



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 414-Elementary Teaching Methods in Literacy

Course CRN # and Section, Credit Hours: CRN#20579; Section 01; 3 hours

Semester Taught: Spring 2019

Classroom Number: A 136- Administration Building Athens Campus

Course Management System: N/A

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

Course Time: M – 8:00-10:00 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 – All courses except those in the methods block

Required Text:

Literacy F/21st Cent: Balanced by Tompkins ISBN# 9780132837798; Pearson

Course Rational/ Description:

The course provides prospective teacher candidates 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 in an authentic classroom.

Teaching children to read and to love reading is more important than it has ever been. Increasingly, instructional decision making is the domain of the classroom teacher. In order to make productive decisions about the teaching of reading, teachers are required to possess a broad understanding of the developmental nature of children, knowledge of the interactive nature of the components of literacy, technology tools which enhance and enrich literacy skills, as well as knowledge of best practices of teaching supported by current research.

Education 414 is a required course for elementary education majors and others which provides prospective teachers with opportunities to develop a knowledge base consistent with the findings of current research. Additionally, the course provides opportunities to develop materials, practice strategies, and develop a personal philosophical perspective for the teaching of reading. Students in this course will observe and interact with children and experienced classroom teachers as they engage in real reading experiences in order to gain the perspective required to teach reading in the elementary classroom.

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.

Alignment with Conceptual Framework, Teacher Education, 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 course objectives, methods, and assignments are designed to enhance the individual’s ability to become an intentional practitioner. The alignment of course objectives to professional standards in order to meet the goal is listed in the chart below.

Course Objectives	WVPTS	ACEI	ISTE-Nets-T Standards	INTASC Standards	ILA	Praxis II Standards
Identify and demonstrate the characteristics of an influential teacher with regard to knowledge of psychological, motivational, sociological and linguistic reading and writing.	2A 2B 3A		3a 3c 4a	1, 2, 3, 4, 5	1.1	I.A.1 I.B.1 I.C.1 II.A.1

Demonstrate a variety of instructional strategies, practices, approaches, and methods, including technology-based practices and strategies for ELL students used to teach reading based on assessment data. Discuss the pros and cons of each approach. Model some of these strategies during the lab experience.	1B 1C 1D 1E 2C 2D 3A 3C 3D 3E 3F	3.3	2a 2b 3a	1, 2, 4, 5, 6, 7, 8	2.1 2.2	II.A.2 II.A.3 II.A.4 II.B.1 II.B.2 III.A.1 III.A.3 III.A.4 III.A.5 III.A.6 III.A.7
Demonstrate a variety of ways to motivate children to read, taking into account cultural background and diverse student abilities.	1D 2A	1	2a 2b 4b 5a	1, 2, 7, 8	4.1 4.2	I.B.1 I.B.2 I.B.3 I.B.4 I.B.5 I.B.6 I.C.3 I.C.4
Demonstrate an understanding of the importance of integrating reading, spelling, visual representation, listening, viewing, speaking, and writing across the curriculum.	1A 1B	2.1	5a 5c	1, 2, 4, 7, 8	2.2	II.A.3 II.B.1 II.B.2
List, identify, and describe varied genres of children's literature. Create a list of children's books and websites that demonstrate an understanding of multi-cultural differences and diverse situations.	1A	2.1	2c 3b 4a 4b 4c	4, 7	2.3 4.1 4.2 4.3	II.B.5 II.B.6
Demonstrate knowledge	3F		5a	5, 7, 8, 9,	5.4	I.A.1

of effective flexible grouping for the purposes of successful instruction in reading and effective reading intervention in collaboration with the higher education faculty and public school faculty.	4B 4C 4D		5b 5c 5d	10		I.B.1 I.B.4 I.C.4 II.B.2 III.A.3 IV.A.3
Collaborate with public school leaders and faculty to participate in a professional learning community.	5B 5C 5D 5E 5H 5I	3.4 5.2	5a 5b	9, 10,	6.1 6.2 6.3	II.A.1 IV.A.1
Create an environment of respect and rapport with students.	2B 2C	3.2 3.4	2a	2, 3, 5	5.1 5.2	II.B.4 II.B.6

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* will be addressed through the use of interactive reading sites that provide resources for effective reading instruction.
4. *21st Century Assessments* are 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 and diversity of the students.

Learning Outcomes:

The candidate will:

- model the characteristics of influential and effective teachers
- make the reading and writing process work in the classroom
- implement instructional strategies for early literacy development
- Implement Instructional Strategies for Development of Reading Comprehension
- Implement Instructional Strategies for Development of Vocabulary
- Implement Instructional Strategies for Development of Fluency
- Integrate STEAM strategies for teaching reading
- Understand Language and Cultural Diversity and Special Needs
- Continue Professional Growth as an Influential Teacher.
- Integrate and utilize technology for the advancement of reading and teaching reading.

Course Requirements

The following activities and projects will be assigned points:

1. Chapter tests
2. Creating Lesson Plans
3. Delivery of effective reading strategies in small and whole group settings.
4. Group Activities
5. Field placement responsibilities and evaluations (must have satisfactory on evaluations)
6. Exam- 100 points

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

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

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! Since you are working in a public school classroom, the teacher and children are depending on you. If you must be absent, it is **your responsibility** to let your teacher 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.

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

EDUC 314- Spring 2018

Jan. 14	Teach, model, define, illustrate, and/or practice strategies for teaching phonemic awareness
Jan. 28	Teach, model, define, illustrate, and/or practice strategies for teaching phonemic awareness
Feb. 4	Teach, model, define, illustrate, and/or practice strategies for teaching phonemic awareness
Feb. 11	Test Begin instruction on using apps and STEAM for literacy learning
Feb. 18	STEAM lessons and technology tools for literacy
Feb. 25	Teach, model, define, illustrate, and/or practice strategies for teaching phonics
March 4	Teach, model, define, illustrate, and/or practice strategies for teaching phonics
March 11	Spring Break
March 18	Teach, model, define, illustrate, and/or practice strategies for teaching vocabulary
March 25	Teach, model, define, illustrate, and/or practice strategies for teaching vocabulary
April 1	test
April 8	Teach, model, define, illustrate, and/or practice strategies for teaching comprehension
April 15	Teach, model, define, illustrate, and/or practice strategies for teaching comprehension/fluency
April 22	Teach, model, define, illustrate, and/or practice strategies for teaching comprehension/fluency
April 29	Review and wrap up

(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 teachers of the language arts and to demonstrate the integration of spelling, reading, listening, writing, speaking, viewing and visual representations. Therefore, the class will utilize a variety of teaching strategies to help students master the objectives of this class. 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 nellsion@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.*

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."

INCLEMENT WEATHER SCHEDULE (or click here for the [**Beckley HEC 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		

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