



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
RDNG 4240
Literacy in K-4
Fall 2009
Ball Hall 301
Wednesdays- 5:00 p.m.- 8:00p.m.
Dr. J. Helen Perkins

College of Education Norms

- I take 100% responsibility.**
- I seek equity of voice.**
- I am willing to talk about sensitive issues.**
- I listen for understanding.**
- I appreciate the strengths and contributions of others.**
- I bring positive energy and encouragement to the team.**
- I commit to the mission of the college.**

The Five Pillars of Effective Reading Pedagogy

- 1. Teacher Knowledge**
- 2. Classroom Assessment**
- 3. Effective Instruction**
- 4. Differentiating Instruction**
- 5. Family/Community Connection**

RDNG 4240: Literacy in K-4

Course Description: A cognitive view of literacy processes in developmental perspective. Materials and methods of teaching include: and assessing listening, speaking, reading, writing, and thinking.

Professor Contact Information:

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Prerequisites: none

Required Texts & Online Resources:

Reutzel, D.R., & Cooter, R.B. (2009). *Essentials of teaching children to read*. Upper Saddle River, NJ: Merrill/Prentice-Hall.

Wilson & Hall. (2006) (Revised 7th ed.) *Phonics, Phonemic Awareness, and Word Analysis*. New Jersey: Prentice Hall

Online Resource #1: **Report of the National Reading Panel: Teaching children to read.** Washington, D.C.” National Institute for Literacy. Available FREE on the Internet at www.nationalreadingpanel.org , or call toll free at 1-800-228-8813.

Online Resource #2: **Put reading first: The research building blocks for teaching children to read.** Washington, D.C.” The Partnership for Reading. Available FREE on the Internet at www.nifl.gov, or call toll free at 1-800-228-8813.

Recommended Texts and Online Resource:

Fountas, I. C. & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.

Reutzel, D.R., & Cooter, R.B. (2003). *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed, 2nd Ed.* Upper Saddle River, NJ: Merrill/Prentice-Hall.

Foundations of Reading: Effective Phonological Awareness Instruction and Progress Monitoring

http://readingserver.edb.utexas.edu/downloads/primary/guides/PA_Guide.pdf

Reading Fluency: Principles for Instruction and Progress Monitoring

<http://www.usu.edu/teachall/text/reading/texas/RDflu.pdf>

Recommended Professional Journals for Your Research include: *The Journal of Adolescent & Adult Literacy, The Reading Teacher, Reading Improvement, Reading Research and Instruction, English Journal, Language Arts.*

Support of Conceptual Framework: This course is designed for educational leaders working with diverse communities to develop leadership skills in designing and implementing new curricula.

Methods of Instruction:

Lecture
Discussion
Group Work/Joint Productive Activity
Individual Activities
Presentations

E-Mail Communications: All U of M Students are issued an e-mail address on the University System. Professor Perkins may send important information to students using this system, thus you are responsible for monitoring your U of M e-mail address for any important class information.

Your syllabus, schedule, forms, handouts and assignments can be downloaded from:
<https://umdrive.memphis.edu/jhperkns/public/>

Key Assessments: N/A

Course Objectives:

1. Develop an understanding of the nature of language acquisition and emergent literacy development.
2. Develop an understanding of the phases of literacy development.
3. Understand the connection between state/national literacy standards, standardized testing, and a balanced/comprehensive literacy curriculum.
4. Practice traditional and authentic assessment procedures to evaluate literacy development and communicate results of assessment to students and parents.
5. Incorporate literature in a comprehensive literacy program that meets the needs of diverse children.
6. Integrate technology into a comprehensive literacy program.
7. Integrate appropriate strategies and materials into a comprehensive literacy program.
8. Demonstrate an understanding of instructional practices that foster language and literacy development of primary grade students.

Course Topic Schedule/Readings, Assignments, & Requirements: The schedule of topics, readings, and assignments will be distributed in the second class based on the results of our pretest. Following is other pertinent information for students.

Dates	Topic Schedule	Assignments
Sept. 2	Syllabus, IRA/RT, National Reading Panel Report, “Put Reading First” Scientifically Based Reading Research (SBRR)	<ol style="list-style-type: none"> 1. Read the Syllabus. 2. Read: Put Reading First 3. Read Introduction and Chapter 1 of the Reutzel text.
Sept. 9	National Panel Report (Video) Discussion Report of the National Reading Panel: The “Big Five” in Reading Instruction; A Comprehensive reading instruction model Classroom Observation Phonics Tutorial	Chapter 1 Essentials Phonics Tutorial

Sept. 16	Effective Reading Instruction Structure of Language and Development Zone of Proximal Development Phonics Tutorial	Chapter 1 Essentials Phonics Tutorial Self Check
Sept. 23	Effective Reading Instruction Phonics Tutorial	Chapter 2 Phonics Tutorial Self Check
Sept. 30	Phonics and Word ID	Chapter 2 Phonics Tutorial Self Check
Oct. 7	Fluency	Chapter 3 Phonics Tutorial/Self Ch
Oct. 14	Fluency Writing Development, Interactive & Shared Writing QUIZ = 5 POINTS	Chapter 4 Phonics Tutorial Self Check
Oct. 21	Vocabulary Debriefing –Field Experience Presentations	Chapter 4 Phonics Tutorial Self Check
Oct. 28	Vocabulary Phonics Tutorial Presentations	Chapter 5 Phonics Tutorial Self Check

Nov. 4	Comprehension Presentations Debriefing – Field Experience	Chapter 5 Phonics Tutorial Self Check
Nov. 11	Comprehension Presentations Phonemic Awareness & Phonics Quiz	Chapter 6 Phonics Tutorial Self Check
Nov. 18 & 25	Assessment Running Records with MSV Analysis Presentations	Chapter 6 Phonics Tutorial Self Check
Dec. 2 & 9	Assessment Programs and Standards for Reading Instruction	Chapter 7 Self Check
Dec. 16	Final Exam	

*Required readings indicated should be completed prior to class sessions indicated. Professor Perkins reserves the privilege of adjusting course requirements to best serve the needs of participants.

Assignments, Exams, and Grading Criteria:

Participation (Expected – 5 points):

Throughout the term you will utilize a variety of strategies to assist your reading and retention of information from the textbooks. In class activities include chapter strategies, read-alouds, and

group projects. These assignments will be completed in class and submitted. **Professional Participation:** Your active participation in this class is essential for building a productive learning community. It is expected that you will give freely of your ideas, constructively react to the ideas of others, and offer constructive suggestions for the good of the group. Responsibility for participation also includes: completing assigned readings and computer activities, willingness to take risks in sharing your opinions, and verbally participating in class discussions and activities. Absences and tardiness will be also considered as part of your participation grade; if you are not in class then you can't participate.

Presentation and Technology Activity (10 points):

Working in groups of two or three you will demonstrate in class a technology activity for teaching skills in reading, oral language, language arts, writing and thinking skills. The technology based activity must be based on a relevant age appropriate children's book. The activity should be about ten minutes in length and involve other students in the class You will type a 1 – 2 page paper (bullet format) describing activities and strategies for this book and relevant websites; please include the title of book and author, objective (SPI), materials needed, procedure, and websites. You must bring a copy for all of your classmates and turn in one to the instructor when you present your activity to the class. These will then be placed in your Literacy Notebook.

Article Responses (5 points each/10 points):

You will select 2 recent articles (within the last 2 years) concerning the teaching of reading and writing in K-4 classrooms. You will respond to these articles using the journal critique format on umdrive or handout. A copy of the article must be attached to each critique. The following journals are acceptable: *The Reading Teacher*, *Phi Delta Kappan*, *Reading Research Quarterly*, *Educational Leadership* or *Language Arts*. The use of any other journal must be approved by the instructor.

Field Experience (15 points):

You will spend 14 hours in an assigned elementary classroom. You will spend four hours observing in your student's classroom and the remaining time tutoring. The cooperating teacher will verify attendance and participation by signing a form after each visit. You need to download this form from: http://coe.memphis.edu/TCED/fe_sign-in_sheet.pdf

You will complete 3 assignments to reflect on your experiences in the classroom. Each assignment should be typed using a 12 point font, double spaced and stapled together. All field experience assignments must be kept in the front of your notebook. Include a cover sheet with the following information:

- Heading: Field Experience Activities
- Your name
- Course number, title and section number
- Instructor's name
- Name of Clinical School
- Cooperating teacher's name
- Grade level

Assignment 1:

Using the teacher observation sheet given in class, observe your cooperating teacher during a lesson. Use the information recorded on the observation sheet to type a 1-2 page summary/reflection. Please include brief statements on classroom environment and management

Assignment 2:

Based on your observations and informal assessments of your student, you will write a tutoring lesson plan. Please use one of the Memphis City School's Lesson Plans. You will also write a 1-4 page double-spaced typed reflection of the lesson taught. Describe strengths and weaknesses of your lesson. Describe ways of improving the lesson for the future and what you learned from the experience about teaching and interacting with students, organization, preparation, etc. Reflection: An important part of your educational career is reflection upon what you have learned. As you complete this assignment, please include in your narrative a discussion on your involvement in the field experience. The narrative must reflect your learning and insights about the literacy process in the elementary grades. You may include questions still not answered or any other issue you believe to be relevant. The narrative should also reflect what you observed in the classroom, your interactions with the students and the classroom teacher, examples of literacy strategies used and examples of how students were encouraged and allowed to use the language processes. Criteria for grading will be based on your ability to demonstrate, through the reflection, what you have learned from the field experience and this class.

Assignment 3:

You will complete the following on one student:

For students in grades 1-4:

- an interest inventory
- a running record
- an evaluation of the student's spelling development and writing development using writing samples you will collect as you work with the student

For Kindergarten students:

- an interest inventory
- concepts of print analysis
- assessment of knowledge of letter names and sounds
- evaluation of students writing development using writing samples you will collect as you work with the student

Please include a brief analysis (paragraph) on the assessments completed for each student.

Literacy Notebook: (10 points)

You will compile and create resources to use in your future classroom. In a 3-ring binder, you must have the following divisions and materials:

Trade Books/Expository/Content Area: (5 points) You will share ONE book and ONE activity in class.

Select 2 children's book, one suitable for K-2nd grade and one suitable for 3rd-4th grade. For each book, type the title, author, number of pages, and descriptions of 2 language arts activities. Bring enough copies for the entire class and one for the instructor. These handouts will be placed in the Trade Book section of your Literacy Notebook. You will be expected to sort these by grade level in your notebook.

Strategies:

This section will include all handouts from the Presentation activity and the Technology Assignment.

Class Handouts:

Include all handouts used in class as well as any other useful information you have collected during your field experience.

PA & Phonics Quiz and Completing the Workbook (20 Points -Required)

All students must fulfill a phonemic awareness and phonics knowledge requirement to pass this course. This is satisfied by 1) completing and turning in the text, *Phonics, Phonemic Awareness, and Word Analysis*, and 2) passing a phonemic awareness and phonics quiz.

Other Assignments will be clarified in class.

Late Assignments:

Unless there is a verifiable and legitimate excuse, class assignments are not accepted after published due date. **The legitimacy of the excuse is solely the judgment of the professor.** There is no makeup work allowed nor is extra credit available in this course.

Professional Organizations:

This Professor encourages you to join a Professional Organization. When you become a classroom teacher, you will join an organization to continue your professional growth. Many organizations also have researched-based journals.

Many organizations have special rates for students.

Grading:

Final grades will be based on total points accumulated from all assignments and tests using the following formula:

1. Participation	5
2. Presentation/Technology Activity	10
3. Article Responses (5 points each)	10
4. Phonics & Phonemic Awareness Quiz	10
5. Phonics, Phonemic Awareness, and Word Analysis Completed	10
6. Quiz	5
7. Field Experience	15
8. Notebook	10
9. Expository Text/Tradebook	5
10. Final Exam	20

Grading Scale

A = 93-100 B = 84-92 C = 75-83 D = 69-74 F = 68 and below

Attendance Requirements for this Course:

Professionals, particularly teachers charged with the safety of youngsters, must be both prepared and punctual. Thus, students are expected to attend all classes for the full time period called for in the schedule, and complete all readings prior to the class meeting assigned (with the exception of the first session). Students with 2 unexcused absences will have a letter grade deducted and students with more than two (2) unexcused absences will be dismissed from the course with a grade of "F." It is the responsibility of students to provide satisfactory evidence of medical or other emergencies that may qualify as an excused absence to the instructor. In the event that a student has more than two (2) excused absences, s/he will be permitted to drop the course without penalty.

Americans with Disabilities Act: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty members are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Written Assignments and Academic Misconduct: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. *This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism.* Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education. Here is the UM policy on plagiarism.

Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all. (Office of Legal Counsel, October 17, 2005)

Negotiation Clause:

The purpose of this class is to facilitate your learning. It is my belief that I can best meet this goal by structuring the class to fit your experiences and needs. Thus, as the class progresses, I am willing to negotiate the aforementioned requirements, assignments, and policies in a way that may further your learning.

Thank you for the opportunity to serve as your Professor this semester!

