



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

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Course Title: RDNG 550- Methods of Teaching Reading and Language Arts

Course CRN # and Section, Credit Hours: CRN# 20543; Section 1AS; 3 hours

Semester Taught: Spring 2019

Course Management System: Blackboard

Hardware/Software Needed: <http://www.concord.edu/technology/node/22>

Office Hours:

M-	12:00-1:00
T-	by appointment
W-	9:00-10:00
Th-	10:00-12:00
F-	9:00-10:00

Required Text:

Nettles, D. H. (2006). *Comprehensive literacy instruction in today's classrooms*. Boston: Allyn and Bacon. ISBN# 0-205-47137-4.

Course Description/Rationale: This course is designed to be an advanced study of instructional methods and strategies for teaching reading and language arts. The course provides perspective reading specialist with opportunities to develop and broaden their knowledge of language arts, to become informed in the strategies used to teach language arts, and methods used in the implementation of those strategies.

Methods of Teaching Reading and the Language Arts is designed to provide a study in the practice of teaching reading and language arts. Candidates will be introduced to the foundation and the skills needed to teach children to read and write. Candidates will gain knowledge of these skills from readings, projects, discussions, demonstrations, videos, classroom observations, and teaching. Candidates will be developing a clear position on how children learn to read and write and how they are best taught by classroom teachers. The course of study places a major emphasis on current research and methods used in reading and language arts instruction. Candidates will be provided opportunities to understand integrated reading and language arts programs and address issues facing the classroom teacher relative to diversity, economic background, culture, and cognitive ability, but not limited to these issues.

Candidates will demonstrate theoretical foundational knowledge of reading and writing processes and instruction. Candidates will also recognize the importance of the role of facilitating, designing, and implementing professional development for a faculty.

Candidates will assume the role of a professional learning leader in his/her schools and will provide knowledge to assist teachers in developing effective reading and writing instruction.

Concord University Graduate Goals:

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. Skills: Demonstrate advanced skills in a student's respective program of study.
2. Knowledge: Demonstrate advanced knowledge in a student's respective program of study.
3. Attitude: Demonstrate advanced ethical principals in a student's respective program of study.

Learning Outcomes:

The course objectives are aligned with the conceptual framework for the advanced program for Concord University, International Reading Association standards (IRA), Educational Technology Standards for Teachers (ISTE), National Board Professional Teaching Standards

(NBPTS), West Virginia Professional Teaching Standards (WVPTS) (INTASC), CU's Conceptual Framework, and 21st Century Learning, and Praxis II.

The candidate will:

- Demonstrate and recognize an understanding of reading and writing workshops. (IRA: 1.1, 2.1, 2.2, 2.3) (ISTE: 4b, 4c) (NBPTS: 1, 6) (WVPTS: 1A) (INTASC: 4, 7) (Conceptual Framework: Competent) (Praxis II: IC, ID, IG, IIA)
- Recognize the value of reading and writing for personal, social, and professional development and growth and to employ a variety of strategies for motivational purposes and lifelong learning. (IRA: 1.1, 1.2, 6.2, 6.3, 6.4) (ISTE: 5a, 5b, 5c, 5d) (NBPTS: 9, 10) (WVPTS: 4A, 4B, 4C) (INTASC: 9, 10) (Conceptual Framework: Reflective and Leading) (Praxis II: IIR, IIT, IV.A, IV.I)
- Demonstrate and develop knowledge, skills, and competencies in the six major areas of language arts: reading, writing, speaking, listening, viewing, and visual representation. (IRA: 1.1, 2.1, 2.2) (ISTE: 1a, 1b) (NBPTS: 4) (WVPTS: 1A) (INTASC: 4, 7) (Conceptual Framework: Competent) (Praxis II: IA, IB, IC, IE)
- Plan and implement purposeful, organized, and effective literacy strategies for instruction based on student assessments, learner differences, diversity; creating an effective learning environment regarding teaching the dimensions of reading. This includes, but is not limited to, non-proficient students, students of diversity, and ESL students. (IRA: 1.3, 2.1, 2.2, 4.1, 4.2, 4.3) (ISTE: 2c, 3b, 4b) (NBPTS: 1, 2, 3, 4, 5) (WVPTS: 1B, 2A, 2B, 2C, 2D, 3A, 3C) (INTASC: 1, 2, 4, 5, 8) (Conceptual Framework: Competent, Intentional, Reflective, Culturally-Responsive) (Praxis II: IA, IB, IC, IE, IG, IIA, IIIA, IIIB)
- Create and utilize a collection of reading and language arts materials associated with a variety of approaches appropriate for teaching reading and language arts. The collection must include a variety of tools including internet resources and community resources. The candidate may utilize professional journals and publications, literacy conferences, professional activities, and services associated with literacy in the production of the journal. (IRA: 6.1, 6.2, 6.3,) (ISTE: 1a, 1b, 1c, 1d, 2a, 2b) (NBPTS: 6, 7, 9, 10) (WVPTS: 2F, 3A, 4A, 4B) (INTASC: 3, 4, 5, 9, 10) (Conceptual Framework: Competent, Reflective, Leading) (Praxis II: IIK, IIJ, IV.G)
- Demonstrate and employ strategies for strengthening the six components of reading and the language cueing systems: semantic, syntactic, visual-graphophonic, and pragmatic. (IRA: 1.3, 2.1, 2.2, 2.3, 4.2) (NBPTS: 1) (WVPTS: 3A, 3B, 3C) (INTASC: 2, 3, 4, 5, 8) (Conceptual Framework: Competent, Intentional, Empathetic, Reflective) (Praxis II: IIA, IIB, IIC, IID, IIE, IIF, IIG, IIH, IIM, IIM, IIO)
- Develop and plan for the utilization and responding to literature through a variety of literature extension activities and multi-cultural activities. (IRA: 2.2, 4.2, 4.3, 5.4) (ISTE: 3a, 3c, 3d) (NBPTS: 2, 3, 6) (WVPTS: 1A, 1D) (INTASC: 2, 4, 7, 8) (Conceptual Framework: Competent, Intentional) (Praxis II: IIK, IIL, IIN)
- Develop a plan of study for teaching spelling and writing and identify the various stages. (IRA: 2.1, 2.2) (NBPTS: 1) (WVPTS: 1A, 3A) (INTASC: 4, 5, 7) (Conceptual Framework: Competent, Intentional) (Praxis II: IIA, IIM, IIN)

- Utilize effectively a variety of children’s literature for teaching reading and the language arts across the content areas. (IRA: 2.3) (ISTE: 4b) (NBPTS: 3, 4, 7) (WVPTS: 1B, 1C) (INTASC: 1, 2, 4, 7) (Conceptual Framework: Competent, Intentional) (Praxis II: II.I, IIK)

Conceptual Framework, Advanced Program, Concord University:

The mission of the PEU is to prepare educators who are competent, intentional, reflective, culturally responsive, leading, and empathic 21st Century Professionals. The PEU strives to provide all teacher candidates at the initial and advanced level with the knowledge, skills, and dispositions necessary to become effective teachers/leaders by offering the highest quality instruction and programs.

The advanced program strives to further develop and enhance the knowledge base of the practicing professional. As candidates progress through the graduate curriculum, the improvement, refinement, and practice of professional knowledge bases, skills, and dispositions are enhanced and refined.

Alignment with 21st Century Learning

1. *A focus on the core subjects* will be addressed in this course as candidates demonstrate an understanding of teaching reading and language arts at an advanced level in a public school classroom. Candidates will align WV content standards with research based strategies to design effective instructional plans that are driven by assessment and based on reading research and seminal studies.
2. *21st Century Content* will be addressed in this course as candidates will demonstrate an understanding of diversity in students and will be responsible for making decisions for teaching individual students based on knowledge of the thinking and motivation of different ethnic and SES groups.
3. *21st Century Context* will be addressed as candidates make authentic connections to the public school student and the selection and implementation of appropriate reading strategies.
4. *21st Century Technology Tools* will be addressed through the use of interactive reading sites that provide resources for effective strategies for teaching reading. Candidates will demonstrate proficient use of technology for networking and communicating effective sites for the enhancement of teaching reading. Candidates will demonstrate the benefits of utilizing the International Reading Association website for support and additional resources.
5. *21st Century Assessments* are addressed in this course as candidates research a variety of reading strategies that can be implemented in the classroom and provide a better understanding of student mastery and demonstrate the connection between assessment

and instruction. Through course assignments, presentations, and discussions candidates will understand and discuss the purposes of a variety of strategies utilized before, during, and after reading.

6. *21st Century Learning Skills* are addressed in this course by creating authentic assignments and by providing opportunities for the candidates to become familiar with the process of: selecting appropriate research based reading strategies; utilizing suitable information and communication skills; and planning and organizing projects that will achieve the reading goals of the community, school, and classrooms.

Course Requirements:

A. Required Readings and Discussions

- Reading and video assignments will be made for each module in the class. For most assigned readings there will be one required posting and two responses which will be shared via the discussion board. Each posting that follows the correct format and meets the standards of quality may earn up to three points.

B. Written Assignments and Quizzes

- Throughout the course, candidates will demonstrate their understanding of content through completion of online assignments and/or quizzes.

C. Portrait of a Child

- This project is ongoing throughout the semester and will demonstrate your ability to plan, design, and implement instruction for students of all backgrounds.
- This project is 60% of your grade.

Grading Policy, Make-up Policy, Late Work:

- 90%-100% - A
- 80%-89% - B
- 70% - 79% - C
- 60% - 69% - D
- Below 69% - F

Please note: **I do not accept late assignments. Plan ahead and do not wait until the day the assignment is due to submit.** If you wait and something happens please know that I have given you advance notice that I will not accept late assignments. You know how life is, PTO meetings, ballgames, sicknesses, computer problems, etc.; all good excuses that I will not accept.

Please contact the professor if you have questions about make-up work or incomplete grades.

Course Timeline:

Date	Topic of Study
Module 1- Jan. 20	Models of literacy instruction for all learners
Module 2-Feb. 3	Phonemic Awareness

Module 3- Feb. 17	Phonics
Module 4- March 3	Vocabulary
Module 5- March 17	Comprehension
Module 6- March 31	Fluency
Module 7- April 14	Writing
Portrait of a Child- April 30	Cumulative Project- Begin working on it at the beginning of the semester

Teaching Strategies/Processes: This is an asynchronous course which means it is completely online. Therefore, it is the responsibility of the learner to complete the assignments on time and to research the information independently if necessary.

This course is divided into 7 modules. Each module is to be completed before going on to the next module. Each module, two through six, is based on one of the six components of reading: Phonemic Awareness, Phonics, Vocabulary, Comprehension, Fluency, and Writing. I would like for you to integrate writing into as many of the modules as you can.

Each module is inclusive. You will find everything you need to complete the module successfully encapsulated in the module. I have tried to organize it in such a way that you cannot miss anything you need if you read carefully.

There are videos and/or video clips and websites listed for each module. You will find the links to the videos and websites in your instructional guide. It is imperative that you take the time to view these. They will provide the visuals you need to understand the content. Sometimes the video links change between the time I select it and the time you watch it. If you should have trouble reaching the link please let me know.

All modules will open from the beginning of the semester. Candidates are encouraged to work and plan ahead. The dates for each module are deadlines. Assignments for each module may be submitted early.

I am available via email, phone, or in-person appointments. Please contact me if you have any concerns or questions. My contact information, including my cell phone number, is listed on the first page of this syllabus.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as

defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: "As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same." The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291). Emergency Information Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure No students or employees are to report.

Classes Cancelled Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Miscellaneous

For example: Sources of Help, Glossary of Terms, and Related Research/Professional Organizations

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Bibliography

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- Keene, E. O. & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH : Heinemann.
- Kelley, M. J., & Clausen-Grace, N. (2008). *R5 in your classroom*. Newark, DE: IRA
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- Johns, J.L. & Lenski, S.D. (2001). *Improving reading strategies & resources*. Dubuque, IO: Kendall/Hunt.
- McCormack, R., & Paratore, J. (2003). *After early intervention, then what? Teaching struggling readers in grades 3 and beyond*
- McLaughlin, M. & DeVogd , G. L. (2004). *Critical literacy: Enhancing students' comprehension of text*. New York : Scholastic.
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- Tompkins, G.E. (2005). *Language arts patterns of practice*. Columbus, OH: Pearson.
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Wilson R. M., Hall, M. A., Leu, D. J., & Kinzer, C. K. (2001). *Phonics, phonemic awareness, and word analysis*. Columbus, OH: Merrill Prentice Hall.