

	SUNY New Paltz
	Department of Elementary Education EED 375-01 TEACHING READING IN THE ELEMENTARY SCHOOL I Spring 2016
Instructor	Dr. Kiersten Greene
Instructor Contact Info	greenek@newpaltz.edu Old Main 224 (845) 257-2887 (email is preferred)
Office Hours	Wednesdays 3:00-4:45 Thursdays 2:15-4:30
Course Times and Locations	Thursdays 11:00am-1:50pm, OM 132
Credit Hours	3 credits. 135 credit hours (45 in-class contact hours + 90 hours outside of class).
Department Contact	Chair: Lindsey Russo russol@newpaltz.edu

SUNY New Paltz Catalog Description

EED375: Teaching Reading in the Elementary School I: Writing Intensive

Introduction to emergent literacy in the primary classroom, use of reading procedures, skills, techniques, and materials for instruction in areas such as phonemic awareness, word analysis, and comprehension in reading, writing, listening, speaking, and visual literacy.

Prerequisites: EED370 Minimum Grade of B- and EED415 Minimum Grade of B-. Corequisite: EED301. Must be enrolled in one of the following fields of study: Childhood Education 1-6, Childhood Education B-2, Early Childhood & Childhood Education B-6. May not be enrolled as a Freshman.

School of Education Conceptual Framework

Preparing Caring, Critical, and Reflective Professionals to Maximize Student Success

Through coursework, field experiences, and clinical practice, School of Education/Professional Education Unit faculty, staff and administrators aim to prepare caring, critical, and reflective professionals who are committed to:

- **Critical Inquiry and Intellectual Development**
- **Professional Skills and Disposition**
- **Culturally Responsive Practice and Social Justice Education**
- **Democratic Citizenship and Student Advocacy**

Faculty, staff, and administrators strive to model, as well as nurture and cultivate the four dimensions in the candidates they serve. Guided and informed by these dimensions, candidates are prepared to maximize their students' success.

Student Learning Outcomes:

Below is a table showing how this course aligns with the SUNY New Paltz Conceptual Framework, the International Literacy Association's 2010 Standards for Reading Professionals, and the 2014 International Society for Technology in Education (ISTE) Standards

Course Objective: Candidates who successfully complete this course will be able to...	ILA 2010 Standards	SUNY NP Conceptual Framework	ISTE Standards	Evidence of Learning
1. Understand key reading concepts that influence primary (PreK-2 nd grade) student reading development: phonological and phonemic awareness, phonics, fluency, comprehension, vocabulary, and motivation/ engagement.	1.1	<ul style="list-style-type: none"> Inquiry & Development Skills 	2, 3	<ul style="list-style-type: none"> Come prepared with assignments and reading completed Participate in class discussions/activities Mini Thematic Unit Phonics Activities and Quiz Reflections
2. Use knowledge of effective instructional practices to design developmentally appropriate lessons and activities that align with primary (K-2 nd) level English Language Arts learning standards (CCSS/ NYS) and support students' engagement with literacy.	2.1, 2.2, 4.2, 5.4	<ul style="list-style-type: none"> Inquiry & Development Skills 	1, 2, 3, 5	<ul style="list-style-type: none"> Come prepared with assignments and reading completed Participate in class discussions/activities Mini Thematic Unit Phonics Activities and Quiz Reflections Book Trailer
3. Understand and implement informal assessments of primary (PreK-2 nd) level literacy skills.	3.1, 3.2, 3.4	<ul style="list-style-type: none"> Inquiry & Development Skills 	1, 2	<ul style="list-style-type: none"> Come prepared with assignments and reading completed Participate in class discussions/activities Reflections
4. Understand how to use connections among the language arts (reading, writing, listening, speaking, and viewing) to support primary (PreK-2 nd) students' literacy development.	1.1, 2.2	<ul style="list-style-type: none"> Inquiry & Development Skills 	1, 2	<ul style="list-style-type: none"> Come prepared with assignments and reading completed Participate in class discussions/activities Mini Thematic Unit Reflections
5. Support students' literacy learning and engagement with a variety of children's literature.	2.3	<ul style="list-style-type: none"> Inquiry & Development Skills Dispositions 	1, 2	<ul style="list-style-type: none"> Come prepared with assignments and reading completed Participate in class discussions/activities Electronic Literature File Mini Thematic Unit Reflections Book Trailer
6. Identify how their literacy engagement, skill, and knowledge influence students' literacy learning and engagement.	5.2, 6.2	<ul style="list-style-type: none"> Inquiry & Development Dispositions 	1, 3, 4, 5	<ul style="list-style-type: none"> Come prepared with assignments and reading completed Participate in class discussions/activities Reflections Book Trailer

Required Course Texts:

1. Reutzel, D, & Cooter, R. (2015). *Teaching children to read: The teacher makes the difference*. Boston: Pearson. *****ONLY the ETEXT version is required*****
2. *NYS Common Core State Standards*: Spiral bound edition available at the campus bookstore.
3. *edTPA Early Childhood Education Assessment Handbook*. (Available for download on Blackboard.)
4. articles available for download on Blackboard.

Additional Required Materials:

1. Binder for *edTPA Early Childhood Education Assessment Handbook*
2. Supplementary readings and viewings online or via Blackboard
3. Tabs for CCSS and edTPA (you need approximately 20)
4. Book Club book (either rented or purchased)
5. LiveText:

All candidates accepted to Education programs leading to initial teaching certification (B.A., B.S., and MAT/MSforT programs), as well as the MS.Ed. programs in TESOL, Literacy, and Special Education, are required to have a LiveText account. LiveText is an assessment management and ePortfolio platform with a number of benefits to candidates; over the course of your preparation program, the assessment of several assignments and observational assessments will be performed using LiveText. If you already have a LiveText account, you do not need to purchase another, though you may need to contact LiveText to have the account switched to SUNY New Paltz if your membership was obtained at another institution. If you do not have a LiveText account, follow the instructions below to register.

To register for LiveText, follow these procedures; if you encounter any difficulties during this process, please call the LiveText technical support line at **1-866-548-3839**:

1. Go to www.livetext.com and click on the PURCHASE/REGISTER tab at the top of the LiveText homepage.
2. Click the Select This Option button under Purchase Membership. The registration form opens below.
3. STEP 1: Select the appropriate membership option.
 - a. Candidates in all initial preparation programs (BS/BA/MAT/MSforT), as well as the Special Education and TESOL programs, require the Field Experience Module.
 - b. Candidates in the Literacy (but not dual-certification with Special Education) programs can use the basic package.
4. STEP 2: Register Your Student Membership. Please complete your profile to the best of your ability. Name, Date of Birth, Institution Email, and Personal Email are required fields.
 - a. The institutional email is your SUNY New Paltz –issued email address; you must provide this email address in this field in order for your professors to see your name in the course list.
5. STEP 3: Create Your LiveText Membership Account. You will be prompted to create a unique username and password. When creating a username, the name will be compared to all LiveText users. If you receive the message “Username is already taken”, you will have to modify your username.
6. Select a security question from the dropdown menu. This may be used in the username/password recovery process.
7. Select the Terms of Service check box and Click the **Almost done! Continue to Billing** button to proceed to the payment screen.
8. Enter your billing information to create your account. After successfully completing the registration process, LiveText will display this screen with your newly created username and password. Your login information will also be sent to the personal email address provided during account registration.

Course Calendar:

Please use the **TENTATIVE** schedule below to help you prepare, manage your time, and seek assistance when needed throughout the semester. Changes in this tentative schedule will be announced in class and often posted on Blackboard or emailed.

---always bring assigned readings to class---
--always bring your CCSS: we will use or refer to it often--
--please note that we will have access to iPads, so you may choose to access readings (except for the CCSS and edTPA Handbook) digitally--

Date	Topics	Reading/Viewing	What's DUE*
Class 1 Thurs 1/21	Introductions Teacher Candidate Communication Digital Expectations Common Core State Standards (CCSS)		Bring CCSS (and always have it available at every class from now on) Have access to Reutzel & Cooter etext
Class 2 Thurs 1/28	What Does Reading Look Like in the K-2 Classroom Reading Instruction: Foundational Principles Gradual Release of Responsibility Introduction to Read Aloud	Miller Chapters 1-2	Reading Autobiography
Class 3 Thurs 2/4	Genre Sort Introduction to Lesson Planning Read Aloud continued edTPA Handbook	Miller Chapter 3 Hilden & Jones article	Bring edTPA Handbook in a binder to class
Class 4 Thurs 2/11	Phonics vs. Phonemic Awareness Early Literacy Assessments Book Club Meeting 1	Reutzel & Cooter chapter 3 Iwasaki article	Bring Book for Book Club
Class 5 Thurs 2/18	Environmental Print Phonics Instruction & Assessment Phonics Game Planning	Reutzel & Cooter chapter 4	Bring PSI (blank)

Class 6 Thurs 2/25	Fluency Book Club Meeting 2	Rasinski article Reutzel & Cooter pp. 173-179	Article Reflection Bring Book for Book Club
Class 7 Thurs 3/3	Midterm Quiz Introduction to Vocabulary Class Book Check-in	Lane & Allen article	Phonics Game
MIDPOINT OF SEMESTER: 3/8			
Class 8 Thurs 3/10	Vocabulary Instruction Introduction to Comprehension	Blamey & Beauchat article Reutzel & Cooter pp. 241-250	Class Book Planning Guide
Class 9 Thurs 3/17	Comprehension: Narrative Comprehension: Informational	Miller chapter 4 Miller chapter 7	Lesson Plan 1 <i>draft</i>
NO CLASS 3/24: SPRING BREAK 3/22-3/25			
Class 10 Thurs 3/31	Conferencing Guided Reading Planning Commentary	Calkins chapter 6 (p. 100 – top of p. 111) Calkins chapter 10 (p. 175 – top of p. 187)	Lesson Plan 1
LAST DAY FOR COURSE WITHDRAWAL: 4/1			
Class 11 Thurs 4/7	Introduction to Writing Writer's Notebook Narrative Writing Book Club Meeting 3	Fletcher chapters 1 & 2 Reutzel & Cooter pp. 304-315 Corgill chapter 8	Writing Autobiography Bring book for Book Club
Class 12 Thurs 4/14	Informational Writing Persuasive Writing	Corgill chapter 7	Lesson Plan 2 <i>draft</i> Planning Commentary
Class 13 Thurs 4/21	Writers' Choice Writing Publishing and Assessment Digital Literacies	Corgill chapter 9 Shelby-Caffey article Bogard & McMackin article	Lesson Plan 2 Electronic Literature File

Class 14 Thurs 4/28	Putting It All Together Book Club Meeting 4	Reutzel & Cooter pp. 427-451	Poem Book Mini Thematic Unit Bring Book <i>and Props</i> for Book Club
WED 5/4 and THURS 5/5 MAKE UP DAYS IF NEEDED			
Final Exam Thurs 5/12	10:15am-12:15pm		Final Reflection Present Book Trailer

Requirements:

Participation & Professionalism (10 pts): Attendance is **REQUIRED** at all class sessions. The learning community established in this course depends upon the **active** participation of all. As teachers in training, you are expected to actively participate consistently throughout the course.

Professionalism

Professionalism points are awarded for demonstrating preparedness for each class, contributing to in-class projects and exercises, bringing required materials to class, and exhibiting professional dispositions: interacting effectively with colleagues, attending and arriving on time for class, refraining from texting, and using digital access for class activities only. Professionalism points will be deducted as listed below.

Professionalism Points		
Category	Description	Point Value
Absence	1	No penalty for excused absence accompanied by appropriate medical or other emergency documentation. -1 from final course grade for unexcused absence.
	Two absences	-2 from the final course grade
	Absences beyond two	-½ from the final course grade for each additional absence.
Lateness or Leaving Early	Weather emergency	No penalty
	1 Documented meeting/appointment	No penalty
	Other circumstances and/or more than 1	-1 from professionalism points - ½ from the final course grade for each late arrival or early departure that exceeds the value of professionalism points
Class materials	Assigned articles or materials for use with the class topic are available during class time.	-1 from professionalism points for each instance of unpreparedness
Unauthorized Use of Technology/ Engaging in Work for Other Classes	Texting, emailing, using phones, tablets, laptops or doing work for other classes	-1 from professionalism points for each instance -1/2 from the final course grade for each additional instance that exceeds the value of professionalism points

Other Important Policies	
Assignments	-2 from the value of the assignment for each day late.
Make-up Exams & Assignments	Not provided
Extra Credit Options	Not provided
Language Conventions	-1/10 point for any errors in spelling, punctuation, grammar, usage, sentence structure on any written assignment.
Plagiarism & Cheating	Maintain the highest ethical standards. <u>Plagiarism, cheating on assignments, quizzes, exams or any other form of academic dishonesty constitute serious offenses at the University and can result in dismissal.</u>

Assignments*:

Assignment	Points
Electronic Literature File	10
Mini Thematic Unit <ul style="list-style-type: none"> • Class Book (10 points) • Lesson Plan 1 (10 points) • Lesson Plan 2 (10 points) • Planning Commentary (10 points) 	40
Phonics Game	10
Midterm Quiz	10
Reflections <ul style="list-style-type: none"> • Research Reflection (5 points) • Final Reflection (5 points) 	10
Children's Poem & Song File	5
Book Club	5
Participation / Professionalism	10
TOTAL	100

*Each assignment is scored according to a rubric found in the assignment explanation on Blackboard. Total points are tallied at the end of the semester to determine your final grade for the course.

Detailed assignment descriptions and directions for submission can be found on Blackboard under the ASSIGNMENTS tab. Please read and follow them carefully.

Grading

A	94-100	C+	77-79
A-	90-93	C	74-76
B+	88-89	C-	70-75
B	84-87	D	67-69
B-	80-83	F	< 67

Grade averages will not be rounded up. Extra credit assignments are not an option in this course. **You must make a B or higher in this course to proceed to your next set of methods courses next semester.**

Grade Definitions:

A, A- Carefully completes all assignments. Demonstrates professionalism in interactions with peers, parents, and students. Communicates clearly in writing and speaking. Displays excellence in collaboration, dedication to tutee success, persistence in problem solving and professional development, and reflection upon the teaching/learning process. Exemplifies eagerness and strong ability to analyze experiences and apply this toward effective future literacy instruction. Shows a willingness to take beneficial risks and a strong commitment to education. Behaves in an extremely professional manner.

B+, B Completes all assignments. Demonstrates professionalism in most interactions with peers, parents, and students. Communicates clearly in writing and speaking. Displays competence in collaboration, commitment to tutee success, ability to problem solve, attention to professional development, and adequate reflection upon the teaching/learning process. Exemplifies ability to analyze experiences and apply this toward effective future literacy instruction. Shows occasional willingness to take beneficial risks and a commitment to education. Behaves in an expected professional manner.

B-, C+ Completes all assignments at a satisfactory level. Demonstrates professionalism in some interactions with peers, parents, and students. Demonstrates competence in most areas. Exemplifies some ability to problem solve, with limited attention to professional development and reflection upon the teaching/learning process. Infrequently analyzes experiences and/or has difficulty applying this toward effective future literacy instruction. Shows hesitancy to take beneficial risks and limited commitment to education. Behaves in a minimally acceptable manner.

C, C- Does not demonstrate the competencies necessary for the remaining courses in the professional sequence. Infrequent demonstration of professionalism. Does not demonstrate competence in multiple areas. Appears to lack ability to problem solve or apply oneself to professional development. The student does not complete all assignments and does not demonstrate a commitment to education.

D, F Complete failure early in the term will signal a grade of D or F. The student will be counseled to drop the class.

You will be assessed continuously throughout the semester using observation and review of assignments as indicated above.

Assignment / APA Guidelines

All papers must be referenced according to the guidelines presented in the *Publication Manual of the American Psychological Association* (6th edition). I suggest you purchase a copy of the manual or familiarize yourself with the guidelines using one of the many resources available online (listed below). You may also discuss the APA guidelines with me.

The Purdue Online Writing Lab (<http://owl.english.purdue.edu/>)

The Effective Writing Marking Guide (<http://www.ucalgary.ca/UofC/eduweb/grammar/marking/alpha.htm>)

Hyper Grammar <http://www.arts.uottawa.ca/writcent/hypergrammar/>

Grammar Girl <http://grammar.quickanddirtytips.com/>

Students with Disabilities

Any student who will need classroom and/or testing accommodations based on the impact of a disability should contact the Disability Resource Center (DRC), Student Union, Room 210, (845) 257-3020. The DRC will provide an Accommodation Memo for your instructions verifying the need for accommodations. Students are encouraged to request accommodations as close to the beginning of the semester as possible.

Academic Integrity

Taken directly from SUNY New Paltz Advising Handbook: Academic Policies and Procedures found at www.newpaltz.edu/advising/policies_integrity.html:

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

Cheating is defined as giving or obtaining information by improper means in meeting any academic requirements. The use for academic credit of the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.

Forgery is defined as the alteration of college forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee.

Plagiarism is the representation, intentional or unintentional, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, therefore, is a violation of the property of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own.

If a student has any question about what constitutes a violation of academic integrity, it is that student's responsibility to clarify the matter by conferring with the instructor and to seek out other resources available on campus.

Student Evaluations of Instruction (SEIs)

You are responsible for completing the SEI for this course and for all your courses with an enrollment of five or more students. I value your feedback and use it to improve my teaching and planning. Please complete the form during the open period online.

Writing Assistance

The university's Writing Center offers a variety of services to assist students. Contact the Writing Center at (845) 257-3583 to learn about the services provided.

Inclement Weather

In the event of severely inclement weather, SUNY New Paltz may cancel classes. Call the weather hotline at (845) 257-INFO to find out if classes are canceled or delayed. If SUNY New Paltz has not canceled, class will be in session. Late policies may be temporarily waived during severely inclement weather.