Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Catalog Course Description: Strategies and materials for teaching reading in preschool and primary grades. Emphasis placed on emergent literacy, diagnostic procedures, individualization, evaluation, and reading interests.

Course Purpose: The purpose of this course is to present content on emergent literacy and reading instruction for the young child. Strategies for implementing reading lessons and activities are a major focus of the course.

Course Texts:

Supplemental Materials:
None

Learning Model: Developmental

This model emphasizes development that occurs as a result of interaction between the individual and the physical and social environment. Learning occurs when individuals assimilate new experience into already existing cognitive structures. The model pays great attention to the individual perspective and shapes education so that students can better understand themselves, take responsibility for their own learning, and go beyond current developments in order to become stronger, more sensitive, and more creative (Joyce, B, Weil, M., & Showers, B. {1992}. Models of Teaching. 4th Edition. Allyn & Bacon

Course requirements and demonstrated competencies are aligned with the following standards:
Illinois Professional Teaching Standards (IPTS)
http://www.isbe.il.us/profprep/PDFs/ipts.pdf
Association for Childhood Education International (ACEI)
http://www.acei.org/Synopsis.htm
National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/accreditation/next_era.asp
Illinois Core Language Arts Standards (ICLAS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24110_corelangarts_std.pdf
Illinois Core Technology Standards (ICTS)
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf

Course Outcomes:
Upon completion of this course, teachers will be able to teach children to:
1. Design developmentally appropriate instruction in reading using a variety of materials.
2. Provide for the uniqueness of individuals recognizing the characteristics of culturally pluralistic and “at risk” populations, and foster appreciation for those differences.
3. Manage the classroom to optimize academically engaged time.
4. Decide what will be learned and the processes of learning.
5. Design instruction to develop and utilize the cognitive processes by which pupils learn.
6. Demonstrate alternative methods of achieving similar learning outcomes.
7. Uses technology to support teaching and learning.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud, Shared Reading, and Shared/Interactive Writing assignments</td>
<td>Performance includes writing the full length EIU Lesson Plan. Each of these assignments will also include a group/partner presentation. Students prepare materials such as children’s book, questions and activities.</td>
<td>IPTS 4, 7, 8, 9 ACEI 1, 2.8, 3.1, 3.2, 3.3, 3.4, 4 NAEYC 1, 2, 3, 4 ICTS 1, 2, 3, 4 LASIT 1, 2</td>
</tr>
<tr>
<td>Learning About Words Game/Activity</td>
<td>Assignment will require each student to create and present a word game or activity. Materials must be made by the student.</td>
<td>IPTS 4, 7, 8, 9 ACEI 1, 3.2 NAEYC 1-5 LASIT 1 ICTS 2, 4, 6, 7</td>
</tr>
<tr>
<td>Participation</td>
<td>Performance includes participating in class discussions, reading assigned readings, and listening to peers with respect.</td>
<td>IPTS 9 ACEI 5.3, 5.4 NAEYC 4 ICTS 1, 2, 3, 5, 7, 8</td>
</tr>
<tr>
<td>Quick Writes</td>
<td>Five quick writes will be given in class unannounced. Questions will relate to the textbook assignment or class lecture information.</td>
<td>IPTS 8 ACEI 5.1 NAEYC 2, 4, 5 ICTS 7.9 LASIT 2</td>
</tr>
<tr>
<td>Midterm &amp; Final</td>
<td>Students will participate in a midterm and final exam which covers material from the class.</td>
<td>IPTS 8 ACEI 4, 5.2 NAEYC 4 ICLAS 1, 2, 3 ICTS 3, 7, 8</td>
</tr>
<tr>
<td>Teacher Interview</td>
<td>Interview a teacher about the basal Reading Series used in the classroom</td>
<td>IPTS 3, 4, 6, 7 ACEI 5 NAEYC 1, 3, 4 ICLAS 1, 2, 3 ICTS 1A, 5A, 7A, 7I</td>
</tr>
<tr>
<td>Core Assignments</td>
<td>Brief Description</td>
<td>Approximate Weight</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Read Aloud, shared Reading, and Shared Writing</td>
<td>A comprehensive presentation of best practice with children using these strategies.</td>
<td>25%</td>
</tr>
<tr>
<td>Learning about Words Game</td>
<td>A game made by the student.</td>
<td>10%</td>
</tr>
<tr>
<td>Quick Writes</td>
<td>Five short answer quizzes.</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm &amp; Final</td>
<td>The exam consists of multiple measures, including short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.</td>
<td>40%</td>
</tr>
<tr>
<td>Participation</td>
<td>Student participation in class.</td>
<td>5%</td>
</tr>
<tr>
<td>Interview about Basal Reader</td>
<td>Students interview a teacher about the basal reader utilized in the classroom.</td>
<td>10%</td>
</tr>
</tbody>
</table>

DETAILED INSTRUCTIONS AND EXPECTATIONS FOR EACH ASSIGNMENT WILL BE PROVIDED BY THE INDIVIDUAL INSTRUCTOR

Reading Assignments & Discussion Questions- It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class.

Course Requirements and Evaluation:

1. Class participation
   - Read assigned readings in text and handouts.
   - Attend and participate in all classes.
   - Listen to your peers with respect and participate in class discussions.
   - Actively participate in small group activities

2. Attendance-Class attendance will be monitored. Students are expected to attend all classes. If prevented by an acute illness or an emergency, the student should contact the instructor in as
timely a manner as possible by email or phone. When the student can anticipate the absence, the instructor must be contacted before the absence occurs. Students who are absent from class, for whatever reason, are held responsible for the material covered in their absence. The student is responsible for initiating all interactions with the instructor relative to absences and related assignments or exams. In order to receive an A grade, no more than 1 absence will be allowed (this class meets only 1 time per week for 2 1/2 hours). Excused absences are recognized for illnesses, family emergencies, and participation in university activities as stated in the university catalogue.

3. **Read Aloud, Shared Reading, and Shared/Interactive Writing assignments** will require the full length EIU Lesson Plan. Each of these assignments will also include a group/partner presentation. More information will be given in class at the time of each assignment. (20 points each).

4. **Learning About Words Game/Activity assignment** will require each student to create and present a game or activity. Materials must be made by the student. Details for this assignment will be given in class prior to the assignment due date. (20 points)

5. **Quick Writes**-Five quick writes will be given in class unannounced. Questions will relate to the textbook assignment or class lecture information. (20 points each)

6. **Writing Samples**-Collect two writing samples from your students at your practicum site. Make a transparency of each sample and be prepared to discuss the writing stage of each sample during class. (Extra Credit)

7. **Teacher Interview about Basal Reading Series**-Interview a teacher about the Basal Reading Series used in his/her classroom. Record answers. (20 points).

8. **Test 1** (100 points)

9. **Final Exam** (100 points)

10. **Required Performance Assessments** (mandatory pass)

11. **Late/Missed Assignments**-Assignments are due in class on the due date for the assignments. Make-ups for missed class presentations will be at the discretion of the instructor. There will be no make-ups for missed quick-writes.

12. **Dispositions**-Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

13. **Live Text**-If the Live Text requirements are rated, by the instructor, to have been completed in less than a satisfactory manner then no more than a D may be earned in the class regardless of the number of points earned.

**Grading Scale:**

- 91-100% (400-364) = A
- 81-90% (363-324) = B
- 71-80% (323-284) = C
- 61-70% (283-244) = D
- 60% or below (283 and below) = F
Course Outline:

January 7
- Syllabus, Overview, assignments, Literature Activity

January 14
- Warm-Up Activity
- Chapter 1- Foundations of Language and Literacy
- Chapter 4-Reading Aloud to Children: Foundations for Comprehension of Text
- Read Aloud Presentations

January 21
- No Class-Martin Luther King’s Birthday Observed

January 28
- Read Aloud Lesson Plan Due
- Chapter 5- Shared Reading: Participating in a Community of Readers
- Shared Reading Presentations

February 4
- Shared Reading Lesson Plan due
- Chapter 8-Shared and Interactive Writing: Participating in a Community of Writers
- Shared and Interactive Writing Presentations

February 8-29
- Practicum

March 3
- Shared and Interactive Writing Lesson Plan due
- Little Kids Presentation
- Practicum Evaluation and Discussion

March 10
- Spring Break

March 17
- Chapter 2-Learning about Words I-Making the Transition to Print
- Chapter 3-Learning about Words II-Phonics and Morphemic Analysis

March 24
- Word Study Game/Activity Presentations
- Word Study Game/Activity Plan Due

March 31
- Test 1-exam will include previously covered chapters in text, handouts, class notes, class presentations/experiences

April 7
- Chapter 6-Guided Reading “Scaffolding Children’s Reading
- Chapter 7-Independent Reading and Reader’s Workshop: Encouraging Independence

April 14
- Chapter 9-Guided and Independent Writing
- Student Writing Samples Due (on transparencies). Be prepared to discuss each sample.
- Chapter 10-Teaching a Basal Reading/Language Arts Series: Integrating Instruction to Maximize Children’s Learning.
- Basal Teacher Interview due
April 21
  • Chapter 11-Integrating Elements in a Literacy Framework

April 28-May 2
  • Final Exam Week-ELE 3281 Final TBA

All information in this syllabus should be considered subject to change based upon professional discretion. If you need course adaptations or accommodations due to a disability, please make an appointment to see me as soon as possible or contact the Director of Disability Services (581-6583).

Professional References:


