



University of Memphis College of Education

College of Education
The University of Memphis
Instruction and Curriculum Leadership
Fall 2010
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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.**

RDNG 4240: Literacy in K-4

eCourseware – Your syllabus, schedule, forms, discussions, handouts and assignments can be downloaded from: <https://elearn.memphis.edu/> . You will have to log in with your UM email name and password. **You will also submit your assignments through the drop box. YOUR ACCESS TO THIS SITE ENDS WITH THE COURSE.*

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

Prerequisites: none

Texts:

Reutzel, R. & Cooter, R. (2005). *The essentials of teaching children to read*. Upper Saddle River, New Jersey: Pearson.

Leu, D., Kinzer, C., Wilson, R. & Hall, M. (2006) (Revised 7th ed.). *Phonics, phonemic awareness, and word analysis*. New Jersey: Prentice Hall

Supplemental Texts:

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

National Reading Panel literature (NIFL). www.nifl.gov

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
Individual Activities

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 balanced literacy program that meets the needs of diverse children.
6. Integrate technology into a balanced literacy program.
7. Integrate appropriate strategies and materials into a balanced literacy program.
8. Demonstrate an understanding of instructional practices that foster language and literacy development of primary grade students.

Assignments, Exams, and Grading Criteria:

Late assignments: Assignments will be due on the date noted. However, if there are **extenuating circumstances**, the student should discuss the situation with the instructor and make mutually agreeable alternative arrangements **before** the assignment is overdue.

******All assignments will be evaluated on content as well as writing style and mechanics. Please be sure that all written assignments are grammatically correct.******

*****Background Check**

Tennessee Board of Regents requires every field experience student to complete a background check.

Professionalism (20 points):

Throughout the term, you will utilize a variety of strategies to assist your reading and retention of information from the textbooks. Points will be earned for attendance and active participation in class activities. Students in the teacher education program are expected to attend class in a timely manner and participate in all activities, discussions, and assignments. Points will be deducted from participation for more than two tardies or more than one absence. Three unexcused absences will result in a failing grade. Two unexcused tardies count as one absence. In addition to other course work, students must successfully complete the field experience portion of the class to receive a passing grade.

You will find directions to these and other assignments by going to eCourseware (<https://elearn.memphis.edu/>).

Field Experience (45 points):

You will spend 14 hours in an assigned elementary classroom. You will spend two 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. If all hours are not completed, points will be deducted from assignment three. You need to download the sign-in form from eCourseware.

You will complete **four** assignments to reflect on your experiences in the classroom. Each assignment should be proofread, typed, double-spaced, and stapled.

Field Experience Assignment # 1 Observation (5 points):

Using the teacher observation sheet on the eCourseware, observe your cooperating teacher during a lesson. Use the information recorded on the observation sheet to type a 1 page summary/reflection.

Field Experience Assignment # 2 Assessments (10 points):

You will complete the following on one student that you tutor over the semester:

- An interest inventory
- A spelling inventory
- A writing sample
- An IRI or a running record

Based on your observations and informal assessments of your student, you will prepare a tutoring lesson. Using the directions on UMDrive, write a 2- 3-page double-spaced typed reflection of the lesson taught. Explain your rationale for creating the lesson based on the student's results from your informal assessments listed previously. Describe strengths and weaknesses of your lesson. Include the student work samples from the informal assessments. Describe ways of improving the lesson for the future and what you learned from the experience about teaching interacting with students, organization, preparation, etc.

Field Experience Assignment # 3 Lesson plan (20 points):

You will write a lesson plan suitable for the student you assessed and others who might need similar instruction. If possible, you will teach that lesson during your field experience. See the lesson plan format on eCourseware.

Field Experience Assignment # 4 Reflection (10 points):

An important part of your educational career is reflection upon what you have learned. The reflection activity is a 3-page narrative of your involvement in the field experience. The narrative should 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. You may also include questions still not answered or any other issue you believe to be relevant. 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. See How to write a reflection on eCourseware.

Midterm (60 points): This case study will cover chapters 1, 7, and 5 from the Reutzel and Cooter book.

Wilson Text (10 points): In order to have a keen understanding of word attack skills, you will complete the self-study workbook over the semester and turn it in the same day as the phonics quiz. Points will be awarded based on completeness and accuracy.

Quiz 2 Phonics Quiz (15 points): A written test covering information from the Key Concepts sheet for Ch. 2 of the textbook (found on the ECourseware (<https://elearn.memphis.edu/>) and chapters 1-4 from the required workbook, *Phonics, Phonemic Awareness, and Word Analysis for Teachers*.

Trade books Assignment

See eCourseware for directions and an example.

Final (60 points): This case study will cover chapters 3, 4, and 6 from the Reutzel and Cooter book.

Grading Scale:

Final grades will be based on total points accumulated from all assignments.

93-100	A	251-270 points
84-92	B	226-250 points
75-83	C	202-225 points
66-74	D	178-201 points

Assignments							Possible	Earned
Professionalism							20 pts	pts
Key Concepts 7 X 5 points each							35	
#1	#2	#3	#4	#5	#6	#7		
Article Critiques (10 pts. each)				#1	#2	20		
Field Experiences								
Assignment					Points	Earned		
Assignment #1 (sign in sheet)					5			
Assignment #2 (assessment of child)					10		45	
Assignment #3 (lesson plan)					20			
Assignment #4 (reflection of field exp.)					10			
Trade books							5	
Case Study 1 (Midterm)							60	
Wilson Workbook							10	
Quiz 2 Phonics test							15	
Case Study 2 (Final)							60	
Total Points							270	

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 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. It is the student's responsibility to know all relevant university policies concerning *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.

Negotiation Clause: The purpose of this class is to facilitate your learning. I feel that I can best meet this goal by structuring the class to fit your experiences and needs. Thus, as the class unfolds, I am willing to negotiate the aforementioned requirements, assignments, and policies in a way that may further enhance your learning.

Tentative RDNG 4240 class schedule

Date	Topic	Assignment(s) Due
Aug. 30	Introduction to class Gingerbread Glyphs Ch. 1 Effective reading Instruction Handwriting	
Sept. 13	Ch. 5 Teaching reading comprehension	<ul style="list-style-type: none"> • Key Concepts 1 and 5
Sept. 20	Ch. 7 Basal readers	<ul style="list-style-type: none"> • Key Concepts 7
Sept. 27	Case Study 1 – in class	<ul style="list-style-type: none"> • You may bring books, notes, or other materials to use.
Oct. 4	Writing lesson plans	<ul style="list-style-type: none"> • Download lesson plan format from eCourseware • Article #1 critique
Oct. 11	Dr. Seuss books (Dr. Seuss' B-day 3-2) Readers' Theater	<ul style="list-style-type: none"> • Bring 2-3 favorite Dr. Seuss books • Bring 2-3 children's books to share
Oct. 18	Fall Break- Yippee!!!	Fall Break- Yippee!!!
Oct. 25	Ch. 2 Phonics and word identification Review for quiz	<ul style="list-style-type: none"> • Key Concepts 2 • Lesson plan due
Nov. 1	Quiz 2-Phonics Quiz (Ch. 2 & Wilson text) – in class	<ul style="list-style-type: none"> • Article #2 critique • Wilson Text Due
Nov. 8	Learning centers and file folder games	<ul style="list-style-type: none"> • Trade books assignment due
Nov. 15	Ch. 3 Developing children's reading fluency	<ul style="list-style-type: none"> • Key Concepts 3
Nov. 22	Ch. 4 Increasing reading vocabulary	<ul style="list-style-type: none"> • Key Concepts 4
Nov. 29	Ch. 6 Assessment	<ul style="list-style-type: none"> • Key Concepts 6
Dec. 6	Emergent Writers Review for final	<ul style="list-style-type: none"> • Field Experience 1-4
Dec. 13	Case Study 2 – in class	<ul style="list-style-type: none"> • You may bring books, notes, or other materials to use.