


**Dixie State University
Department of Education
Syllabus Fall 2014**

Course Title: Literacy Acquisition of Young Children
Meeting Days /Time Place: Thursday 12:00-1:40 Room 144
Instructor: Angela R. Child Ph.D.
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Office Location: NIB 156

Course Number: ELED 3350
Course Credit Hours: 3 credits
CRN: 43857
Semester/Year: Fall 2013
Office Hours: Monday 9:40am-12:00pm
 Wednesday 1:40-3:00pm
 Thursday 1:40pm-3:00pm
 Other by appointment

DSU Department of Education Program Standards

	<p style="text-align: center;">Mission Statement</p> <p>The main focus of our Education Department is the development of competent, caring, and qualified educators by ensuring that candidates demonstrate professional abilities in academic and pedagogical knowledge and the skills and dispositions of reflective practitioners. In order to develop these qualities, our degrees and programs include: (a) a competitive selection process to identify highly-qualified candidates; (b) academic rigor through curriculum and assessments; (c) technology tools to enhance teacher work and student learning; and (d) multiple practicum and student teaching experiences in the local school district monitored by experienced teachers and college supervisors.</p> <p>The D.E.S.E.R.T model outcomes are listed below and incorporate national standards (InTASC, TEAC, CAEP), Utah Education Teaching Standards (UETS), and Dixie State University core themes of a culture of learning; a culture of values; and a culture of community.</p>
<p>D.E.S.E.R.T. Model – Program Outcomes</p> <p>Teacher Candidates:</p> <p>D-Diversity (DM1) Understand diversity differences, uses culturally responsive curricula, and supports development of English proficiency to meet the needs of all learners.</p> <p>E-Effective Pedagogy (DM2) Create effective and appropriate instruction, uses technology to support and extend learning, and implements multiple assessments to measure learner knowledge and skills.</p> <p>S-Subject Matter (DM3) Demonstrate confidence, subject matter knowledge, uses instructional strategies to engage students in inquiry thinking, and pursues learning to advance professional practice.</p> <p>E-Environment (DM4) Use classroom management strategies to create physically and emotionally safe environments and encourage cooperative interaction among students.</p> <p>R-Reflective (DM5) Seeks learning experiences as sources of reflection and uses data to reflect and adapt planning and practice.</p> <p>T-Teaching Dispositions (DM6) Demonstrate professional teaching dispositions which include; (a) professional relationships and appearance; (b) participation in learning communities; and (c) legal, moral, and ethical conduct with a focus on acceptance and attention to student’s educational needs.</p>	

Teacher Accreditation Education Council (TEAC) <http://www.teac.org/accreditation/goals/index.asp>
 Utah Effective Teaching Standards http://www.schools.utah.gov/cert/DOCS/Educator-Effectiveness-Project/Teacher-and-Leader-Standards/TS_Full_Document-9-4-11.aspx
 Council for the Accreditation of Educator Preparation (CAEP) <http://www.caepsite.org/standards.html>
 Interstate Teacher Assessment and Support Consortium (InTASC)
http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29.html

Fall 2014 Important Semester Calendar Dates:

Apr 1	Bachelor's degree Graduation Deadline - Fall 2014
Apr 7	Fall 2014 Registration open to Seniors (90+ credits)
Apr 8	Fall 2014 Registration open to Juniors (60+ credits)
Apr 9	Fall 2014 Registration open to Sophomores (30+ credits)
Apr 10	Fall 2014 Registration open to all students
Jul 15	Fall 2014 Application Deadline For International Students
Aug 15	Admission Late Fee Begins
Aug 18-22	Faculty Workshops
Aug 25	Classwork Starts
Aug 28	Last Day for Waitlist
Aug 29	Last Day to Add Without Signature
Sep 1	Labor Day
Sep 4	Drop/Audit Fee Begins (\$10 per class)
Sep 4	Residency Application Deadline
Sep 9	\$50 Late Registration/Payment Fee
Sep 15	Pell Grant Census
Sep 15	Last Day for Refund
Sep 15	Last Day to drop without receiving a "W" grade
Sep 17	Courses dropped for non-payment
Sep 19	Last Day to Add/Audit
Oct 1	Fall 2014 Associate's degree Graduation Application Deadline
Oct 15	Mid-Term Grades Due
Oct 16-17	Semester Break
Oct 20	Last Day to Drop Individual Class
Oct 27	Spring and Summer 2015 class schedules available online
Nov 3	Spring 2015 Bachelor's degree Graduation Application Deadline
Nov 11	Career Day
Nov 14	Last Day for Complete Withdrawal
Nov 17	Spring Registration open to Seniors (90+ credits)
Nov 18	Spring Registration open to Juniors (60+ credits)
Nov 19	Spring Registration open to Sophomores (30+ credits)
Nov 20	Spring Registration Open to All Students
Nov 26-28	Thanksgiving Break
Dec 12	Classwork Ends
Dec 15-19	Final Exams

Date & Time of Final Exam: Dec. 18th 12:40-2:40pm Rm 144

Academic Honesty: As stated in the DSU Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.

Disability Statement: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the North Plaza Building. Visit or call 652-7516 to schedule an appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services. Contact information: Phone:(435) 652-7516, Email: drc@dixie.edu, Office Hours: Monday - Friday 8:00 am to 5:00 pm Website: <http://www.dixie.edu/drcenter/>

Tutoring/Writing Center	Health and Wellness Center	Testing Center	Computer Center	Library
Tutoring services are provided for all registered DSU students and is available for all subjects. Located at the Jeffrey R. Holland Centennial Commons Building. Room 431. www.dixie.edu/tutoring	Location: Next to the campus at 34 North 600 East Hours: 8:00 AM to 5:00 PM Monday through Friday — closed Saturday and Sunday For appointments call 435-652-7756 http://www.dixie.edu/wellness/	The hours are posted online at http://dixie.edu/testing Location: North-East of North Plaza Bldg. Classroom Testing Center - Information / Main Line Phone: 435-652-7696 Email: testcenter@dixie.edu	The Smith Computer Center is available for students who need technology services to complete homework assignments and research for any course on campus. Check at the facility for time schedule. Location: Avenna Center	Dixie State College Library at the Jeffrey R. Holland Centennial Commons can be accessed online at www.dixie.edu Contact education liaison, Ms. Linda Jones (ljones@dixie.edu) for assistance.

D-MAIL: Important class and college information will be sent to your Dmail account. This information includes your DSU bill, financial aid/scholarship notices, and notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an e-mail account. Your Banner ID username and password are the same for your Dmail account. You will be held responsible for information sent to your Dmail, so please check it often.

Instructure Canvas: If anyone has forgotten their login information or your course is not displaying, please contact the Helpdesk and/or the website <http://www.dixie.edu/helpdesk/>. The Helpdesk is located in the Smith Computer Centers main computer lab. Online tutorials for CANVAS can be found at <http://guides.instructure.com/>.

Class Expectations: Attendance is mandatory. This is a lecture and discussion-based class, which makes your attendance, input and participation valuable and essential to your learning outcomes and that of your classmates. Acceptable excused absences require a doctor's note. Please notify (via email) or see the instructor regarding other absences. If you do need to be absent, find a “buddy” and make sure that you receive handouts and notes from that buddy. Participation is required by **ALL** students during class. Your participation demonstrates the level of comprehension you acquired. Remember if you don’t verbalize you don’t internalize!

Computing devices in the classroom are only allowed if the student is utilizing for the sole purpose of learning for the specific class. If the instructor feels that a student is engaged in an unrelated activity (e.g. working on an assignment for another class, Facebook, etc.) she/he will be asked to put the device away.

Course Grading Points will be awarded for each class assignments, professional presentation that reflects the maturity and experience of the student in neatness, organization, accuracy, and relevance. In other words, your assignments should not have misspellings, grammar errors, etc. Make sure that the content of the assignment is relevant to the level of a student attending higher education. If you are going to teach young children to be literate, you should be able to demonstrate your competency in your written work.

For academic writing, APA is the style most commonly used by scholars in education. Unless otherwise specified in this syllabus, all papers for this class should be double-spaced, in 12 pt. Times or a similar font, one inch margins, and follow APA style when citations and references are included. You can access guidelines on the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>

Disruptive Behavior: DSU disruptive behavior policy states, “Teachers at Dixie State College have the right to aggressively manage the classroom environment to ensure an effective learning climate. Toward this end, teachers may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and remove disruptive students from their courses.”

Policy on Late Assignments and Absences Related to College Functions:

All assignments must be completed **ON TIME and submitted at the end of class in hard copy**. LATE assignments are not accepted. All assignments are **due** on the date indicated in the tentative schedule. If there are any changes it will be notified by the instructor in advance. If you have circumstances that prevent you from turning in assignments, accommodations **MUST** be made **in ADVANCE** to the due date of the assignment.

You are required to come prepared and ready to learn. The instructor will not allow tardiness, laziness, and belligerent attitudes during the semester. These behaviors can affect your grade and could be grounds for a disposition form.

Students are required to follow the **syllabus and the tentative schedule** for assignments and due dates, etc. If there are any changes, you will be notified in advance by the instructor.

Course Description: This course is for elementary education majors. This course will focus on developing the knowledge and skills necessary to provide developmentally appropriate literacy instruction for emerging readers in the early elementary grades (K-2). The course will focus on the core components of literacy (oral language, alphabet knowledge, print awareness, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing) necessary to build a strong literacy foundation. Differentiation strategies that are required to meet the needs of diverse learners and assessment strategies to monitor student progress and guide instruction will be a focus in each of the literacy instruction areas. Teacher candidates will be required to develop their pedagogical skills during a field experience in the public schools. This course must be taken concurrently with ELED 3355. Practicum is required

Course Objectives and Outcomes:

Students will be able to:

1. Describe the nature of reading.
2. Describe the essential components of a classroom literacy instruction framework.
3. Understand the importance of the foundations of literacy for future reading success.
4. Understand, explain and use the Three Tiers of Reading Instruction model.
5. Design and deliver reading instruction following a gradual release of responsibility.
6. Be able to use the knowledge of reading instruction to write explicit reading lessons.

Course Prerequisites: Admission to DSU Elementary Education Program

Course Materials/Textbooks:

- 1) T. Gunning, (2012). *Creating Literacy Instruction for all Students, (8th Ed.)*. Upper Saddle River, NJ, Pearson. ISBN# 13:978-0-13-268579-5
- 2) B. Honig, L. Diamond, & L. Gutlohn. (2008). *Teaching Reading Sourcebook, (2nd Ed.)*. Novato, CA, Arena Press. ISBN # 978-1-57128-457-0

Selected articles from educational journals: Additional course readings will be provided by instructor through canvas

Grading Scale:

A = 95-100	B = 84-86	C = 74-76	D = 64-66
A- = 90-94	B- = 80-83	C- = 70-73	D- = 60-63
B+ = 87-89	C+ = 77-79	D+ = 65-69	F = Below 60

Course Assignments/Assessments and Due Dates: (Subject to change)

Evaluation and Grading: (370 points total, 80% of your grade)

1. Attendance (14 class times @ 3 points each = 42 points)

Attendance is critical for learning the content of this course. This is a condensed course and therefore, each absence is equal to missing a full week of a typical three credit hour class. Attendance includes arriving on time and remaining through the entire class. You will lose points when you leave class early.

2. Participation (14 class times @ 2 points each = 28 points)

Active class participation is a core component of the course. This includes being prepared for class by keeping current on the readings and assignments, actively participating in class discussions and activities, and exhibiting a professional demeanor. Your level of participation in class discussions or lack of professionalism will contribute to or deduct from the points you earn. You will not receive full credit without participating in discussions (whole group and small group). You will lose points for texting, doing assignments or surfing the web during class, or any other disrespectful and disrupting behavior.

3. Course Reading Responses (3 @ 10 points each = 30 points)

Due: Beginning of class the day the article or chapter is due to be discussed (See attached schedule)

You will participate in course reading responses by reading the assigned material and completing reading responses for **Three**. You will need to do **all** of the assigned readings and participate in a class discussion but only write a formal response to the three listed on the schedule. A *Reading Response* form is included with this syllabus. You must complete a reading response form for **each** assigned Chapter or article reading. One-page each response, 12-point Times New Roman font, **single spacing**.

4. Lesson Observations for each reading component: 1) Oral language, print awareness or alphabet knowledge, 2) phonemic awareness, 3) phonics, 4) fluency, 5) vocabulary, and 6) comprehension. (6 different observations x 5 points each = 30 points) (These may be hand-written).

You will observe your practicum teacher teach lessons in: 1) oral language or print awareness, 2) phonemic awareness, 3) phonics, 4) fluency, 5) vocabulary, and 6) comprehension. These can be either small-group or whole-group lessons that you observe.

As you observe the teacher, fill out a lesson plan template and identify as many of the following that are present in the lesson:

- Walk-away or objective of the lesson
- Assessment used to determine if objective was met.
- Steps of the lesson (I do, We do, You do)
- Summarization/wrap-up of the lesson.
- Include any notes you may have written about your observation. (Make any notes about items that were not observed during the lesson.)

5. Reading Instruction Lesson Plans for each reading component: 1) Oral language, print awareness or alphabet knowledge, 2) phonemic awareness, 3) phonics, 4) fluency, 5) vocabulary, and 6) comprehension. (6 different plans x 20 points each = 120 points)

Design a reading lesson on each specific literacy skill or strategy focusing on early elementary grade instruction. A lesson template will be provided. These will be turned in following the schedule in the syllabus. You may have the opportunity to revise and resubmit your lessons for more points. If you do

this, **all versions** of the lessons are required to be turned in together. Not only will you be graded on the lesson plan, but two of these may be observed by your practicum advisor. Your practicum observations will be discussed among the instructors and will be part of your final grade. The lesson template is to be used and followed. The following items will need to be present in your lessons.

- Walk-away or objective of the lesson
- Assessment used to determine if objective was met.
- Steps of the lesson (I do, We do, You do together, You do alone)
- Think-aloud in the “I do” portion of the lesson is to include “what” is to be taught and “how” it is to be done (MC yourself) as you demonstrate it being done.
- Review
- Summarization/wrap-up of the lesson.

6. Take Home Component Reviews 1) Oral language, 2) print awareness, 3) alphabet knowledge, 4) phonemic awareness, 5) phonics, 6) fluency, 7) vocabulary, and 8) comprehension (**8 different reviews x 15 points each = 120 points**) (*these take the place of a Final Exam*)

This written assignment is to be academic quality writing where you show your full understanding of each reading component. Minimal questions to be answered are included in the syllabus. Points will be given according to the quality of the writing and the depth of understanding shown.

Practicum Grading (20% of your grade)

Keep in mind that this is a Practicum course, and 20% of your final grade will be based upon your practicum grade. There are three scores entered by your practicum supervisor for your performance in practicum. They are: formal lesson evaluation #1, formal lesson evaluation #2, and the practicum final evaluation which looks at *all* aspects of your performance in your practicum assignment, including dispositions, and input from your mentor teacher. The average of these scores will constitute your final practicum grade and will be weighted as twenty percent of your final overall grade in this course. *Failure to pass practicum will result in failure to pass the class.*

Tentative Schedule (subject to change)

Course Schedule

Date	Topic	Be prepared to discuss:	Assignments Due:
Aug. 22⁸ 1	What is Reading?	Gunning Chapter 1	
Sept. 4th 2	Background Vocabulary RtI Tiers of Reading Instruction	Core Chapter “The Big Picture”	Reading Response for Core Chapter “The Big Picture”
Sept 11th 3	RtI	Mesmer, E. & Mesmer, H. (2008). Response to Intervention (RTI): What teachers of reading need to know. <i>The Reading Teacher</i> , 62(4), 280-290.	Reading Response for Mesmer article
Sept. 18th 4	Early Literacy Foundations Oral language, Alphabet Knowledge and Print Awareness	Gunning Chapter 4 Core Chapter 3 and 4	Reading Response for Gunning Chapter 4
Sept. 25th 5	Classroom Organization Literacy Block Core Reading Programs	Gunning Chapter 2 pp. 27-36	Oral language, Alphabet Knowledge <u>and</u> Print Awareness Reviews (3)
Oct. 2nd 6	Phonemic Awareness	Core Chapter 5	Oral language, Alphabet Knowledge <u>or</u> Print Awareness Lesson (1)
Oct. 9th 7	Begin Phonics		Phonemic Awareness Review
Oct. 16th	No Class	Mid-term Break	
Oct. 23rd 8	Phonics	Core Chapter 6	Phonemic Awareness Lesson
Oct. 30th 9	Phonics		Phonics Review
Nov. 6th 10	Fluency	Core Chapter 10	Phonics Lesson
Nov. 13th 11	Vocabulary	Core Chapter 11	Fluency Review Fluency Lesson
Nov. 20th	No Class	Thanksgiving Break	

Nov. 27th 12	Comprehension	Core Pages 609-631	Vocabulary Review Vocabulary Lesson
Dec. 4th 13	Comprehension	Pardo, L. (2004). What every teacher needs to know about comprehension. The Reading Teacher 58(3), 272-280.	Comprehension Review
Dec. 11th 14	Last Class Differentiation Assessment Final Questions	Gunning Chapter 2 pp. 36-53	Comprehension Lesson All Observations Due!
Dec. 18th	FINAL 12:40-2:40pm Rm 144	Final-Must Attend!	Written Reflection

	Oral Language	Alphabet Knowledge	Print Awareness	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Observation	<i>1 of these three</i>			<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>
Review	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>
Lesson	<i>1 of these three ("we do")</i>			<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>

Reading Response

10 points each

Due: Beginning of class time for discussion (see course schedule).

Name:

Date:

Course Reading:

1. Summarize the main idea/purpose of the reading.

2. Describe at least one aspect from the reading that you would like to implement in your future classroom.

3. Tell one question you thought of as you read the article and propose a possible answer.

DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION
ELEMENTARY 1st SEMESTER LESSON PLAN TEMPLATE
(1/12/13)

Teacher Candidate _____ Grade Level ____ Title _____

CONTEXTUAL FACTORS (classroom factors)

Contextual Factors:

Classroom environment:

WALK-AWAY (As a result of this lesson, what do I want the students to know, understand, and be able to do?)

State Standard/Objective (from Unit Plan):

Content Walk-Away:

Language Walk-Away:

Vocabulary:

ASSESSMENT EVIDENCE (What evidence do I need to show the students have learned the Walk-Away?)

Modifications/Accommodations (ELL, IEP, GATE, etc.)

Formative Evidence (checking for understanding throughout the lesson):

Content Walk-Away Evidence (Summative):

Language Walk-Away Evidence (Summative):

ACTIVE LEARNING PLAN

Activate/Building Background Knowledge

Formative assessment:

Modification/accommodations:

Focus Lesson (“I do it”)

Formative Assessment:

Modification/accommodations:

Guided Instruction (“We do it”)

Formative Assessment:

Modification/accommodations:

Collaborative/Cooperative (“You do it together”)

Formative Assessment:

Modification/accommodations:

Independent (“You do it alone”)

Summative Assessment:

Modification/accommodations:

Closure/Review of walk-aways, vocabulary, and essential questions

(Note: Closure includes student interactions, reflection, and/or demonstrations.)

Modification/accommodations:

***ELED 3350 – Component Reviews: Take the place of a Final Exam
15 points each section = 120 points total (Follow Schedule)***

Oral language

- What is oral language?
- How will you teach oral language and how will you provide practice opportunities for oral language in your classroom?
- Why is oral language important to teach?

Alphabet Knowledge

- What is alphabet knowledge?
- What do students need to learn and how will you know if they have mastered those items?
- Why is alphabet knowledge important to teach?

Print Awareness

- What is print awareness?
- How will you teach print awareness in your classroom?
- Why is print awareness important to teach?

Phonemic Awareness

- What is phonemic awareness?
- What is NOT phonemic awareness instruction?
- How will you implement phonemic awareness instruction in your classroom?
- Why is phonemic awareness important to teach?

Phonics

- What is phonics?
- How will you teach phonics in your classroom?
- What effective practice(s) should be included in phonics instruction?
- Why is phonics important to teach?
- How will you assess your student's phonics abilities?

Fluency

- What is oral reading fluency?
- How will you teach oral reading fluency in your classroom?
- Why is fluency important to teach?

Vocabulary

- What does knowledge of the Three Tiers of Vocabulary help you do?
- How will you teach specific word meaning in your classroom?
- What do we know about our vocabularies and the role they play in reading?
- Why is specific-word vocabulary important to teach?

Comprehension

- What is reading comprehension?
- Why is teacher read-aloud important?
- How will you teach your students reading comprehension strategies?
- Why is comprehension important to teach?