

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

**ECED 3212: Literacy I (Basic Literacy Instruction)**

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**Office Hours:**

Mondays: 4:45-5:30 – University Hall 326

by Appointment if needed

**Texts:**

Early Childhood and Elementary Literacy (2005-2006) McGraw Hill

Live Text Membership (Live Text is required course material that will be used in every education class. It 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 and assess reading, writing, oral language development, and listening in their classrooms. It will focus on the best practice supported by research in these fields and will emphasize how the teacher can best 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.

## **Specific Course Objectives: ECED 3212**

1. Compare and contrast the top down, bottom up, and interactive theories of reading.
2. Name, define and teach needs-based lessons for research based decoding skills to children.
3. Name, define, plan, and implement needs-based reading instruction in all areas, with attention in planning to the pupil's cognitive development, environment, and culture as well as the necessary steps for direct instruction and basic skills and comprehension (including teacher modeling).
4. Describe and use a variety of materials (including technology) and strategies for teaching reading and writing across the curriculum.
5. Compare and contrast and/use the basal, language experience, individualized reading, and computer-assisted approaches to teaching an integrated curriculum with thematic units, including readers' workshop and literature response groups for children.
6. Implement directed reading activities in thematic units for integrated language arts instruction, with particular attention to prior knowledge development and advance organizers.
7. Critically examine and evaluate for instruction children's pre/adolescent books by using selection aids, Internet journals, etc.
8. Teach students to use all stages of the writing process, including prioritizing, drafting, revising (conferences, peer editing, etc.) and publication (letters, bulletin boards, books, and booklets, newspaper/magazine submission, etc.) as part of an integrated language arts curriculum.
9. Be able to select and teach appropriate forms of writing to different levels of students (narrative, cause/effect, compare/contrast, explanations, etc.) and explain in writing the definition of grammar and usage and the related research base for teaching these areas.
10. Design a proactive classroom management plan for language arts instruction.

## 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 the final grade for failure to use Standard English in written or oral form. All assignments are subject to change.

### **1. 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. You should have at least one journal article and reflection and several teaching strategies for each dimension. You should have at least 1 teacher created activity per dimension.

### **2. Literacy Lesson – (50 points): CFP 1, 2,3**

You will sign up to present/demonstrate one literacy lesson strategy using a picture book of your choice. You will read the book aloud to the class. 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.

### **3. Electronic Portfolio – (25 points)**

At least one sample lesson plan will be added to the students' electronic portfolio by the end of the class.

### **4. 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.

### **5. Mid-Term (25 points)**

### **6. Group Presentation – (75 points): CFP 4**

You will be assigned a topic and work with your assigned partner to prepare a 30 minute class presentation. You will be required to provide a handout to support your presentation for each member of the class. The group presentation will be evaluated by a rubric. ***This presentation will serve as your final exam.***

Topics are:

- Vocabulary Development & Reading Comprehension
- Using trade books to teach in the content areas
- Using technology to teach and reinforce reading
- Using writing to respond to literature
- Response to Intervention (RTI)
- How to help struggling readers

### **7. 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 result in being dropped from the class.
- Your first tardy will be excused. But, points will be deducted for every tardy thereafter.
- Failure to complete your lab time and requirements will result in failing the course.

## Field Requirements:

### **8. Lesson Plans/Reflective Journal (200 points): CFP 1, 2, 3, 4, 8**

Plan, teach, and evaluate (50 points per lesson/reflection=200 points):

You will plan and teach 4 lessons in your lab experience. Use the lesson plan format provided. Attach the completed reflection to the completed lesson plan. The reflection should address your impact on student learning. Use the impact on student learning rubric as a guide to form your reflection. One lesson plan will be due on the following Mondays: January 28, February 4, February 11, and February 18. Please post these to Web Text.

- One lesson from the **county adopted reading/language arts series** (spelling, reading, writing, etc.)
- One grade level appropriate **Language Experience Activity** (whole class preferred)
- One **DRTA** using a fictional trade book. Determine the readability level of the fictional trade book used for the DRTA. (small group recommended)
- One **content area lesson**

## Course Expectations

Read assigned material before coming to class. Please ask questions. Open dialogue and professional sharing are the some of the best learning opportunities.

Turn off cell phones, beepers, etc.

Assignments are due at the beginning of the class. Please type all assignments professionally (correct spelling, grammar, punctuation, etc.) Use APA style for references as needed. Assignments received after class on the due date will be given a 1- 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.

Some assignments may be revised with the recommendations of the instructor. If you choose to take the revision opportunity, the assignment must be returned on the next class meeting. The final grade will be the average of the 2 grades.

Please check your email account on a regular basis. Messages will be forwarded to you from the instructor.

Papers and projects will need to be picked-up within 3 weeks of being graded. Failure to pick up papers may cause them to be thrown away.

## Grading Scale:

450-500 points = A

400-449 points = B

350-399 points = C

300-349 points = D

<300 points = F

