EDEE 378 (3 credits)
Instructional Strategies for Teaching Reading (Grades 2-6)
Fall 2016
T/Th 10:50-12:05 ECTR 218
Between Sept. 6 and Nov. 15 class will meet at Memminger Elementary School on Tuesdays

**Instructor:** Dr. Margaret Hagood
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Please use email as a primary form of contact
**Office hours:** T/Th 1:45-2:45; Th 9:00-10:00; F 11:00-12:00
Virtual office hours through email M-Th.
By appointment

**Course description**
This course surveys the development of a broadened definition of literacy and instructional strategies using print and nonprint texts for the development of reading using phonics and patterns, fluency, vocabulary, and comprehension.

Course topics include literacy processes, factors affecting those processes, and the principles and skills involved in the development of reading from grades 2-6. Definitions and conceptualizations of “reading,” “literacy,” and of “text” will be explored, as well as the relationships between and among identity, teacher, and the teaching of literacies. This course intends to challenge your assumptions in these areas: diverse students, philosophies and processes of reading and spelling development, components of reading instruction, and the roles/responsibilities of students’ and teachers’ teaching and learning. This course also intends to PUSH you outside your comfort zone. It is not intended to confirm what you know. It has been designed to help you question what you know and to force you to be able to articulate what you learn about BEST PRACTICE in literacy instruction using a flipped classroom model. This course works in conjunction with EDEE 384, providing field-based opportunities for observation, participation, and teaching literacies across the content areas.

**Course Outcomes:** All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency, which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Course outcomes are derived from the standards of several areas. The standards listed in parentheses at the end of each course outcome relate to those of NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), IRA (International Reading Association) Standards for Reading Professionals, NCATE (National Council for the Accreditation of Teacher Education), ISTE (International Society for Technology in Education), SC (SC Teacher Education Standards), and EHHP (School of Education, Health, and Human Performance). These standards define the expectations for highly qualified teachers of literacy instruction. The following outcomes are organized by the Elements of Teacher Competency:
UNDERSTANDING AND VALUING THE LEARNER:

- Demonstrate knowledge and understanding of first and second language development to design literacy programs and strategies that build on students’ skills and various backgrounds and are effective (NCATE 1, 2b & 3a-e; IRA 1, 2, 4; ACEI 3.2; EHHP I, II, III; SC 4 [EEDA]; ISTE 1).
- Identify and use children’s own literacies as a means of developing knowledge of diverse cultures, lifestyles, occupations, and ways of being (NCATE 4; IRA 4,5; ACEI 2.1, 3.4; EHHP III & VII).
- Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that student may exhibit and how these should be addressed instructionally (NCATE 1, 2b, 4; IRA 2; SC 3 & 4 [EEDA]; EHHP V).
- Observe, record, and collect data concerning students’ reading and spelling behaviors in a school setting (IRA 3; EHHP VI).
- Describe modifications of methodologies, technologies, techniques, materials, and activities for teaching literacies to children with special needs (IRA 2, 3; ACEI 3.2; EHHP VI).

KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN WHICH LEARNING OCCURS:

- Develop an understanding of the content and teaching of phonics, spelling and vocabulary using a balanced reading program (NCATE 1, 2b & 3a-e; IRA 1; HHP II).
- Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children’s literature) to help students become strategic readers and respond to what they have read (NCATE 2b & 3a-e; IRA 2,5; ACEI 2.8; EHHP III, ISTE 1&2).
- Design lesson plans and an instructional unit that incorporate methods learned in class and address appropriate reading standards (ACEI 3.3, 3.4; IRA 2; EHHP III).
- Make explicit curricular connections between course materials and the teaching of reading in ELA and across the disciplines for elementary grades students (ACEI 2.1, 4; IRA 2,3; EHHP VI).
- Design formative and summative assessments to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design instruction (NCATE 4 & 3a-e; IRA 3; EHHP VI; ISTE 3&4).
- Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in literacy activities (NCATE 3a-e & 5b, 5d; IRA 4, 5; EHHP III & VI, ISTE 3&4).
- Demonstrate the ability to communicate with, guide, and assist parents in fostering continued growth in literacy (NCATE 5b & 5c; ACEI 5.3; IRA 6; EHHP V; ISTE 3&4).

UNDERSTANDING SELF AS A PROFESSIONAL:

- Model effective use of the English language (NCATE 2b; IRA 1, ACEI 2.1; 3.3; EHHP V).
- View professional development as a career-long effort and responsibility (IRA 5; EHHP IV, V, VII; SC 4; ISTE 5).

Required texts

Online readings: journal articles, websites, and videos (see syllabus and course google site for pdfs and links)

Chapter books


Choose one: (Kindle versions around $6.00; paperback $7.00)


**Picture books**


**Textbook**


Small group readings of several children’s picture books throughout the semester. (These will be loaned to you.)

Several iPad apps (most of which are free)

**Required technology:**

Access to Google Sites course at https://sites.google.com/site/edee378tchrdggr26/

Working email address through CofC

BYOT/Tablet (all apps used will be demonstrated with iPad)

**Assignments**

**Participation** (7%)

Quality, excellence, and depth are expected in your work and interactions with classmates and the instructor. As a flipped class, consistent preparation and attendance are expected, as are active participation and engagement in class discussions and activities. You must arrive on time, stay for the entire class, and participate actively to receive full credit for participation each class. If you leave more than 10 minutes early, you will receive ½ credit for the class. If you are unprepared (e.g., don’t have materials read or completed, request to email assignments that needed to be turned in or have not done the reading/viewing prior to class), you will receive ½ credit for your class participation grade that day.

**Case study project:** 22%

You will be paired with a fourth grade student at Memminger to conduct a semester-long literacy case study on this student between Sept. 6 and Nov. 15. After you learn about the class make up from the teacher, you will complete a series of activities about the student that include the following:
30 minute observation and analysis, interest inventory, choosing of three leveled text appropriate for your student (that you will use to teach a reading strategy lesson and assess student performance), teach a one-on-one word study lesson, give a post lesson word study inventory/assessment, and write up a reflection of strategies to assist your student in becoming a better reader and of the challenges and rewards of working with children who live in poverty.

**Lesson planning & instruction:** 10% (field placement)

In your field experience class, you will teach at least one reading/writing lesson formatted according to this course’s lesson plan template. This lesson plan draft MUST be submitted to me for written feedback at least one week prior to teaching, and must be revised and approved prior to teaching. Your teaching of the approved lesson plan must be formally evaluated using ADEPT. Please submit your draft saved as “Lesson Plan-Your last name” in your student folder on the gsite.

Within a week of teaching you must submit IN HARD COPY the following information for grading (in the order listed below):

1. final approved lesson plan with document of teacher sign off
2. completed ADEPT form (by cooperating teacher or field supervisor)
3. assessment used
4. samples of students’ work (can be copies or photos)
5. one-two paragraph typed reflection of your lesson plan, including discussion of what went well and what you’d change in the future. These will be graded on form and content.

PLEASE SEE EXAMPLE LESSON PLANS on Google Site>Lesson Plans>Example Lesson Plans folder

**Word study and exam:** 13%

You will read WTW and participate in classroom word study activities based on your readings. Completion of content prior to class counts as part of participation grade. You will take an online exam that covers phonics/word study and includes multiple choice, short answer, and matching.

**Four Literature Organization module assignments:** 28%

To become familiar with literature appropriate for grades 2-6 and to experience instruction using different literacy organizations, you will participate in 4 literature modules: guided reading; literature focus unit (author study), literature circles, and reading workshop. You will complete a packet of assignments that include both traditional and digital assignments indicative of the organizations in these modules. Assignments given in class must be completed and returned in the packet. You will submit completed work for each module at the completion of each book.

**Midterm and final:** 20%

Two exams will cover information learned over the course. The exam is a content-based analysis (from readings, in-class discussions, class notes) and requires you use your knowledge of research, theory, and practice of information specific to EDEE 378.

**General tidbits**
EDEE Attendance Policy

- Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will not be allowed to enter and will be considered absent. Three absences for ANY reason will be allowed; assignments due upon absence may be submitted prior to any planned absence. Upon a fourth absence, the student will automatically be withdrawn from a course with the grade of WA. WA becomes an F on a transcript.
- If a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors will review the circumstances and make a final decision about the student’s continuation in the course.
- Students who qualify for SNAP must see the professor within the first two weeks of the course if they choose special accommodations.
- Athletes who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Grading

** Late submissions of assignments are unacceptable under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work.
Any written assignment submitted is considered a final product to be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). It is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work. One such resource is the Center for Student Learning [http://csl.cofc.edu/](http://csl.cofc.edu/).

**Miscellaneous**
I do not hear very well. If you ask me a question and I don’t answer, please ask again. Likely I didn’t hear you the first time.

Please be attentive to the environment and print responsibly.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.