Introduction to Reading
EDUC 250

Credit Hours: 3 Credit Hours
Professor: Dr. Beth L. Strecker
Office Hours: Online Monday-Thursday 6:00 pm-8:00 pm
Office Phone 252-455-3569
Email: sbstrecker@mail.ecsu.edu

Required Text(s) and Materials:

Additional Required Materials:
The Common Core Standards http://www.corestandards.org/


Supplementary Resources:
Course Description:
This is a professional course designed to introduce reading and the teaching of reading to prospective teachers. Reading is a complex act and this course will...

- examine the concepts of language and understanding language acquisition and its relationship to reading,
- explore early reading abilities, phonemic awareness, phonics, vocabulary development, fluency and reading comprehension,
- discuss research findings and strategies that can impact learning to read, and
- examine curriculum, assessment and instruction frameworks which address the whole child.

Students will have knowledge and an understanding of “how children learn to read” upon completion of this course.

Assignments
*Assignments must be submitted electronically by the due date/time.
*All documents for this course must be submitted in Microsoft Word. If you have Office 2000, Office XP or Office 2003, you must install the Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint 2007 File Formats in order to open Office 2007 documents. The Office Compatibility Pack is available as a free download here: http://office.microsoft.com/en-us/products/HA101686761033.aspx
*Late submissions and postings will negatively impact your grade. Points will be deducted for each day an assignment is submitted late. Assignments submitted more than one week late will not be accepted. Failure to access the course on Blackboard by September 15 will result in an F in the course. No assignments will be accepted after the last day of the course.
*If you have questions about an assignment, email the instructor the week before the due date to review your concerns. It is important that you contact the instructor promptly about problems or concerns with assignments or requirements of the course.
*Download and review all instructor feedback on your work.
*Assignments that are characterized by plagiarism, cheating, falsification, fabrication, or multiple submissions will result in an F on the assignment and possibly an XF in the course.
*Incompletes are given only in third party-documented dire extraordinary circumstances when the majority of the coursework has already been completed.

Learning Outcomes: Elementary grades teacher candidates have the knowledge and understanding of...

1. Language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing.
2. Know the content they teach, recognize the interconnectedness of content and make instruction relevant to students.
3. Facilitate learning for their students; know the appropriate levels of intellectual, physical, social, and emotional development of their students.
4. Reflect on their practice, analyze student learning and link professional growth to their professional goals.

Measure 1
• Candidates will demonstrate knowledge of the five critical elements of reading, define each element and identify strategies for each stage of reading.

Measure 2
• Candidates will identify four current reading research topics and write a literature review on each.

Measure 3
• Candidates will demonstrate knowledge of what the brain must be able to do in order to learn effectively.

The candidates will construct a product such a diagram, Powerpoint, paper, Glogster, Voice thread, Prezi, Smore, etc. to explain what the brain does during the reading process with a score of satisfactory or better on the rubric.

Course Grading Components:
• Requirements
  1. Locate, read and maintain a copy of the elementary language arts curriculum (K-6) found in the Common Core Standards.

  2. Write five article reviews about the five components of reading. Each student will write five article reviews during the semester. A rubric will be used to evaluate the work

     20 points each   100 points

  3. Create five individual activities describing the five components of reading.

     25 points each   125 points

  4. Select one of the five components of reading and present a presentation with no less than three references. Each student will share their findings with the class as a discussion board post.

     100 points

  5. Two Quizzes (25 points each)   6. 50 points

  6. Mid Term Examination   7. 50 points

  7. Final Examination
     Final product -How the brain learns to read

     100 points

  8. Electronic Vocabulary Notebook

     50 points

  9. Attendance
     Attendance and class participation is measured by weekly Discussion Board posts.

     Minimum of 75 points
PARTICIPATION (in lieu of face to face classroom attendance):

Discussion Board Participation
Whether delivered in a traditional setting or delivered at a distance, the vast majority of courses consist of a combination of **assigned readings, assigned papers and projects, and tests**, and some form of **weekly participatory activity**. In a traditional course, this weekly participatory activity is the class meeting in which the instructor presents information, answers questions, and may organize and facilitate small group activity or discussion (Brown & Green, 2007).

Courses delivered online use a delivery system such as **Blackboard**. Along with the traditional weekly readings and required assignments, **students “attend” class through weekly sessions that are in essence a series of messages based on a prompt** determined by the instructor and organized in the discussion area of the course. This activity is known as a “**threaded discussion**” where the participants are able to see all the messages that are posted organized by author, topic, or date/time and can respond to specific threads within the larger discussion. Bourne (1998) suggests that **this type of asynchronous discussion activity accounts for 40% of the overall course experience**.

**Active participation** within the discussion threads will be evaluated not only by the number of posts or responses, but also by the depth of the post. What makes a good response to someone's discussion forum post? **When responding to someone's post you want to do more than just give them a "virtual high five" -- more than just telling them, "I agree" or "great job". You need to include why you agree or why you thought they did a great job. Or you may disagree -- which is perfectly all right. Just be polite and say why you disagree. Some of the best posts include requests for clarification or more information about something mentioned in the original post. Support your posts from references from your readings. When responding to a post, think several sentences, not just several words. The best responses usually include an example of something that you've read, or seen on the job or in a classroom that relates to the discussion.**

Active participation within the discussion threads will be evaluated not only by the number of posts and responses (minimum of three – a “B”), but also by the depth of the post.

*Information researched for Discussion Board Participation is from Abbie Brown, Ph.D., Associate Professor, Department of Library Science & Instructional Technology, East Carolina University.*

**Late Work**
As a future teacher your attention to organization will have an influence on how adequately you meet the needs of your students. Punctuality is a trait that is important for teachers, thus you are expected to be on time with assignment submissions. **Late work will negatively impact your grade!** Late work will be penalized with a deduction of 10 points for each day the assignment is late. **No work will be accepted after the last day of class. Please see ECSU’s calendar.**
Not having access to a computer or the Internet will NOT be an excuse for not completing your assignments.

Not having your textbooks will not be an excuse for NOT completing your assignments.

All assignments need to be submitted through Blackboard. I will not grade assignments submitted through email. To submit an assignment, go to ASSIGNEMENTS and click on the assignments you wish to submit. Select the browse computer button and attach your work and then click on the submit button.

- **Grading Scale**

  The Grading Scale is consistent with University policy and is as follows:
  The student’s grade will be based on total points earned out of the number of possible points according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
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<tr>
<td>B</td>
<td>80 – 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59.9%</td>
</tr>
</tbody>
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Other Classroom Policies:

- **Attendance Policy:** Regular attendance is required as discussed in the Discussion Board assignment. Each individual student is responsible for the assigned readings, discussions, handouts and activities. [http://www.ecsu.edu/undergrad_catalog/class-attendance-policy.htm](http://www.ecsu.edu/undergrad_catalog/class-attendance-policy.htm)

- **Student Conduct** - Students preparing to become educators are expected to conduct themselves in an ethical manner consistent with North Carolina Professional Guidelines and Competencies for teacher candidates. [http://www.ncptsc.org/Code%20of%20Prof%20Practice%20and%20Conduct%20-%20PDF.pdf](http://www.ncptsc.org/Code%20of%20Prof%20Practice%20and%20Conduct%20-%20PDF.pdf)
• Each student is expected to contribute to a positive learning environment by participating in discussion board forums weekly. The original post must be made by Wednesday of each week and responses by midnight Sunday.

• Communication with the instructor via e-mail is encouraged. However, face to face meetings during office hours may be required for more intensive review of assignments or course content.

• **Drop Policy:** Follow the printed guidelines in the ECSU Policy and Procedures Manual

• Assignments must be turned in on or before the due date. Late work will be penalized with a deduction of 10 points for each day the assignment is late.

**Policy on Academic Honesty:**
As members of the academic community, students are expected to recognize and uphold standards of intellectual and academic integrity. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative and is not intended to be exhaustive.

• **PLAGIARISM.** Plagiarism is presenting another person’s work as one’s own. It includes paraphrasing or summarizing the works of another person without acknowledgement, including submitting another student’s work as one’s own.

• **CHEATING.** This involves giving or receiving unauthorized assistance before, during or after an examination.

• **UNAUTHORIZED COLLABORATION.** Submission for academic credit for a work, product or a part thereof, represented as being one’s own effort that has been developed in substantial collaboration with or without assistance from another person or source is a violation.

• **FALSIFICATION.** It is a violation to misrepresent material or fabricate information in an academic exercise or assignment.

• **MULTIPLE SUBMISSIONS.** It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases where there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable or even required.
Accommodation Statement:
ECSU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

The university is required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels.

Any student in the class who has a disability that may prevent full demonstration of ability should contact the instructor personally before the end of the first week of classes so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.