Course: ELEM 300 - Reading and Language Art
Credit Hours: 3 Credit Hours
Professor: Dr. Beth Strecker
Email: sbstrecker@mail.ecsu.edu

Required Text(s) and Materials:


Additional Required Materials:

*National Council of Teachers of English and International Reading Association Standards for the English Language Arts* (1998-2008)
Common Core Standards/Language Arts http://www.corestandards.org/the-standards/english-language-arts-standards. The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

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

- Examine a framework for effective literacy instruction and tools for gathering information to assess a student’s reading ability.
- Explore various assessment tools.
- Discuss research findings and strategies that can impact learning to read.
- Examine curriculum, assessment and instruction frameworks which address the whole child.
- Address collaboration with families, peers and other professionals.
- Understand the elements of a comprehensive Balanced Literacy Program

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

Learning Outcomes:
Elementary grade teacher candidates…
1. Have the knowledge and understanding of language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing.
2. Establish a respectful environment for a diverse population of students and collaborate with the home and community for the benefit of students.
3. Know the content they teach, recognize the interconnected of content and make instruction relevant to students.
4. Facilitate learning for their students and know the appropriate levels of intellectual, physical, social, and emotional development of their students.
5. Reflect on their practice, analyze student learning and link professional growth to their professional goals.

**Measure 1**
- Teacher candidates will identify and assess a child’s strengths and needs and develop an appropriate intervention plan based on the Response to Intervention (RTI) framework.

**Target:** 90% of the students will score satisfactory. A rubric will be used to assess the plan.

**Measure 2**
- Teacher candidates will research a component of reading to meet the requirements for Electronic Evidence #2 and will demonstrate depth of knowledge in reading acquisition and development.

**Target:** 85% of the students will earn the grade of satisfactory (A or B) or higher on the research paper rubric.

**Measure 3**
- Teacher Candidates will construct language arts lesson plans to provide evidence of their knowledge of effective lesson planning for a balance approach to learning to read and write.

**Target:** 85% of the teacher candidates will earn the grade of satisfactory or higher. A rubric will be used to assess the lesson plan.

**Course Outline:**

**Course Grading Components:**
- **Requirements**
  1. Locate, read, and maintain a copy of the North Carolina Common Core Standards for Language Arts and the National Standards for literacy compiled by The National Council of Teachers of English and the International Reading Council and Common Core Language Arts Standards

**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**

*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.*

Profile/Introduction:
After reading the course introduction and this syllabus, complete the student survey. Then add a more thorough introduction to Blackboard so your classmates can get to know you better (family details, career goals, degree/concentration/licensure goals, book you’ve read lately, favorite author, photos, links to websites/blogs, etc.). Respond to/comment on at least five of your classmate’s introductions.

Required Readings: Class Discussions & Discussion Board: Submit a paper that is characterized by careful, critical analysis of two scholarly articles. Include the following headings for each article: (a) article citation, (b) article type (research article, practitioner piece, etc.), (c) one paragraph summary of the article, (d) description of how the article fits into the context of reading education (how does the article’s focus fit into the big picture of reading instruction?), (e) response (How does this article fit into/build upon what you already know? What connections do you have to this article’s focus/findings? What does this article mean for your future teaching? What are you still curious about?). See template and sample on Moodle.

Research Paper: Research current topics in reading instruction (such as reading comprehension, reading motivation and engagement, the role of sociocultural theory in constructing knowledge about texts, digital literacies etc.), by scanning the available scholarly literature via various digital databases and print resources and choosing one topic of interest to research. The topic must be approved by the instructor to ensure its relevance and rigor. Critically examine past and current scholarly literature related to their topic of choice in a systematic manner, producing a literature review matrix. Submit the literature review matrix for review and feedback by the professor prior to drafting the research paper. Analysis of the matrix will lead to identification of consistencies, inconsistencies, and themes related to the topic and ultimately to the creation of a 10-12 page APA style research paper. Synthesize information from at least 10 scholarly references related to the chosen topic. The final product will include a synthesis of the research, a reflection, and an APA style reference list. Additionally, you will create a summary component to share the information with peers. The summary component will present highlights of your research using an innovative technological platform such as a narrated Power Point, Movie maker, Voice Thread, or Glogster. The link to your project is included at the end of your paper.
Evaluation:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>Blackboard Profile and Introduction, Students Survey, &amp; Syllabus Quiz</td>
<td>15</td>
<td>Sept 3</td>
</tr>
<tr>
<td>Reading Activities (4) 10 points each</td>
<td>40</td>
<td>Assigned due dates</td>
</tr>
<tr>
<td>Research Paper: Selection of Topic and Rationale; and textbook check</td>
<td>15</td>
<td>Sept 11</td>
</tr>
<tr>
<td>Research Paper: Literature Review Matrix</td>
<td>30</td>
<td>Oct 11</td>
</tr>
<tr>
<td>Research Paper: Complete Draft Submitted to instructor, Peer Partner, and Writing Center</td>
<td>5</td>
<td>Nov. 6</td>
</tr>
<tr>
<td>APA Quiz</td>
<td>10</td>
<td>Sept 25</td>
</tr>
<tr>
<td>Research Paper: Peer Review (10 points for each peer review)</td>
<td>20</td>
<td>Nov 6</td>
</tr>
<tr>
<td>Writing Center Consultation</td>
<td>15</td>
<td>By Nov 6</td>
</tr>
<tr>
<td>Research Paper: Final Draft and Summary Component</td>
<td>100</td>
<td>Dec 3</td>
</tr>
<tr>
<td>Summary Component Presentation Responses (Comment on others’ projects)</td>
<td>50</td>
<td>Dec 3-6</td>
</tr>
</tbody>
</table>

**TOTAL POSSIBLE POINTS 300**

The evaluation system is consistent with the ECU evaluation system. A 14-point scale will be used to determine final grades.

A = 300-270; B = 269-240; C = 239-210; D = 209-180; F = 179 or below

Name of Evidence: Research Paper

The final reading research paper will be evaluated via the rubric below. Projects are graded based on the content (synthesis and reflection) of the paper, the organization and mechanics of the paper, the presence of an APA style reference list, and a separate summary component which highlights the findings of the research via an innovative digital platform.

**Candidate Instructions for Research Paper**

1. **Introduction**
One of the requirements for initial licensure is the documentation of your depth of content knowledge. This evidence will document your proficiency with the North Carolina Professional Teaching Standard #3.b - Teachers know the content appropriate to their teaching specialty. This project will reflect depth of content knowledge related to reading education for elementary teacher candidates.

2. **Elements**
This evidence must contain the following elements:
- A research paper that reflects a detailed analysis of the available literature including a synthesis and reflection of scholarly information related to the topic of choice in reading education.
- A summary component ("commercial") that highlights the main findings of the research paper in an innovative digital format.

3. **Procedures**
Reading Research Paper
- Identify a topic. Examples might include: (a) research on reading comprehension, (b) perspectives on decoding, spelling, and vocabulary for various levels of readers (emergent,
intermediate, adolescent), (c) perspectives on reading motivation and engagement, (d) the role of sociocultural theory in constructing knowledge about texts, (e) theoretical perspectives of digital literacies etc.

- Compile a comprehensive Literature Review Matrix that features (a minimum of 10) scholarly references related to the topic. Submit this for review and feedback from your instructor.
- Then analyze the matrix for patterns of information, ideas, and findings related to your topic. Think in terms of references that share patterns and inconsistencies of information/ideas. Work to bring all of the information together. It might be helpful to begin with an outline of important ideas.
- Write a synthesis of the content of all of the items noted in the literature review matrix. Be careful that you don’t simply restate each reference’s findings. Work to synthesize the information in a cohesive, organized manner that demonstrates your depth of knowledge regarding this topic.
- Next, write a reflection associated with your study of this topic. In your reflection, include the following: what you have learned and why study of this topic has been especially meaningful to you.
- Include an APA style reference list of at least ten references from scholarly journals at the end of your paper. Format: 12 point font, Arial or Times New Roman.

- The entire paper should be 10-14 pages, including references.
- Incorporate elements of effective written expression within your paper: good organization, clarity and explicitness of your written content yet sufficient elaboration and explanation of detail, correct grammar, spelling, and punctuation.
- It is of utmost importance that you adhere to the ECSU Academic Honor Code in crafting these assignments, especially with regard to cheating, plagiarism, and falsification.
- Send your draft to two peer reviewers. See the reviewer rubric provided. Consider the feedback you receive from both reviewers and work to include this feedback in a final draft of the paper.

- After completing the final draft of your research paper, create a concise and engaging “commercial” advertising the key points of your research findings. Use an innovative technological platform (such as a narrated Power Point, Movie Maker, Voice Thread, or Glogster) to highlight the key points of your project in a creative manner. The project should be approximately 2-4 minutes long (depending on the platform). You will present these projects to your classmates.

4. Directed Questions
Below are the directed questions for the reading research paper and summary component. Be sure to answer each question as completely as possible. Integrate this information into your paper and project by addressing the questions within your research paper and the summary component.

Who are the key researchers related to your topic of choice and what do they have to say about your topic?
What have you learned about your topic of choice? What are the agreements/disagreements among professionals in the field? (the paper analysis/synthesis)
Why is this topic meaningful to you?
What are the highlights, or main ideas, of your research findings?
Evidence #2 – Research Paper
Scoring Rubric

Required Elements:
- A research paper that reflects a detailed synthesis of at least 10 scholarly references and a reflection of information related to a topic of choice in current topics in reading education.
- A summary component (“commercial”) that highlights the main findings of the research paper in an innovative digital format.

<table>
<thead>
<tr>
<th>Required Element</th>
<th>Below Proficient</th>
<th>Proficient</th>
<th>Above Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis Statement</strong></td>
<td>The paper does not appear to include an adequate introductory paragraph or a clear thesis statement that details the purpose of the paper. The purpose of the paper is not clear.</td>
<td>The paper includes an introductory paragraph and a concise thesis statement that details the purpose of the paper.</td>
<td>The paper includes an engaging introductory paragraph and a clear and concise thesis statement that details the purpose of the paper.</td>
</tr>
<tr>
<td><strong>Content – Cohesiveness and Clarity,</strong></td>
<td>Paper appears to be a series of individual references and statements; cohesiveness and clarity in terms of writing.</td>
<td>Paper reflects an adequate synthesis of research and is clearly and cohesively written.</td>
<td>Paper reflects a very clear, cohesively written synthesis of all appropriate research on the topic.</td>
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<tr>
<td><strong>Content - Depth</strong></td>
<td>Paper does not show adequate evidence of depth in terms of content. The topic does not appear to be adequately represented in terms of key researchers or across time.</td>
<td>Paper reflects an adequate attempt at depth in terms of content. The topic appears to be represented by key researchers in the field across time.</td>
<td>Paper reflects great depth in terms of content. The topic is well-represented by key researchers in the field across time.</td>
</tr>
<tr>
<td><strong>Content - Conclusion</strong></td>
<td>Paper does not include an adequate conclusion that ties together the main ideas of the paper. The conclusion does not adequately restate the thesis statement.</td>
<td>Paper includes a concluding paragraph that restates the thesis statement.</td>
<td>Paper includes an engaging concluding paragraph and appropriately restates the thesis statement.</td>
</tr>
<tr>
<td><strong>Content - Reflection</strong></td>
<td>Paper does not include adequate reflections about at least one of the following components: what the student has learned, how reading instructional practice has been impacted, or why this topic is meaningful to the student. Depth of student learning is not evident.</td>
<td>Paper includes adequate reflections about what the student has learned, how reading instructional practice has been impacted, and why this topic is meaningful to the student.</td>
<td>Paper includes clear reflections about what the student has learned, how reading instructional practice has been impacted, and why this topic is meaningful to the student. Depth of student learning is evident.</td>
</tr>
<tr>
<td><strong>Organization of Paper</strong></td>
<td>Overall, paper is unorganized, incoherent; ideas and thoughts do not make sense; paper is difficult to follow.</td>
<td>Overall, paper is well-organized, cohesive and coherent, with logical progression of ideas and flow of thoughts.</td>
<td>Overall, paper is very well-organized, cohesive and coherent, with excellent progression of ideas and flow of thoughts.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Paper reflects many spelling, grammar, and punctuation errors and many occurrences of incorrect use of APA style are present.</td>
<td>Paper reflects good spelling, grammar, punctuation, and APA style, with only minor flaws. (12 pt. font Arial or Times New Roman)</td>
<td>Paper reflects excellent spelling, grammar, punctuation, and APA style. (12 pt. font Arial or Times New Roman)</td>
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<tr>
<td>Reference List</td>
<td>Paper does not include a complete or adequate list of references at the end of the paper and/or there are many examples of incorrect use of APA style.</td>
<td>Paper includes 10 appropriate peer-reviewed references at the end of the paper. There is correct use of APA style, with a few exceptions.</td>
<td>Paper includes a list of 10 or more excellent references from scholarly journals at the end of the paper. There is correct use of APA style.</td>
</tr>
<tr>
<td>Summary Component (“Commercial”) - Content</td>
<td>Component does not adequately highlight the main findings of the research paper topic.</td>
<td>Component reflects the use of an innovative technology platform to highlight the main findings of the research paper topic.</td>
<td>Component reflects the use of an innovative technology platform to highlight the main findings of the research paper topic in a very creative and engaging manner.</td>
</tr>
<tr>
<td>Summary Component (“Commercial”) - Technology</td>
<td>Component does not reflect appropriate use of an innovative technology platform. The technical aspects of the project (transitions, sound, etc.) were not seamless.</td>
<td>Component reflects appropriate use of innovative technology platform. The technical aspects of the project (transitions, sound, etc.) work.</td>
<td>Component reflects very appropriate use of an innovative technology platform and the technical aspects of the project (transitions, sound, etc.) are seamless.</td>
</tr>
<tr>
<td>Summary Component (“Commercial”) – Creativity</td>
<td>Component is not particularly creative or engaging.</td>
<td>Component is creative and engages the viewer/reader.</td>
<td>Component is very creative, unique, and engaging.</td>
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Assignments for each module are due by **5 p.m.** on the designated days unless otherwise noted.

Link to ECSU Spring Academic Calendar: http://www.ecsu.edu/students/docs/StudentHandbook.pdf Note: Last day to drop is November 6 with a grade of W.

**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 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.
Grading Scale

The Grading Scale is consistent with University Grading Policy and is as follows: The student’s grade will be based on total points earned out of 100 points according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td></td>
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</table>

Other Classroom Policies:

- **Attendance Policy:** Regular attendance is required for all scheduled class meetings. Each individual student is responsible for the assigned readings, class discussions, class lectures, handouts and activities.

- **Student Conduct:** Students preparing to become educators who work with students are expected to conduct themselves in an ethical manner consistent with North Carolina Professional Guidelines and Competencies for teacher candidates.

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

- **Missed Assignments / Make-up Work:** Assignments must be turned in on or before the due date. Late work will be penalized with a deduction of 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.

ECSU Mission Statement
Elizabeth City State University, a constituent institution of The University of North Carolina, offers baccalaureate, graduate, and professional programs for a diverse student body. The institution’s rich heritage provides a firm foundation for its educational endeavors, as well as its role in serving the needs and aspirations of individuals and society. Through teaching, research, and community engagement, Elizabeth City State University provides a student centered environment, delivered in a manner that enhances student learning, while preparing its graduates for leadership roles and lifelong learning. The university is also a leader in facilitating sustainable economic growth, while safeguarding the unique culture and natural resources of the region.
Approved by Board of Governors 11/09