

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION**

ECED 3212: Literacy I (Basic Literacy Instruction)

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Office Hours:

Tuesday: 2:30- 4:30

Wednesday: 8:30 -2:30

Thursday: 2:30 -4:30

Text:

Nettles, Diane (2006). *Comprehensive literacy instruction in today's classrooms, the whole, the parts, and the heart*. Pearson Education, Inc. Boston.

Live Text Membership (Live Text is required course material that will be used in every education class. This is a one time purchase and can be bought in the bookstore.)

Course Description: This course is designed to help beginning early childhood teachers learn how to teach the five components of the reading process (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and emergent writing in their classrooms. It will focus on the best practice supported by research in these fields and will emphasize how the teacher can set up classrooms that foster literacy learning for students aged 5-12. This class is highly field based and will require students to implement many of the strategies taught in class.

College of Education Conceptual Framework Principles Addressed:

1. understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support their intellectual, social, and personal development.
3. understand how students differ in their approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
8. understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

International Reading Association Standards Addressed:

IRA Standard 1. Foundational Knowledge and Dispositions

- 1.1 Knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction.
- 1.3 Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.
- 1.4. Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.
- 1.5. Display dispositions related to reading and the teaching of reading.

IRA Standard 4. Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment and evaluation to create a literate environment that fosters both reading and writing.

- 4.1 Use students' interests and backgrounds as foundations for the reading and writing program.
- 4.4 Motivate learners to be life-long readers

IRA Standard 5. Candidates view professional development as a career long effort and responsibility.

- 5.1 Continue to pursue the development of professional knowledge and dispositions.

Association of Early Childhood Education International Standards Addressed:

ACEI Standard 1. Development , Learning and Motivation - candidates know, understand, and use the major concepts, Principles, theories, and research related to development of children and your adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation

ACEI Standard 2.1 Curriculum –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 writing, speaking viewing, listening and thinking skills and to help students successfully apply their developing skills to many different situations, materials and ideas.

ACEI Standard 3.1 Instruction- Integrating and applying knowledge for instruction – Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

ACEI Standard 4 Assessment- 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.

COURSE ASSIGNMENTS:

Include and label all parts of each assignment. Points will be deducted for failure to follow these instructions. Points will be deducted from final grade for failure to use Standard English in written or oral form. All assignments are subject to change.

1. Literacy Lesson/Presentation - (25 points): CFP 1, 2, 3

You will sign up to present/demonstrate one strategy from the five components of the reading process: phonemic awareness, phonics, vocabulary, fluency, and comprehension. A handout with a detailed explanation of the strategy should be provided for each member of the class. These handouts should be added to the literacy resource file (see #4 below). **(Due: January 29, February 7, February 21, March 13, April 29)**

2. Phonics Exam – (Pass- Fail):

The College of Education requires that you pass with 80% accuracy a test of phonics knowledge. You must pass this test to pass this class; however, your score on this test will not affect your grade in any other way. You may retake the test if necessary. You must pass the exam by the time you enter lab. **(Due February 5)**

3. Literacy Resource File - (100 points): CFP 1, 2, 3, 4, 8

Add to your literacy resource file for teaching literacy related lessons in grades K-5. Add sections to your literacy file based on the National Reading Panel’s scientifically based research recommendations (SBRR) Phonemic Awareness, Phonics Instruction, Vocabulary, Comprehension, and Fluency. Your literacy file will be checked to assure that you have added these dimensions and included supporting artifacts. **(Due: April 29)**

4. Mid –Term (50 points)

(Due: February 28)

Field Requirements:

5. Lesson Plans/Reflective Journal (300 points): CFP 1, 2,3,4,8

Plan, teach and evaluate (50 points per lesson/reflection= 300 points):

You will plan and teach 3 lessons in your lab experience. Use the lesson plan format provided in Live Text. The reflection should address your impact on student learning. Use the impact on student learning rubric as a guide to form your reflection. Please post these to Live Text and provide a hard copy of completed lesson plans and reflections to your instructor. (Due: April 22)

- a. One lesson from the **county adopted reading/language arts** series (spelling, reading, and writing).
- b. One grade level appropriate **Language Experience Activity** (whole class preferred).
- c. One **DRTA** using a fictional trade book. (Small group recommended).

6. Attendance and Participation (25 points):

Class attendance, preparation, and participation are expected. If you need to miss a class, please let me know ahead of time. Two or more unexcused absences will adversely affect your grade. Two points will be taken off your participation grade for each absence. *You may be dropped from this class after the third absence.*

Your first tardy will be excused. But one point will be deducted for every tardy thereafter.

***You are required to attend all assigned lab days.**

Only in extreme emergencies are you allowed to miss. If an absence occurs, you are to notify the school, your lab teacher, and your professor. You will be required to make up all missed lab time. Failure to complete required lab time or assignments will result in failing the course.

Participation: all assigned readings are expected to be completed along with a brief reflection and turned into your instructor on the assigned date. Two points will be deducted for each assignment that is not turned into the instructor in a timely manner.

Course Expectations

Turn off cell phones, beepers, etc. Do not take them to lab schools.

Assignments are due at the beginning of the class. Assignments received after class on the due date will be given a 10-point deduction. Another 10 points will be deducted for each additional day, including lab lesson plans. Assignments received three or more days late will not be accepted. Unless otherwise noted, assignments should be typed. **Use APA style for references as needed.**

Some assignments may be revised with the recommendation of the instructor. If you choose to take the revision opportunity, the assignment must be returned by the given date. The revised grade will be the average of the original grade and the revision grade.

You are expected to check your ASU Campus Pipeline Email Account on a **regular basis**. Messages will be forwarded to you from the instructor. This will be especially important during lab.

Papers and projects will need to be picked-up within a 3 week time frame after they have been graded. Failure to pick up papers may cause them to be thrown away.

****Reminder: You will add at least one sample lesson plan to your electronic portfolio by the end of the class. Please inform your instructor through e-mail when you have completed this assignment.***

Grading Scale :

450-500 = A 400-449 = B 350-399 = C 300-349 = D <300 = F

ECED 3212
Schedule: Spring 2008

- Jan 8: Introduction, course requirements, *Thank You, Mr. Falker* -**Homework: read Chapter 1(reflection)**
- Jan 10: Reflection due, discuss chapter 1, standards, National Reading Panel Video and Discussion
(Chapter 1: “Understanding the Big Picture: How Children Learn to Read and Write”)
- Jan 15: Chapter 2, discuss chapter
(Chapter 2: “A Model of Instruction: Making Decisions about Teaching Literacy”)
- Jan 17: Chapter 2, discuss chapter –**Homework: read Chapter 6 (reflection)**
- Jan 22: Chapter 6, reflection due, discuss chapter, phonemic awareness
(Chapter 6: “Developing Emerging Literacy”)
- Jan 24: Chapter 6, discuss chapter, phonemic awareness – **HW: read Chapter 7, phonics worksheets**
- Jan 29: *Phonemic Awareness Presentations*, Chapter 7, discuss chapter, phonics – **HW: phonics worksheets**
(Chapter 7: “Teaching Young Children to Decode Independently”)
- Jan 31: Chapter 7, discuss chapter, phonics, review homework – **HW: phonics worksheets, Study for Test**
- Feb 5:** Review homework, phonics, *Phonics Test* – **HW: read Chapter 8 (reflection)**
- Feb 7: *Phonics Presentations*, Chapter 8, reflection due, discuss chapter, vocabulary, LEA
(Chapter 8: “Teaching Word Study”)
- Feb 11- 15: Lab Week**
- Feb 19: Chapter 8, discuss chapter, vocabulary, DRTA – **HW: read Chapter 10 (reflection)**
- Feb 21: *Vocabulary Presentations*, Chapter 10, reflection due, comprehension
(Chapter 10: “Explicit Instruction of Comprehension Strategies”)
- Feb 26: Chapter 10, discuss chapter, comprehension, review for midterm –**HW: Study for Midterm**
- Feb 28: Mid Term**, Chapter 11, comprehension
(Chapter 11: “Facilitating Your Students’ Prior Knowledge”)
- March 4: Chapter 11, comprehension
- March 6: Holiday**
- March 11: Chapter 12, discuss chapter, comprehension – **HW: read Chapter 12**
(Chapter 12: “Facilitating Your Students’ Comprehension”)
- March 13: *Comprehension Presentations*, Chapter 12, comprehension, Review Requirements for Field Experiences during Lab (Review LEA and DRTA)
- March 17 – April 18: Report to Lab Schools**
(*Spring Break April 7- April 11)
- April 22 - : Lesson Plans & Reflections due, Chapter 14, discuss chapter, fluency
(Chapter 14: “Helping Students Become Fluent Readers”)
- April 24: Chapter 14, fluency
- April 29: *Fluency Presentations*, Literacy Resource File due, Review
May 2, 5-7: Final Exam Week
*Electronic Portfolio One sample lesson plan will be posted.

