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: Education 308- Reading in the Early Grades (K-2)

Course CRN # and Section, Credit Hours: CRN# 20574; Section 01; 3 hours

Semester Taught: Spring 2019

Classroom Number: A 136- Administration Building Athens Campus and Erma Byrd Center in Beckley

Course Management System: N/A

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

Course Time: MWF at 10:00 in A136

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

Prerequisite – EPAT

Required Text- There are three books required for this course.
1. *Creating Literacy Instruction for all Children in Grades K-4* by Thomas G. Gunning; ISBN# 9780205356836;
2. *50 Early Childhood Literacy Strategies* (third edition), by Janice J. Beaty; ISBN# 9780132690072
3. Hackney, C.S., *Zaner-Bloser Handwriting Course,* Zaner-Bloser, Inc.: Columbus, OH.

Course Rational/ Description: This course provides teacher candidates with an understanding of language and literacy development in grades K-2. It provides a focus on the theories and essential components of literacy that impact student learning in grades K-2. The course also is designed to address the needs of English Language Learners (ELL) in the early years in the classroom.

The candidate will explore the following topics/issues as they relate to reading in the early years:
- the components of literacy (phonemic awareness, phonics, vocabulary development- sight words and decoding, comprehension, fluency and writing) as they relate to K-2 literacy
- oral and written language development and theories which address each of these
- family involvement which supports students learning to read
- early intervention programs
- creating a print-rich, motivational learning environment
- children's literature
- diversity in literacy
- ELL students
- Technology tools and resources for teaching literacy in grades K-2

Concord University Educational Goals:

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community.

The General Studies Program provides opportunities to begin developing skills needed to address complex issues, to build a foundational knowledge base for lifelong learning, and to cultivate attitudes that promote personal and societal well-being and experiential enrichment.

Building on the General Studies program, the baccalaureate degree programs provide opportunities for in-depth study in a student's chosen field(s).

Building on selected baccalaureate degree programs, the master's degree programs provide opportunities for highly specialized research and professional development.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse: listening and speaking reading and writing numeracy graphic communication non-verbal communication media and technology literacy

2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem-solving.

3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.

4. An ability to analyze, synthesize, and integrate elements, information and ideas.

5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.

6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.

7. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.

2. An awareness of the fundamental characteristics and properties of the physical universe.

3. An ability to interpret events and trends within historical contexts.

4. Acquaintance with principles underlying languages, for example, linguistic, mathematical, and computer-language systems.

5. A recognition of the complex interactions between organisms, including human beings, and their environments.

6. An awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and the creation of works of art and literature.

7. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.

2. Exercise of responsible leadership, including leadership by example, and of responsible followership.

3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.

4. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.

5. Appreciation for the creative process and for the rich diversity of artistic achievement.

6. Commitment to social responsibility, including community service and civic engagement.

7. Motivation to pursue lifelong learning and ongoing intellectual growth.

Course objective	WVPTS	ISTE	InTASC	ILA	CAEP	Praxis II
Evaluate a variety of theories involving developmental milestones related to literacy in the early years.	1A 2A	3a 3b	#1 #4	1.1	1.1 1.2	I.A.1 I.B.1 I.C.1 II.A.1
Identify the levels of reading milestones, language milestones, and writing benchmarks and become familiar with tools for monitoring the progress of the	1C 2A	3b 5b	#1 #4 #6	1.1 1.2	1.2	II.A.2 II.A.3 II.A.4 II.B.1 II.B.2 III.A.1 III.A.3 III.A.4

milestones.						III.A.5 III.A.6 III.A.7
Research a variety of early intervention programs and evaluate the research which supports their effectiveness.	1A 1C	5b	#4	2.2	1.1	I.A.1 I.B.1 I.C.1 II.A.1
Create a learning environment which supports literacy for all K-2 students, and motivates and encourages the love of reading.	2B 2C 2D 2F 5C	1b	#3	5.1	1.5	I.B.1 I.B.2 I.B.3 I.B.4 I.B.5 I.B.6 I.C.3
Understand the natural progression of, and create a developmentally appropriate timetable for mastery of early literacy skills.	1A 1B 1C	5b	#4	2.1	1.1	I.A.1 I.B.1 I.C.1 II.A.1
Research effective literacy strategies for teaching phonemic awareness, phonics, alphabet knowledge/principle, comprehension, vocabulary, fluency, and sight words for grades K-2.	1A 1B 1C 1D	1c 3a 3d	#4	2.1 2.2 2.3	1.4	II.A.2 II.A.3 II.A.4 II.B.1 II.B.2 III.A.1 III.A.3 III.A.4 III.A.5 III.A.6 III.A.7
Create instructional plans utilizing strategies which could be implemented for effective literacy instruction for students in grades K-2; including, but not	1C 1D 3C 3D	4a 7a	#2 #5 #7 #8	2.1 2.2 2.3 4.1 4.2	1.4	I.B.1 I.B.2 I.B.3 I.B.4 I.B.5 I.B.6 I.C.3

limited to, ELL students and students of diverse background.						
Explore and identify children's books which could be used a part of a balanced reading approach for children in grades K-2.	5C	5b	#5	2.3	1.2	II.B.5 II.B.6
Research effective programs for making strong home-school connections related to literacy and student achievement.	3B	6a	#10	3.4	1.2	II.A.1 IV.A.1
Locate and become familiar with technology tools and resources for effective communication and teaching literacy to children in grades K-2.	3B	6a 6d	#10	3.4 5.3 5.4	1.5	II.A.2 II.A.3 II.A.4 II.B.1 II.B.2 III.A.1 III.A.3 III.A.4 III.A.5 III.A.6 III.A.7

Alignment with 21st Century Learning

1. *A focus on the core subjects* will be addressed in this course as pre-service teachers demonstrate an understanding of teaching reading in a public school classroom in collaboration with a Professional Development School. Pre-service teachers will align WV content standards with research based strategies to design effective instructional plans for an individual student that has been determined by diagnostic assessments.
2. *21st Century Context* will be addressed as pre-service teachers make authentic connections to the public school student they are tutoring and the course content, especially regarding research based reading strategies.
3. *21st Century Technology Tools w*ill be addressed through the use of interactive reading sites that provide resources for effective reading instruction.
4. *21st Century Assessments a*re addressed in this course as pre-service teachers are introduced to benchmark assessments that provide a better understanding of student mastery and demonstrate the connection between assessment and instruction.
5. *21st Century Learning Skills* are addressed in this course by creating authentic

assignments and by providing opportunities for the pre-service teachers to become familiar with the process of selecting appropriate research based reading strategies based on the needs of the students.

EPP Mission Concord University:

The mission of the EPP 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.

Learning Outcomes:

Candidates will be able to:
1. Evaluate a variety of theories involving developmental milestones related to literacy in the early years.
2. Identify the levels of reading milestones, language milestones, and writing benchmarks and become familiar with tools for monitoring the progress of the milestones.
3. Research a variety of early intervention programs and evaluate the research which supports their effectiveness.
4. Create a learning environment which supports literacy for all K-2 students, and motivates and encourages the love of reading.
5. Understand the natural progression of, and create a developmentally appropriate timetable for mastery of early literacy skills.
6. Research effective literacy strategies for teaching phonemic awareness, phonics, alphabet knowledge/principle, comprehension, vocabulary, fluency, and sight words for grades K-2.
7. Create instructional plans utilizing strategies which could be implemented for effective literacy instruction for students in grades K-2; including, but not limited to, ELL students and students of diverse backgrounds.
8. Explore and identify children's books which could be used a part of a balanced reading approach for children in grades K-2.
9. Research effective programs for making strong home-school connections related to literacy and student achievement.
10. Locate and become familiar with technology tools and resources for effective communication and teaching literacy to children in grades K-2.

Course Requirements-
   The following activities and projects will be assigned points:

   1. Chapter tests and quizzes

2. Creating Lesson Plans
3. Homework
4. Group Activities
5. Exam

Grading Policy, Make-up Policy, and Late Work Policy-

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

As a part of the course students are required to complete the Zaner-Bloser Handwriting Course. Confirmation of completion must be received from Zaner- Bloser before students will receive a grade for the class. **If the Zaner-Bloser Handwriting Course is not completed during the semester, you will be required to retake the course.**

Late work will be accepted within one day of the due date with a 10% penalty. After two days the assignment will not be accepted.

If you have an excused absence you will be allowed to make-up any missed assignments including tests and quizzes. It is your responsibility to contact the professor immediately upon return to school to arrange the make-up work.

Attendance Policy: Attendance is crucial for this course! If you must be absent, it is **your responsibility** to let your professor know. If you are absent two times the instructor reserves the right to drop you from the class. University excused absences do not count against you, i.e., participation in sporting events.

Tardiness disrupts the flow of learning and is extremely distracting. **Please be on time!** Being tardy three times will constitute an absence.

All assignments will be expected to be turned in ON TIME. Late assignments will be penalized.

Cell Phones:
Cell phones are an important part of our lives; however, the use of cell phones during class is prohibited. Cell phones are to be silenced and put away during class. If you have an emergency that requires your cell phone be accessible let me know ahead of class.

If you have your cell phone out during a test, you will automatically fail the test regardless of the reasoning.

Course Timeline

Week 1 January 14-18	Teach, model, define, illustrate, and/or practice strategies for teaching *phonemic awareness*
Week 2 January 21-25	Teach, model, define, illustrate, and/or practice strategies for teaching *phonemic awareness* and *alphabet knowledge*
Week 3 January 28-Feb. 1	Teach, model, define, illustrate, and/or practice strategies for teaching *phonemic awareness* and *alphabet knowledge* and *sight words*
Week 4 Feb. 4-Feb. 8	Teach, model, define, illustrate, and/or practice strategies for teaching *phonemic awareness* and *alphabet knowledge* and *sight words*
Week 5 Feb. 11-Feb. 15	Teach, model, define, illustrate, and/or practice strategies for teaching *phonics*
Week 6 Feb. 18- Feb. 22	Teach, model, define, illustrate, and/or practice strategies for teaching *phonics*
Week 7 Feb. 25- March 1	Teach, model, define, illustrate, and/or practice strategies for teaching *phonics*
Week 8 March 4-March 8	Teach, model, define, illustrate, and/or practice strategies for teaching *phonics*
Week 9 March 11-March 15	Spring break
Week 10 March 18-March 22	Teach, model, define, illustrate, and/or practice strategies for teaching *vocabulary*
Week 11 March 25-March 29	Teach, model, define, illustrate, and/or practice strategies for teaching *vocabulary*
Week 12 April 1- April 5	Teach, model, define, illustrate, and/or practice strategies for teaching *comprehension*
Week 13 April 8- April12	Teach, model, define, illustrate, and/or practice strategies for teaching *comprehension*
Week 14 April 15-19	Teach, model, define, illustrate, and/or practice strategies for teaching *fluency*
Week 15 April 22- April26	Teach, model, define, illustrate, and/or practice strategies for teaching *fluency*
Week 16 April 29- May 3	Reflection and review for exam
Week 17 May 6-May 10	Exam

(** **The content of this schedule will fluctuate depending on student learning, reteaching procedures, natural flow and integration of content and teachable moments. All content will be covered; however, the dates may change depending upon uncontrollable variables and teaching opportunities.)**

Teaching Strategies/Processes:

This class is designed to help students become effective literacy teachers of students in grades K-2. The instructor will utilize a variety of teaching strategies and styles to help students master the objectives of this course. Lecturing will play an important role in the class; however, students must be actively involved in class activities, small group activities, individual projects, research activities, technology, and class discussions. Questions and ideas are welcomed, so please feel free to participate openly.

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.

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.

INCLEMENT WEATHER SCHEDULE

MWF Classes Regular	MWF Classes Inclement	TR Classes Regular	TR Classes Inclement
8:00-8:50	10:00-10:40	8:00-9:15	10:00-11:00
9:00-9:50	10:45-11:25	9:30-10:45	11:05-12:05
10:00-10:50	11:30-12:10	11:00-12:15	12:10-1:10
11:00-11:50	12:15-12:55	12:30-1:45	1:15-2:15
12:00-12:50	1:00-1:40	2:00-3:15	2:20-3:20

1:00-1:50	1:45-2:25	3:30-4:45	3:25-4:25
2:00-2:50	2:30-3:10		
3:00-3:50	3:15-3:55		

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.

Syllabus Disclaimer

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

Bibliography

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      Prentice.

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