

Syllabus

Course: ED326 D & N-D Teaching Upper Elementary Reading & Literacy
Credit: 3 hours
Semester: Fall, 2023 Cycle 3 October 23 – December 15 (This is an 8-week class)
Time: 9:30 – 10:50 a.m. Monday & Wednesday
Instructor: Karen Hange
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I. DESCRIPTION

This course will provide opportunities to increase understanding of the reading process and strategies for effective literacy instruction and assessment methods with an emphasis on the upper elementary grades (4-6). Focus areas include techniques and strategies that will promote vocabulary development, fluency progression, comprehension and text analysis, and the writing process. Strategies for developing critical thinking and problem solving in literacy will be developed. (Prerequisite: ED 190 or permission from the Education department program director; must be officially admitted to the Teacher Education program.)

This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.

II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Recognize the central concepts and **tools of inquiry** of reading and literacy instruction to create learning experiences that are meaningful and engaging for all students.
 - a. PLO-2; MTS 1, 3
 - b. Assignments: A1, A3, B1, B2, B4, B5, B6
2. Gain understanding of how students learn, develop, and differ in their approaches to learning to provide learning opportunities adapted to **diverse learners** that support the intellectual, social, and personal development of all students.

- a. PLO-3, 4; MTS 2, 3, 6
 - b. Assignments: A1, B2, B3, B6, B7
3. Recognize the **importance of planning** and curriculum development of lessons and activities to individualize instruction to meet the diverse needs of learners.
 - a. PLO- 3, 4, 5; MTS-3
 - b. Assignments: A1, B2, B3, B6, B7
4. Understand how to use **formative and summative assessment** strategies to assess learner's progress and plan ongoing instruction.
 - a. PLO- 2, 5; MTS- 4, 7
 - b. Assignments: A1, A3, B3, B5, B6
5. Prepare to **seek opportunities to grow** professionally, academically, and in your biblical ontology, in order to positively impact learning for all students.
 - a. PLO-1, 6; MTS-8
 - b. Assignments: A2, B1, B3, B4

B. Specific competencies to be achieved. The student will:

1. Evaluate and utilize contemporary reading and literacy **standards and curriculum** materials for reading and literacy education.
 - a. PLO- 2, 6; MTS-1
 - b. Assignments: A1, B2, B4, B6, B7
2. Demonstrate knowledge of how to assist students in **setting learning goals** to organize their learning and self-reflect on their overall growth.
 - a. PLO- 1, 4; MTS 2, 3, 7
 - b. Assignments: A2, B2, B3, B4, B5, B6
3. Understand how to select **appropriate strategies**, including technology and engagement, to address individual student needs, such as English language learners, learning challenged, and gifted/talented, in meeting curriculum objectives.
 - a. PLO- 2, 3, 4; MTS 1, 2, 3, 4, 5, 6, 7
 - b. Assignments: A1, B1, B2, B3, B5, B6, B7
4. Develop a knowledge base of **assessment strategies** and tools, while understanding the effects of instruction on individual and whole class learning.
 - a. PLO- 4, 5; MTS 2, 3, 4, 6, 7
 - b. Assignments: A2, B1, B3, B4, B5, B6
5. Understand strategies for **reflecting** on teaching practices to refine her/his own instructional process in order to promote the growth and higher-level thinking of students.
 - a. PLO- 1, 6; MTS 8, 9
 - b. Assignments: A2, B3, B4

III. MATERIALS

A. Textbooks

The Bible (see note below in course policies)

Gunning, Thomas G. *Creating Literacy Instruction for All Students*, 10th edition, Pearson, 2019. ISBN: 978-0134986487 (Retail: \$80.00) **Same as used in ED 325.**

Serravallo, Jennifer. *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*, Heinemann Publishing, 2015. ISBN: 978-0325074337 (Retail: \$42.00 Amazon). Can purchase used.

B. Additional Reading

Additional materials (handouts, journal articles, websites, etc.) may be assigned by the instructor during the course.

IV. REQUIREMENTS

A. Weekly Assignments

1. Reading

Read the assigned textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. Chapters 1 -6 were covered in ED 325. This class will start with Chapter 7. Chapter quizzes will be given over the textbook material.

2. Discussion Posts

An article or discussion question will be posted four times during the course through CANVAS. Students are expected to respond with a 150- 200 word response and respond to the reflections of two of their peers each week by midnight on Sunday.

3. Quizzes

A quiz will be posted on CANVAS to review the material from each chapter of the textbook. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

B. Assignments & Projects

1. Teaching 2 Reading Strategy Lessons

Teach a mini-lesson for a reading strategy from the Serravallo textbook. Each student will present from a different type of Strategy goal. These lessons focus on specific reading skills and provide ideas, but students may need to supplement with some of their own ideas to expand the lesson. These lessons will bridge the gap between theory and practice to demonstrate understanding of pedagogical principles. Lesson should be 15-20 minutes in length and should include submission of a detailed written lesson plan.

2. Administer Reading Assessments & Reflect on Experience

Students will interact with elementary students and practice administering a couple of reading assessments from the reading inventories available on the website Reading A-Z as presented in class. Then they will submit a reflection paper of 500-600 words that describes the experience and what they learned.

3. Observe an elementary Reading Literacy/Foundations & Frameworks class

Complete an observation form; share your observations in class.

Make note of the following items during the observation:

- Curriculum/Textbook used
- Posters or visuals in the classroom that highlight literacy concepts
- Supplemental resources available for individual student use
- Specific classroom management strategies or participation techniques utilized to enhance student engagement.

4. Reading and Literacy Resource Pinterest Project

Students will create a Pinterest board with resource ideas for reading and literacy for upper elementary classrooms.

Include 30 ideas that you could be used in your future classroom:

- Select a variety of ideas from the following categories—bulletin boards, book circle projects, poetry sites, virtual fieldtrips, author sites, reading comprehension resources, vocabulary development, creative book report presentation ideas, etc.
- Must have at least 4 ideas from each of the categories listed above with a total project count of 40 ideas.
- Curate meaningful links—do not include general references to many sites.

5. Create a Poetry Portfolio Unit Plan.

Develop a resource portfolio to teach poetry to a range of elementary grades.

- Describe connections to the Missouri Learning standards.
- Include activities that introduce students to the following types of poetry: Haiku, Alliteration, Rhyme, Rhythm, Personification, Diamonte, Cinquain and Acrostic.
- Select one children's poet and create a simple fact sheet of biographical data.
- Create a list of 10 poetry anthology books that you would make available for your students to use as reference. List publication information and include small picture.
- Print 10 individual poems from a variety of authors and types that could be used as read-alouds.
- Create an instructional sheet and a grading rubric for students to create their own poetry anthology project book that consists of both poems that they wrote and that they found from favorite authors.
- Create 4 detailed lesson plans using different types of poetry for each lesson.
- Select one of your lessons to teach to your peers in class.

6. Family Literacy Night Plan

- Theme for the night & Objectives for the families who attend
- Parent Handout on the benefits of reading with your child
- Specific activities/agenda of the evening. Should have at least 3-4 activities for

different age levels and reading levels.

- How will you include your students in the planning and hosting? Who can you invite to speak on your topic, to offer practical suggestions to parents?
- Differentiation for: ELL, LD, GT, physical needs, etc.
- How will you get the word out? Include flyers, email newsletter, etc.
- How will you assess the effectiveness of the event?
- Follow up after the event...thank you notes, school newsletter article, etc.
- Compile all the above elements into a Powerpoint and present to class. Powerpoint should include a minimum of 10 slides and the presentation should be 10 minutes.

7. Design a Literacy Bulletin Board

Students will create and display a bulletin board that aligns with either the Family Literacy night theme or the Poetry Unit.

V. METHODS

A. Teaching

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|-------------------------|----------------------|
| 1. Lectures | 4. Projects |
| 2. Group discussion | 5. Writing |
| 3. Research and reading | 6. Practicing skills |

B. Grading

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|--|-------------------|
| 1. Weight given to assignments: | |
| Quizzes 8 quizzes x 15 points each | 120 points |
| Discussion posts (15 points for each post) | 60 points |
| Teaching Reading Strategy Lesson x 2 | 150 points |
| Administering Assessments Activity | 150 points |
| Classroom observation & Report | 100 points |
| Literacy Resource/Idea Collection | 60 points |
| Poetry Anthology Unit Plan | 200 points |
| Family Literacy Night Plan | <u>100 points</u> |
| Bulletin Board Display | 60 points |
| <u>Weekly Participation in Class or Online</u> | <u>500 points</u> |
| Total points for course | 1,500 points |

2. Late Assignments

Late assignments may be penalized 10 points of the grade on that assignment.

3. Letter / Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VI. COURSE POLICIES

Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.

A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

B. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrase and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person’s or AI entity’s ideas or constructs and presenting them as your own. The use of AI generated content in student work is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. Plagiarism of any kind will not be tolerated. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

D. Academic Activity & Participation

Students must engage in the weekly in-class session(s).

Students who are enrolled as **in-person students** are expected to be punctual and present in-person for each class session. Once a student has missed 25% of the class sessions that student will be required to withdraw (W) or withdraw fail (WF).

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities BEFORE THE NEXT CLASS SESSION. Once a student has failed to report on 25% of the class sessions, they will be required to withdraw (W) or withdraw fail (WF).

E. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

F. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

G. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

H. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu), located in the library building, is dedicated to providing free academic assistance for all Calvary University students. CAC assists with all facets of the writing process, tutors in various subject areas, prepares students for exams, facilitates with time management options and proctoring of tests. Please take advantage of this service.

About Changes to this Syllabus: *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

VII. TENTATIVE SCHEDULE

| Week | Dates | Class Topics | Assignments |
|------|----------------------------|--|--|
| 1 | 10/23 & 10/25 | Building Vocabulary Chapter 7: Serravallo: Goals 1 & 11 | Bulletin Board Assigned |
| 2 | 10/30 & 11/1 | Comprehension Theories & Strategies Chapter 8 Serravallo: Goals 7 & 8 | Literacy Resource Pinterest Project |
| 3 | 11/6 & 11/8 | Text Structure & Teaching Procedures Chapter 9 Serravallo: Goals 9 & 10 | Reading Strategy Teaching Demonstration # 1 |
| 4 | 11/13 & 11/15 | Reading & Writing in the Content Areas Chapter 10 Serravallo: Goal 13 | Classroom Observation Report |
| 5 | 11/20 & Thanksgiving | Reading Literature Chapter 11 Serravallo: Goals 5 & 6 | Poetry Unit Plan |

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|---|------------------|---|--|
| 6 | 11/27 & 11/29 | Approaches to Reading Instruction Chapter 12 Serravallo: Goal 2 & 4 | Reading Strategy Teaching Demonstration # 2 |
| 7 | 12/4 & 12/6 | Writing, Reading & Interactive Notebooks Chapter 13 Serravallo: Goal 3 | Reading Assessment Reflection |
| 8 | 12/11 & 12/13 | Creating Literacy Programs Chapter 14 Serravallo: Goal 12 | Family Literacy Night Presentation |