruction***

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

***Standard 5: Professionalism***

5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.3 Collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.

### MIDDLE SCHOOL STANDARDS

### Association of Middle Level Education (AMLE)

Principle A The Learner and Learning

 Standard 1: Young Adolescent Development

Principle B Middle Level Curriculum

 Standard 2: Middle Level Curriculum

 Standard 4: Middle Level Instruction and Assessment

Principle D Professional Responsibilities

 Standard 5 Middle Level Professional Roles

### KAS -Kentucky Academic Standards – English Language Arts (ELA) [www.corestandards.org](http://www.corestandards.org)

ELA-P-R-1 Students will listen to a variety of genres (e.g., stories, poems to understand of reading.

ELA-P-R-2 Students will develop concept of self as reader through using experience, memorization, pictures, and imagination to make meaning from reading materials.

ELA-P-R-3 Students will read material that rhymes, is predictable, and has high frequency words.

ELA-P-R-4 Students will read and understand fiction and nonfiction materials with text features such as tables, tables of contents, and indices.

ELA-P-R-5 Students will choose and read a variety of materials to gain understanding of the world around them and of the nature of texts, including literary materials (e.g., plays, poetry, short stories) and transactive materials (e.g., letters, articles).

ELA-P-R-6 Students will read a variety of materials to accomplish authentic purposes, including reading for enjoyment, to locate information, and to complete tasks.

ELA-4-R-2 Students will recognize characteristics and elements of different kinds of works.

ELA-P-SLO-2 Students will identify & apply appropriate listening behaviors in situations and purposes.

ELA-P-SLO-3 Student will apply listening, speaking, and observing skills for a variety of purposes.

ELA-P-I-1 Students will pose questions to obtain ideas and information for authentic purposes.

ELA-P-I-3 Students will use appropriate research tools to locate information and ideas for authentic tasks.

ELA-P-T-1 Students will explore and use technology to access ideas and information for authentic tasks.

**COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES**:

1. Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational and socio-cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. (Article Critiques, chapter activities)

2. Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement (QRI, lesson plan, article critiques).

3. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing (QRI, field experiences, lesson plan)

4. Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections (lesson plan, class activities).

5. Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources (article critiques, chapter activities, field experiences).

6. Candidates understand types of assessments and their purposes, strengths, and limitations (QRI, lesson plan, chapter activities).

7. Candidates use assessment information to plan and evaluate instruction (QRI, lesson plan, chapter activities.

8. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society (lesson plan, article critiques, handwriting task, opinion paper).

9. Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write (QRI, lesson plan, field experiences)

10. Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity (field experiences, lesson plan, chapter activities).

11. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments (lesson plan, article critiques, writing task, opinion paper, and final exam presentation).

12. Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. (article critiques, chapter activities, writing task, opinion paper, and final exam presentation).

13. The candidate will demonstrate an understanding of the **KTS Diversity Proficiencies:**

KTS 1.2: connects content to life experiences of students.

KTS 2.2: Uses contextual data to design instruction relevant to students.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student Learning Outcomes | ILA Literacy Standards | KTS | CAEP & InTASC | EPSB | CF Theme Model |
| Exams | 1 - 6 | 1-Content5-Assess7-Reflection | CAEP 1, 2InTASC 1, 4, 6, 9 | Diversity AssessmentLiteracy | 1, 2, 3, 5, 6, 8 |
| Chapter Activities and presentations | 1,2, 3,4, 5, 6 | 1-Content5-Assess6-Technology7-Reflection9-Profess Dev | CAEP 1, 2InTASC1, 3, 4, 5, 6, 8, 10 | Diversity AssessmentLiteracy | 1, 2, 3, 4, 5, 8 |
| Article Critiques | 1, 2, 3, 6 | 1-Content5-Assess7-Reflection | CAEP 1, 2InTASC 1, 4, 6, 9 | Diversity AssessmentLiteracy | 1, 2, 4, 5, 8 |
| Field and PPD | 1 - 6 | 1-Content2-Design4-Implement5-Assess | CAEP 1, 2, 3InTASC 1-10 | Diversity AssessmentLiteracy | 1, 2, 3, 4, 5, 6, 7, 8 |
| PPGP Reflection | 1, 2, 3, 6 | 1-Content5-Assess6-Technology7-Reflection9-Professi Dev | CAEP 1, 2, InTASC 1, 6, 9  | Diversity AssessmentLiteracy | 1, 2, 5, 8 |
| Handwriting Task/Paper | 1, 2, 3, 4, 5  | 1-Content5-Assess7-Reflection | CAEP 1, 2InTASC 1, 2, 3, 5  | Diversity AssessmentLiteracy | 1, 2, 3, 6, 8 |

KTS 2.4: Plans instructional strategies/activities that address learning objectives for all students. KTS 3.3: values and supports student diversity and addresses individual needs.

KTS 6.3: integrates student use of technology into instruction to enhance learning outcomes and meet diverse needs.

## COURSE REQUIREMENTS

**A. Attendance and Participation**

Teacher Candidates are required to **attend all class meetings** and are responsible for meeting all the course requirements. In addition to class assignments, your responsibility includes **preparing for class by reading chapters and other class materials *prior to class. Please be prepared for class***.

You are encouraged to *participate* in this learning community, by interacting with your peers, being actively engaged in class, taking notes, asking questions, making comments, sharing experiences, etc. Additionally, participation in Field and PPD experiences are outside of class time, and your participation in these activities is critical for your teacher preparation and mandated by the state.

**All course assignments are critical to your grade and all assignments *must be posted in TigerNet*** by the due date as indicated in the syllabus. Be sure to **“Mark as Final”** in TigerNet, as the last step that sends a document directly to the professor. Professional behavior requires that you manage your personal and academic time carefully for your personal success. Be sure to post at least 15 minutes prior to the due time, as TigerNet will close. Some activities may be collected for participation grade.

Students are required to **attend all class meetings** for ED 351 and are responsible for meeting all the course requirements. (Student Attendance Policy, Student Handbook.). A student's attendance at all classes for the entire period is of utmost importance. If you must be absent (i.e.,illness,emergency, participation in a University-sponsored event), it is your responsibility to contact the professor before absence, if possible, and provide documentation of reason(s) for absence.

**LATE ASSIGNMENTS POLICY**: Late work is unprofessional and will be unaccepted. If there is an emergency, it is the student’s responsibility to make an appointment and communicate with professor. Please see email and phone.

* PLEASE DO NOT EMAIL ASSIGNMENTS TO PROFESSOR. Tiger Net is an organized system that keeps a collection of your work. For the CAP 3 Portfolio, you can retrieve your work in TigerNet from previous semesters.

**B. TPGES TeacherProfessional Growth Plan (PGP) REFLECTION (50 pts)**

(TPGES Domain 4)

Please refer to your CAP 2 PPGP and the goals you set for yourself. What experiences in ED 351 this semester have allowed you to grow in your professional development of teaching children to read? Gice some examples. What Field and PPD experiences have enabled your professional growth in better understanding the importance of literacy? Why is literacy so important?

Please write a three-page reflection, double-spaced, 11 font. Please upload to TigerNet.

C. **Article Critiques of Reading Research: Total 100 pts (25 pts each article)**

(PGES Domain 4)

Students will research and critique **four articles** focusing on the topic: “*Reading skills in the content areas for intermediate or middle grade students*.”

Each critique should be typed in APA format, double-spaced, Roman 11 font, and **at least two-pages in length**. Please use professional reading journals (i.e., The Reading Teacher, Reading Research Quarterly, Language Arts, Journal of Reading Behavior, Educational Leadership, etc.)

**Each critique should address the following:**

(1) Brief summary of the main ideas of the article; (2) Educational implications: how can theory and strategies be implemented in the classroom? (3) Make specific connections with ILA standards that best align with the article with specific examples? (4.) Personal Opinions: Do you agree/disagree with the author? Why?

**D. Handwriting Task: Part 1: (50 pts)**

(TPGES Domain 1, 3)

**Manuscript Handwriting (P-5) and Cursive Writing Assignment (5-9):**

Handwriting is very important as a means of communication and as a perceptual motor skill that is best taught through frequent periods of tri-sensory (visual, auditory, and kinesthetic) instruction. P-5 and 5-9 candidates must be able to model legible handwriting to elementary and middle school students in order to teach legible handwriting. The manuscript and cursive handwriting tasks will allow candidates to practice handwriting skills on paper and the chalkboard, analyze and correct their writing when necessary. Materials provided.

**E. Handwriting Task Part 2: (50 pts)**

(PGES Domain 4)

**Opinion Paper/Critique of Handwriting Instruction**

Students will write (at least) a **two-page opinion paper** (word processed document, Roman 12 font) stating an “informed” opinion on handwriting instruction. In today’s technological world, is it necessary to teach handwriting instruction in elementary and middle-school classrooms? Please make specific connections by discussing appropriate *ILA Literacy Standards, KCAS, and PGES.*  Please read **at least three articles** to support your opinion and include a bibliography page in APA format. **Please upload assignment to TigerNet**.

**F. Chapter Activities (25 pts)**

(TPGES Domain 1, 2, 3)

Students will take the lead on engaging the class with a discussion n for certain chapter activities. Students will sign up for one chapter to present. Leaders for respective chapters will engage peers in a discussion of the ideas and apply them with short activities that address reading skills. These must be appropriate for elementary and/or middle grades learners. Please use technology (i.e., power point, etc.) with a hard copy activity that engages all students. Please be sure to make connections to the ILA Literacy Standards, KAS, and TPGES Domains. More information will be discussed. **Activities and materials must be uploaded to Tigernet**

**G.** **Exams**: **(300 pts)**

Students will take three exams over the chapter readings and professor class notes of related research.

**H. FINAL EXAM (100 pts)**

**(**PGES Domain 4)

Students will create and make a ten-minute power point presentation regarding effective reading instruction according to the *ILA Literacy Standards* and the *Ky Academic Standard (KAS)s*. This should include your philosophy of effective reading instruction and concepts from *TPGES*. More discussion and details will be provided in class. **Please upload to TigerNet.**

**I.** . **FIELD AND PPD ASSIGNMENT (TOTAL 275 pts) (**PGES Domain 1, 2, 3, 4)

**Field Experience Assignment**:

ED 351 requires candidates to **spend 15 hours** in an elementary or middle school classroom focusing on Kentucky literacy standards and reading skills. Candidates will observe and assist in a reading classroom to demonstrate knowledge, skills, and dispositions of an effective reading teacher. All field hours that are logged on the Field Experience Form will also be recorded in the Ky Field Experience Tracking System (**K-FETS**).

**Part 1: (4 hrs) Observing and Assisting** – **(25 pts)**

Candidates will spend the first part of the field experience by observing, assisting, and tutoring in order to interact with teachers and build rapport with students. Candidates will also reflect on the diverse levels of student abilities and the need for differentiated instruction to make an impact in learning by citing examples of KTS 2, 3 and 4, ILA Standards, learning theory, and *PGES Domain 2.*

**NOTE:** The written reflection of this field experience should be a **4-page report, double-spaced, 11-font..** Please be sure to get signatures on the Field Experience Form to verify experiences. **Upload to TigerNet and log hours in KFETS. (KTS 2,3,4; ILA, TPGES)**

**Part 2: (3 hrs) QRI Case Study and Data Analysis Report**. **(100 pts)**

**The Qualitative Reading Inventory (QRI-4) Assignment is a CAP 3 Portfolio Piece, emphasizing collaboration with others to benefit learning needs of students.** The QRI is an assessment tool used to determine a child’s reading level and diagnosis of specific reading problems. In this field experience, candidates will collaborate with a public school teacher to choose a struggling reader in grades 3 or above to administer the QRI reading assessment. This assignment will include a plan for implementation the QRI assessment, interpretation of the data results from a series of three assessments, and a plan for next steps for reading proficiency. Please include examples of the *PGES Domain 1B.* More details and forms will be discussed in class. **NOTE:** **The written reflection of this field experience will be the QRI Case Study Questions provided with the QRI materials. Upload to TigerNet and log hours in KFETS.** **(KTS 1,3,5,7)**

**Part 3: (3 hrs) Design and Implementation of a lesson plan.** **(100 pts)**

Candidates will develop and teach **ONE LESSON** using the new Source of Evidence Lesson Plan focusing on **reading skills (i.e.. comprehension, fluency, vocabulary)** to a whole-group in an elementary or middle school. Source of Evidence Lesson Plan should include clear learning objectives, a variety of instructional strategies, and appropriate differentiation. The reflection of this lesson will be a Source of Evidence Lesson Analysis. Please be sure to **make a copy of all student work samples** to turn in and record the scores of the independent activities. You will need to have sample student work in your CAP 3 Portfolio.

**Please upload the following documents in TigerNet and log hours in KFETS.**

(1) Sources of Evidence: Lesson Plan AND Analysis

(2) Source of Evidence: Reflection discussion of KAS, TPGES, ILA standards, and learning theory.

(3) SCANNED: List of Student Names and Scores

(4) SCANNED: Sample Children’s work that includes feedback and score

**(KTS 1, 2,3,4,5,7)**

**Part 4: (5 hrs) RTI Reading Experiences (25 pts)**

Candidates will assist teacher and tutor students based on the reading needs for Response to Intervention (RTI). The reflection for this experience should be at least 4 page written reflection that describes your RTI experiences and makes connections to the ILA standards, TPGES Domains, KAS, and learning theory. Please **upload to TigerNet and log your hours in KFETS. (KTS 1, 2, 3, 7)**

**Part 5: (3 hrs) PPD Assignment**: **(25 pts)**

ED 351 requires candidates to complete **at least 3 PPD** hours and to clearly log these experiences on the PPD Summary Form. Please write a one-full page typed reflection for each PPD. Please **upload to TigerNet by 5:00 p.m.**. **Please note that late PPD assignments will incur late points. (KTS 1,7,9).**

**EVALUATION/GRADING POLICY: Students are graded on a point system using the following scale:**

|  |  |
| --- | --- |
| 92%-100% 869 - 950 points A 92%-100% 82% -91% 774 - 868 points B 82%-91% 72% - 81% 679 - 773 points C 72%-81% 62% - 71% 584 -678 points D 62%-71% Below 61% 0- 583 points F 61% and below |   100 pts 50 pts 50 pts 25 pts 300 pts  100 pts 275 pts |

**Tentative Course Schedule**

**WEEK 1**

Aug 31 Course Syllabus, Class Materials, Attendance, TigerNet Postings, Disposition Policy, Late Work, National Standards, PRAXIS II, TPGES,

**DUE: First Day Assignment (Tiger Net Post by 11:00 p.m. Today):**

(Please be sure to “Mark as Final” to send document to Professor). This post should include **one page** that includes the following:

**1. Student Introduction** that includes a short paragraph that includes your first/last name, where you are from (city and state), your major, career goals, and teaching experiences. Please share something interesting about yourself ( i.e., hobbies, habits, special skills, sports, family, etc).

**2. Faculty Expectations Statement of Understanding** – *I, (provide your first and last name), have read the syllabus and understand the ED 351 course requirements and SOE policies regarding Dispositions, Attendance, Technology, TigerNet Postings, LATE Policy, Plagiarism, etc. I also understand that my success includes professional preparation through time management, goal setting, class participation, and being prepared for class by reading chapters prior to class.*

Sep 2 Field Experience: Obsering/Assisting, QRI, RTI, Teaching, KFETS

**DUE**: **Tiger Net Post: Field and PPD Expectations**– *I, (provide your first and last name), understand the ED 351 Field Experience requirements as indicated in the syllabus. I must also attend 3 Pre-Professional Development (PPD) seminars. I understand that professional responsibilities include time management to complete field experiences by the due date, and all reflections will be posted in TigerNet*. **DUE by 11:00 p.m.**

**WEEK 2**

**Sep 5 LABOR DAY HOLIDAY**

**Sep 7 Field Experience Day for Part 1 Observing and Assisting**

**Sep 9 Field Experience Day for Part 1 Observing and Assisting**

 **DUE: Articles Critiques #1 and #2 (Post in TigerNet by 2:00 p.m.)**

**WEEK 3**

Sep 12 Ch 1 The Nature of Literacy

Sep 14 Ch 1 The Nature of Literacy GUEST SPEAKER: Response to Intervention (RTI)

Sep 16 Ch 3: Assessing for Learning and QRI (CAP 3 Portfolio Piece)

**WEEK 4**

Sep 19 Ch 3:Assessing for Learning and QRI (CAP 3 Portfolio Piece)

Sep 21 Ch 4: Fostering Emergent Literacy

Sep 23 Ch 4: Fostering Emergent Literacy

**WEEK 5**

Sep 26 **EXAM 1: Ch 1, 3, & 4**

Sep 28 **Field Experience Day**

Sep 30 **Field Experience Day**

**DUE: Field Experience Reflection Part 1: Observing and Assisting (Post in Tiger Net)**

**Please log hours in the KFETS system:** [**www.epsb.ky.gov**](http://www.epsb.ky.gov)

**WEEK 6**

Oct 3 Ch 5 Teaching Phonics (Phonemic Awareness and Fluency) - KAS

Oct 5 Ch 5 Teaching Phonics (Phonemic Awareness and Fluency) - KAS

Oct 7 Ch 5 Teaching Phonics (Phonemic Awareness and Fluency) - KAS

**DUE: Ch 5 Presentation of Lesson Plan on Phonics and Fluency (Post in TigerNet)**

**WEEK 6**

Oct 10 **Field Experience Day –** Part 2 QRI

Oct 12 **Field Experience Day** – Part 2 QRI

Oct 14 OPEN SOE FACULTY WORK DAY

**DUE: Article Critique #3 (Post in TigerNet by 2:00 p.m.)**

**DUE: Article Critique #4 (Post in TigerNet by 2:00 p.m.)**

**WEEK 7**

Oct 17 Ch 6 Building Vocabulary (and KAS)

**DUE: Field Experience Part 2:** QRI Case Study &Analysis

**\*\*Please log hours in the KFETS system:** [**www.epsb.ky.gov**](http://www.epsb.ky.gov)

Oct 19 Ch 6 Building Vocabulary (and KAS)

**MID TERM PROJECTS DUE: Opinion Paper Is handwriting instruction necessary?”**

**Post in TigerNet by 2:00 p.m.**

**MID TERM PROJECT DUE: Handwriting Packet (Hard Copy to instructor)**

**Oct 21 FALL BREAK**

**WEEK 8**

Oct 24 Ch 6 Building Vocabulary

Oct 26 Ch 6 Building Vocabulary – KAS

**DUE: Ch 6 Class Activitiy Presentation of Vocabulary Lesson Plan (Post in TigerNet)**

**Oct 28 PRAXIS II PREP – ONLINE ACTIVITY**

**WEEK 9**

Oct 31 Ch.6 Building Vocabulary – KAS

Nov 2 Ch.6 Building Vocabulary - KAS

Nov 4 **EXAM 2: Ch. 5 and 6 and Phonics Research of Barbara Fox**

**WEEK 10**

Nov 7 Ch. 7: Comprehension: Theory and Strategies

Nov 9 Ch. 7: Comprehension: Theory and Strategies

**DUE: Ch 7 Class Activitiy Presentation of Comprehension Lesson (Post in TigerNet by 2:00 p.m.)**

**Nov 11 Field Experience Day -** SOE Faculty Work Day

**DUE: TPGES Reflection in TigerNet**

**WEEK 11**

Nov 14 Ch. 8: Comprehension: Text Structures and Teaching Procedures and KAS

Nov 16 Ch. 8: Comprehension: Text Structures and Teaching Procedures and KAS

Nov 18 Ch. 8: Comprehension: Text Structures and Teaching Procedures and KAS

 **DUE: Ch 8 Activity/Presentation of Comprehension Lesson Plan**

 **DUE: PPD Form and Reflection (one page per PPD)**

**WEEK 12**

Nov 21Ch 9: Reading and Writing in the Content Areas and Study Skills

**DUE: Field Experience Part 3: Lesson Plan including:**

 **-Source of Evidence Lesson Plan**

 **-Source of Evidence Analysis**

 **- Reflection Paper**

 **-SCANNED: Student Sample Work (graded w/ feedback)**

 **-SCANNED: Student List of scores**

**\*\*Please log hours in the KFETS system:** [**www.epsb.ky.gov**](http://www.epsb.ky.gov)

**Nov 23 THANKSGIVING HOLIDAY**

**Nov 25 THANKSGIVING HOLIDAY**

**WEEK 13**

Nov 28 Ch 9: Reading and Writing in the Content Areas and Study Skills

Nov 30 Ch 9: Reading and Writing in the Content Areas and Study Skills

Dec 2 Ch 9: Reading and Writing in the Content Areas and Study Skills

 **DUE: Ch 9 Class Activity Presentation of Lesson Plan in Content Area (Post in TigerNet)**

**WEEK 13**

Dec 5 **EXAM 3: Ch. 7, 8, and 9**

Dec 7 **DUE: Field Experience Part 4 RTI experiences**

**Please log hours in the KFETS system:** [**www.epsb.ky.gov**](http://www.epsb.ky.gov)

**Dec 9 NO CLASS – SOE Work Day**

**FRI, DEC 16 FINAL EXAM PRESENTATIONS**

**Note: The professor retains the right to alter this syllabus at any time and in any way deemed appropriate for the attainment of course and School of Education objectives.**

**DISPOSITION POLICY:**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions. (CU Handbook, p. 35).

Course instructors complete a *Disposition Recommendation Form* for each student in their class each semester. These are submitted to the School of Education and placed in each student’s file.

**DISABILITY STATEMENT:**

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### *PLAGIARISM POLICY*:

#### Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

***\*\*\*SCHOOL OF EDUCATION ATTENDANCE POLICY:\*\*\****

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure.  An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy.  Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence.  More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly.  This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**INCOMPLETE STATEMENT**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**TITLE IX STATEMENT**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu. Information regarding the reporting of sexual violence and the resources available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX).

**STUDENT ACADEMIC PROGRESS (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**COMMUNICATION REQUIREMENT**

Students are expected to activate and regularly use the university provided email domain (studentname@students.campbellsville.edu) for all email communication for this class. **IMPORTANT**: Please get in the habit of checking your ***university student email address daily***. There are times when I need to reach you and communicate with you. All email correspondence to professors and teachers in the field *must be professional* that includes proper tone, grammar, and courtesy.

**INCLEMENT WEATHER POLICY:**

In case of inclement weather inclement weather, you may go to CU’s Web site at [www.campbellsville.edu](http://www.campbellsville.edu).

## RECOMMENDED READING:

**Theorists in Education**: Benjamin Bloom, Jerome Bruner, John Dewey, Howard Gardner, Jean Piaget, Lev Vygotsky…

**Theorists in Reading and Language Arts**: Marie Clay, Ken Goodman, Donald Graves, Don Holdaway…

Atwell, N. (1987). *In the middle: Writing, reading and learning with adolescents.* Portsmouth, NH: Heinemann*.*

Bauerlein, M. (2011). Too dumb for complex texts? *Educational Leadership, 68*(5), 28-32.

Clay, M. (1985). *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.

Cohen, M. (2012). The importance of vocabulary for science learning. *Kappa Delta Pi Record* (48) 72-77.

Covey, S. ( 2008). The leader in me. How schools and parents around the world are inspiring greatness, one child at a time. New York, NY: Free Press Simon & Schuster

Cullinan, B. (1992). I*nvitation to read: More children's literature in the reading program.* Newark, DE:IRA.

Dewey, J. (1990). *The school and society: The child and the curriculum*. Chicago, IL: The Univ of Chicago Press.

Ehren, B., Ehren, T., Proly, J. (2009). *Response to intervention: An action guide for school leaders*. Alexandria, VA: Education Research Service.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

Gambrell, L. B. (2011). Seven rules of engagement: What's most important to know about motivation to read. *Reading Teacher, 65*(3), 172-178.

Goodman, K. (1986). *What's whole in whole language?* Portsmouth, NH: Heinemann.

Fox, B. & Hull, M. (2005). *Phonics for the teacher of reading* (9th ed.). Upper Saddle River, NJ: Pearson Publisher.

Graves, D. H. (1991). *Build a literate classroom*. Portsmouth, NH: Heinemann Publishing.

Holdaway, D. (1979). *The foundations of literacy*. Sydney: Ashton Scholastic.

L'Allier, S. (2007). Walking the walk with teacher education candidates: Strategies for promoting active engagement with assigned readings. *Journal of Adolescent & Adult Literacy, 50*(5), 338-353.

May, F. (2006). *Teach reading creatively: Reading and writing as communication* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Miller, D. (2012). Creating a classroom where readers flourish. *Reading Teacher, 66*(2), 88-92.

Rasinski, T. (2000). *Teaching word recognition, spelling, and vocabulary*. Newark, DE: IRA.

Ruddell, M. (2005). *Teaching content reading and writing* (4th ed.). Hoboken, NJ: John Wiley &Sons.

Smith, F. (1992). Learning to read: The never-ending debate. *Phi Delta Kappan, 73*, 432-441.

Strickland, D.,& Morrow, L. *Beginning reading and writing.* Newark, DE: International Reading Association.

Tompkins, G. (2005). *Language arts: Patterns of practice. U*pper Saddle River, NJ: Prentice Hall.

Vygotsky, L. (1986). *Thought and language.* Cambridge: MIT Press

TECHNOLOGY:

Kentucky Department of Education[www.education.ky.gov/kde](http://www.education.ky.gov/kde%20)

Association for Middle Level Education[www.amle.org](http://www.amle.org)

International Literacy Association[www.ira.org](http://www.ira.org)

Kentucky Reading Association [www.kyreading.org](http://www.kyreading.org)

Assoc. for Childhood Education International [www.acei.org](http://www.acei.org)

Literacy [www.c-b.e.org/PDF/KeystoLiteracy2002.pdf](http://www.c-b.e.org/PDF/KeystoLiteracy2002.pdf)

Kentucky Core Academic Standards [www.corestandards.org](http://www.corestandards.org)

PRAXIS II Tests [www.ets.org](http://www.ets.org)