



University of Memphis College of Education

College of Education
The University of Memphis

RDNG 7553

Foundations of Literacy Development in Grades K-4

Fall 2009

Judy B. Pace

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.

Contact information:

Home: 873-4849

Cell: 493-7438

Email: jbp pace@memphis.edu

Umdrive: <https://umdrive.memphis.edu/jbp pace/public/>

Reading 7553. Foundations of Literacy Development in Grades K-4.

Teaching and assessing literacy development in grades K-4 with focus on major theories and current research. 12 hours of field experiences are required. 3 semester hours (graduate).

Prerequisites: Admission to TEP

Course objectives

- A. Analyze the most significant trends, ethics, and issues in the teaching of language acquisition and literacy development.
- B. Examine major theories of language acquisition and implications of this information for instruction.
- C. Analyze literacy approaches for primary grade students.
- D. Understand the connection between national literacy standards and a balanced/comprehensive literacy curriculum.
- E. Demonstrate an understanding of how to incorporate appropriate strategies, materials (including children's literature), and technology into a balanced literacy program, which would meet the needs of a diverse population.
- F. Understand the differences between traditional and authentic assessment.
- G. Be knowledgeable of research that supports literacy practices for primary grade students.
- H. Demonstrate the attitudes and habits of a reflective practitioner.

Required Professional Reference

Reutzel, D.R., & Cooter, R.B. (2008). *Teaching children to read: The teacher makes the Difference* (5th ed.). Upper Saddle River, NJ: Pearson Education. **NOTE: MUST BE 5th EDITION** (Abbreviated "TCR" in syllabus)

Other regularly assigned professional readings- some are currently listed in the course outline and others will be available on the umdrive.

Other Recommended and Supportive Readings & Professional Tools

- Allington, R. L. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Longman.
- Armstrong, T. (2003). *The multiple intelligences of reading and writing: Making the words come alive*. Alexandria, VA: ASCD.
- Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. New York: Stenhouse.
- Johnson, D. D. (2001). *Vocabulary in the elementary and middle school*. Boston: Allyn and Bacon.
- Norton, D. E. (2007). *Through the eyes of a child: An introduction to children's literature* (7th ed.). Upper Saddle River, NJ: Pearson Education.
- Reutzel, D. R., & Cooter, R. B. jr. (2007). *Strategies for reading assessment and instruction: Helping every child succeed* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Yopp, R. H., & Yopp, H. K. (2006). *Literature-based reading activities* (4th ed.). Boston: Allyn and Bacon.

Field component of this course:

Beginning in October or November students will spend 12 hours in an assigned classroom.

The time will be documented on a specific form and signed by the teacher. Completion of the 12 hours in the allotted time is necessary to pass the class. The field work offers students an opportunity to develop their own understandings of literacy through observation and participation and includes two specific assignments as well. The record of classroom time must be submitted with the final.

Completion of the 12 hours of fieldwork is required in order to pass the course.

Assignments: Details will be discussed in class and will be available on the umdrive with corresponding rubric (<https://umdrive.memphis.edu/jbpace/public>). With each assignment staple the **appropriate rubric**.

1. Mark It Up Responses (10 % of final grade) (10 responses @ 10 pts each): The purpose of this type of response is to support the students in interactively reading the text and accompanying DVD to increase comprehension. Students are expected to read each assignment completely and “Mark It Up.” A Mark It Up response is composed of at least five places that are marked and commented on per chapter or text. (So if the class reads an article and a chapter, two Mark It Ups are to be completed.) If response is not complete at the beginning of class or the student is not able to discuss the text, 0 points will be awarded. No late responses accepted for unexcused absences. Grades for the Mark It Ups will be assessed randomly in the semester ten times.

2. Teacher Focused Book Reports (20 % of final grade, 4 reports @ 25 pts each): Sometime during the semester, read **four** beginning chapter books, novels or non-fiction books (previously unfamiliar to you) of interest to K-4 readers and submit a typed report. If a text is less than 50 pages check with me. **Attach a rubric** with each book report and a list of all the previous selections. See details on umdrive.

3. Cooperative Author Study (10 % of final grade)

The purpose of this assignment is to familiarize students with children’s literature for K-4 students, further understanding of strategies, and practice connecting literature to the Tennessee State Language Arts Standards. Students will work in self-selected cooperative groups of 3 or 4. All students are expected to participate fully. *Self and peer evaluations will be submitted with written materials.* **Guidelines:** Select an author of high regard known in the field of children’s literature through recent awards or attention to diversity, seek approval from the professor at least a week prior to presentation, collect at least 5 of the author’s books and learn about him/her. (See *Assessing Children’s Literature*: <http://www.adl.org/education/assessing.asp> to help you select an author and analyze the children’s books).

4. Running Record (20 % of final grade): The purpose of this assignment is to engage students in conducting and analyzing a running record and an oral retelling. With the approval of the classroom teacher in the assigned field setting, the student will assess the oral reading performance of a struggling or developing reader. If not possible, students may assess a child who is not from their field placements. As the child reads aloud, the student will construct a Running Record followed by an Oral Story Retelling Coding Form (TCR, page 243). The next step is to score and interpret performance and recommend at least three activities to further develop and extend the child as a reader. The running record may be turned in one day late with a 3 point deduction and 7 days late with an additional 5 point deduction. It will not be accepted after one week.

5. Mid-Term Examination (20% of final grade)

Details will be discussed in class; exams must be completed on or by the scheduled date.

6. Final Examination (20% of final grade)

Details will be discussed in class; exams must be completed on or by the scheduled date.

Grading Scale Range

93-100 = A

85-92 = B

76-84 = C

70-75 = D

Less than 70 = F

Contact: Students are responsible for regularly checking their University of Memphis email address.

Attendance and Participation Requirements

Students are expected to attend all classes for the full time period called for in the schedule, complete all assigned readings prior to the class meeting, and contribute actively and positively to the classroom learning community. During group work, students are expected to use their time well and remain focused on learning how to be a better reading and writing teacher. If a group completes their task, they should notify the professor immediately. If a student is not actively participating or is interrupting their peers, the result will be a one point reduction per incident.

Excessive absences (more than one), arriving late or leaving early will result in a grade reduction. Two late arrivals or early departures count as one absence. One absence will not be penalized. A second absence (unexcused) will result in a final grade reduction of three points; three absences will result in a reduction by 6 points. Students with more than three excused absences will be dismissed from the course with a "W" and students with more than three unexcused absences will be dismissed from the course with a grade of "F."

Please note that two tardies count as one unexcused absence. Consider traffic and trains in travel plans. 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.

Pertinent Policies*

- In programs where candidates are specializing in a professional area, awarding a degree or recommending for a professional license does not merely attest to the accumulation of the specified number of hours in the classroom or other professional setting but also to the demonstration of professional knowledge, skills, and dispositions. The faculty has the responsibility to both the public and the profession to award a degree or license only when the candidate has demonstrated a satisfactory level of professional knowledge, skills, and dispositions as judged by the program faculty. Further, candidates must exhibit integrity and character consistent with the standards of ethical principles set forth by appropriate professional associations and Tennessee law.
- Academic honesty and integrity is expected of all students. This course demands a high level of scholarly behavior and academic honesty on the part of all students. Examples of academic dishonesty include but are not limited to: (1) turning in work as original that was used in whole or part for another course and/or instructor without obtaining permission from this instructor in advance; (2) turning in another person's work, in part or in whole, as your own; (3) copying from professional works without citing them as

required by APA; and (4) any form of cheating on exams. Violations of academic integrity/honesty while carrying out academic assignments may, at the discretion of the instructor, receive a zero on the particular work in question, receive an "F" in the course, and/or be brought before a higher level of governance for possible dismissal from the university. Discipline may include suspension or expulsion from the University. This is a matter of professional ethics for anyone involved in the field of education.

- 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.
As a faculty member, I am 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.
- Grade grievance: See U of M Graduate Catalog for the specific process to follow.

*It is the students' responsibility to acquaint themselves with all relevant policies associated with departmental and university policies. Information is available online at www.memphis.edu.