

15800 Calvary Rd  
Kansas City, MO 64147

Course: ED352D & DN Reading and Literacy in the Elementary School  
Credit: 3 hours  
Semester: Fall 2020; Cycle 3 October 19 – December 11  
Time: 8:00 – 11:00 a.m. Wednesdays  
Instructor: Karen Hange  
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## I. DESCRIPTION

This course will provide opportunities to increase understanding of the reading process and strategies for effective literacy instruction and assessment methods with an emphasis on the upper elementary grades (4-6). Strategies for developing critical thinking and problem-solving literacy will be developed. (Prerequisite: ED190 and ED341 or permission from the Education Department program director; must be officially admitted to Teacher Education program)

*This is a blended class, meaning that both campus and online students take this class together. Campus students attend the classes in person, online students attend the classes via the online classroom. All interaction and assignments for campus and online students are done in the online classroom.*

## II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## III. OBJECTIVES

### A. General competencies to be achieved. The student will:

1. Recognize the central concepts, structures, and **tools of inquiry** of the reading and literacy discipline to create learning experiences that are meaningful and engaging for all students.
  - a. PLO-2, 3, 4; MTS-1, 2, 3 & 4
  - b. Assignments: A1, A2, B1, B2, B3, B4, B5, B6, B7, B8
2. Gain understanding of how students learn, develop, and differ in their approaches to learning to provide learning opportunities adapted to **diverse learners** that support the intellectual, social, and personal development of all students.
  - a. PLO-1, 2, 4; MTS-1, 2, 3, 5, 9
  - b. Assignments: A1, B3, B4, B5, B7

3. Recognize the importance of planning and **curriculum development** of lessons and activities to individualize instruction to meet the diverse needs of learners.
  - a. PLO-2, 3, 4, 5, 6; MTS-1, 2, 3, 4, 5, 6, 7
  - b. Assignments: A1, B1, B4, B8
4. Understand how to use formative and summative **assessment strategies** to assess learner's progress and use assessment data to plan ongoing instruction.
  - a. PLO-5, 6; MTS-4, 7, 9
  - b. Assignments: A3, B3, B6, B8
5. Prepare to seek opportunities to grow professionally, academically, and in your biblical ontology, in order to positively impact learning for all students.
  - a. PLO-1, 3, 6; MTS 1, 8, 9
  - b. Assignments: A2, B2, B3, B7

**B. Specific competencies to be achieved. The student will:**

1. Evaluate and utilize contemporary reading and literacy standards and curriculum materials for reading and literacy education.
  - a. PLO-2, 4, 5; MTS 1, 3, 4, 5, 6
  - b. Assignments: A1, A2, A3, B1, B4, B5
2. Develop a knowledge base of assessment strategies and tools that assist students in setting learning goals to reflect on their overall growth.
  - a. PLO-2, 3, 4, 5; MTS-2, 4, 5, 6, 7
  - b. Assignments: A1, B3, B4, B6, B8
3. Understand how to select appropriate strategies, including technology and engagement, to address individual student needs, such as English language learners, learning challenged, and gifted/talented, in meeting curriculum objectives.
  - a. PLO-1, 2, 3, 4, 5; MTS-2, 3, 4, 5, 6, 7
  - b. Assignments: A1, A2, B1, B3, B5, B7, B8
4. Understand strategies for reflecting on teaching practices to refine her/his own instructional process in order to promote the growth and higher-level thinking of students.
  - a. PLO-1, 2, 4, 5; MTS-2, 4, 6
  - b. Assignments: A1, B3, B4, B8

**III. MATERIALS**

**A. Textbooks**

*The Bible* (see note below in course policies)

Gunning, Thomas G. *Creating Literacy Instruction for All Students*, 9th edition, Pearson, 2015. ISBN: 978-0134986487 (Retail: \$80.00) This is the same textbook used for ED 341.

American Psychological Association. (2020). *Concise guide to APA style* (7th ed.).  
**ISBN-13:** 978-1433832734, **ISBN10:** 1433832739 (Retail: \$32.63)

## **B. Additional Reading**

Additional materials (handouts, journal articles, websites, etc.) may be assigned by the instructor during the course.

## **IV. REQUIREMENTS**

### **A. Weekly Assignments**

#### **1. Reading**

Read the assigned textbook according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. Read Chapter 1 before our second class. Chapter quizzes will be given over the textbook material.

#### **2. Discussion Posts**

An article or discussion question will be posted each week through CANVAS. Students are expected to respond with a 350-400 word response and respond to the reflections of two of their peers each week by midnight on Sunday.

#### **3. Quizzes**

A quiz will be posted on CANVAS to review the material from each chapter of the textbook. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

### **B. Assignments & Projects**

#### **1. Article Review –2 articles required**

Read a current article (written in the last 5 years) about a topic relating to elementary reading: fluency, comprehension strategies, non-fiction text, assessment, text structure, poetry, reading in content areas, book circles, etc.

**Write a 350-400 word summary and analysis of each article.** Include the following:

- Title of article, author, date, and publisher of article
- Summarize the **key points** of the article
- How will you use the information in your future classroom?
- Attach link or doi of the article to the summary

Suggested Journal Sources: The International Literacy Association's (ILA), The Reading Teacher, Reading Research Quarterly, Journal of Literacy Research (JLR), Reading Writing Quarterly, Literacy Research and Instruction, etc.

#### **2. Teaching a Reading Strategy Lesson**

Teach a “Coached Lesson” from Appendix B of the textbook. These lessons focus on specific reading skills and provide ideas, but students will need to supplement with some of their own ideas to expand the lesson. These lessons will bridge the gap between theory and practice to demonstrate understanding of pedagogical principles. Lesson should be 15-20 minutes in length and should include submission of a detailed written lesson plan.

**3. Administer Reading Assessments & Report on Experience**

Students will interact with elementary students and practice administering a Running Record and fluency assessment as presented in class. Then they will submit a reflection paper of 500-600 words that describes the experience and what they learned.

**4. Observe an elementary Reading Literacy/Foundations & Frameworks class.**

Complete an observation form; share your observations in class.

Make note of the following items during the observation:

- Curriculum/Textbook used
- Posters or visuals in the classroom that highlight literacy concepts
- Supplemental resources available for individual student use
- Specific classroom management strategies or participation techniques utilized to enhance student engagement.

**5. Reading and Literacy Resource/Idea Collection**

Students will collect ideas through either a digital web-based platform such as Pinterest or their personal website or create a document through Google Docs.

**Include 60 ideas that you could be used in your future classroom:**

- Select a variety of ideas from the following categories—bulletin boards, activity centers, literacy games or apps, web quests, virtual fieldtrips, author spotlights, book report or presentation ideas, reading contests, etc.
- Must have at least 7 ideas from each of the categories listed above with a total project count of 60 ideas.

**6. Create a Poetry Portfolio unit plan.**

Develop a portfolio for teaching poetry as a unit plan. The following items will be organized in a notebook with dividers for each section.

- **Types of Poetry**--Include activities that introduce students to the following types of poetry: Haiku, Alliteration, Rhyme, Rhythm, Personification, Diamante, Cinquain and Acrostic.
- **Poet Spotlight**--Select one children's poet and create a simple fact sheet of biographical data.
- **Anthology Resources**--Create a list of 10 poetry anthology books that you would make available for your students to use as reference. List publication information and include small picture if possible. Anthology books are collections of poetry, not simply one poem illustrated in a book.
- **Favorite Poems**--Select 10 poems from a variety of authors and types that could be used as read-alouds.
- **Student Anthology Project**--Create an instructional sheet and a grading rubric for students to create their own poetry anthology project book that consists of both poems that they wrote and that they found from favorite authors.

**Be prepared to share this unit with the class in a short presentation using either Powerpoint, Prezi, or other presentation software.**

### 7. Family Literacy Night Plan

- Theme for the night & Objectives for the families who attend
- Parent Handout on the benefits of reading with your child
- Specific activities/agenda of the evening. Should have at least 3-4 activities for different age levels and reading levels.
- How will you include your students in the planning and hosting? Who can you invite to speak on your topic, to offer practical suggestions to parents?
- Differentiation for: ELL, LD, GT, physical needs, etc.
- How will you get the word out? Include flyers, email newsletter, etc.
- How will you assess the effectiveness of the event?
- Follow up after the event...thank you notes, school newsletter article, etc.
- Compile all the above elements into a Powerpoint and present to class. Powerpoint should include a minimum of 10 slides and the presentation should be 10 minutes.

### 8. Reading and Literacy Teaching Unit

See template provided on CANVAS. Include the following elements:

- Grade level & Theme
- Select standards from MO Learning Standards to cover in the unit.
- Write out the learning objectives based on the standards.
- Include instructional plans that cover the following topics: Fluency, Comprehension, Reading Instruction, Word Recognition, Vocabulary Development, Independent Reading, Leveled Readers, Reader Response, Assessment, etc.
- Scope and Sequence...what will be taught and when it will be taught
- Create detailed lesson plans for 5 of the instructional days of this unit.
- Differentiation: for English Language Learners, Learning Challenged, Academically Gifted/Talented, Physically Challenged, etc.
- Include integration: Biblical principles, writing, art, music, P.E., etc.
- Design a bulletin board to enhance understanding of topic. (Diagram only).
- Include one Activity or Learning center idea
- Include one Web Quest or App to support the theme

## V. METHODS

### A. Teaching

- |                         |                      |
|-------------------------|----------------------|
| 1. Lectures             | 4. Projects          |
| 2. Group discussion     | 5. Writing           |
| 3. Research and reading | 6. Practicing skills |

### B. Grading

- |  |            |
|--|------------|
| 1. Weight given to assignments:            |            |
| Quizzes                                    | 100 points |
| Discussion posts (10 points for each post) | 80 points  |
| Article Review—2 articles                  | 80 points  |
| Teaching Reading Lesson                    | 40 points  |
| Administering Assessments Activity         | 100 points |
| Classroom observation & Report             | 50 points  |
| Literacy Resource/Idea Collection          | 100 points |

Poetry Anthology Unit Plan	150 points
Family Literacy Night Plan	100 points
Reading Literacy Unit Plan	200 points

**2. Late Assignments**

Late assignments may be penalized 10 points of the grade on that assignment.

**3. Letter / Numerical Grade Scale**

The grading scale listed in the current University Catalog will be used for this course.

**VII. COURSE POLICIES**

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

**A. Grade Requirements**

Education majors must maintain a high GPA standard to successfully complete their program. Education majors must maintain a 2.75 cumulative GPA as well as a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

**B. The Bible as Required Textbook**

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

**C. Academic Honesty**

*Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own. All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

**D. Academic Activity & Participation**

Learning takes place best when the student is personally involved in the process. Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics. Course grades will be impacted by lack of participation or absences.

**E. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set

to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

**F. Accommodations Statement**

Students with disabilities have the responsibility of informing the DSS Director ([dss@calvary.edu](mailto:dss@calvary.edu)) of any condition that may require support.

**G. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**H. The Clark Academic Center**

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

***About Changes to this Syllabus:*** *The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

**VII. TENTATIVE SCHEDULE**

Week	Dates	Class Topics	Assignments
1	10/21	Introduction—Overview & Pacing Approaches to Teaching Reading Chapter 11	Academic Article Review
2	10/28	The Reading & Writing Connection Chapter 12	Reading Lesson Teaching Experience
3	11/4	Building Vocabulary Chapter 6	Assessment Practice Reflection Paper
4	11/11	Theories & Strategies for Comprehension Chapter 7 & 8	Unit Plan

5	11/18	Reading & Writing Across Disciplines: Integrating LA into the other subjects Chapter 9	Classroom Observation Experience
6	11/25	Thanksgiving Break No class	Literacy Resource Ideas Collection
7	12/2	Literature & Poetry Chapter 10	Family Literacy Night Presentations
8	12/9	Chapter 13: Creating Literacy Programs Interactive Notebooks Student Presentations & Wrap Up	Poetry Unit Presentation