**EDUC 3009 Reading and Language Arts I**

**Fall Semester, 2019**

**Tuesday 2:30-5:15 PM**

**Professor:** Christina Lunsmann, Ph.D

**Course Description:** This course is designed to introduce students to instructional strategies and resources used in reading and language arts early childhood classrooms. Particular attention will be paid to readiness factors, phonemic awareness, phonics, vocabulary development, comprehension and fluency. Strategies for developing a balanced approach to literacy instruction that meets the diverse needs of students will be included. In addition, research based best practices relating to reading, speaking, listening, writing, expressing and viewing will be addressed. \*An active subscription to LiveText is a requirement for this course.

**Textbooks:**

Required:

1. Blevins, W. (2006). *Phonics from A to Z: A practical guide.* New York, NY: Scholastic.
2. McTighe, J., & Wiggins, G. (2004). *Understanding by design: Professional development workbook.* Alexandria, VA: ASCD.
3. LIVE TEXT online FEM model subscription

Additional Readings/Sources (available on LiveText):

* Arends, R. I. (2012). *Learning to teach*. (10th ed.). New York, NY: McGraw Hill.
* Fountas, I. C., & Pinnel, G. S. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy.* Portsmouth, NH: Heinemann.
* Periodicals: For example, *Chronicle of Higher Ed., Ed. Leadership, Social Education, Phi Delta Kappa, Harvard Educational Review, Education Week*, and newspapers/ magazines *(Atlanta J&C, NYTimes, Washington Post, Time, Newsweek, Economist*)

**Professional Outcomes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student Outcomes | INTASC Standards | Georgia Framework | Program Standards | Institutional Standards |
| 1. Identify the various theories, principles, and stages of language development including reading, writing, spelling, listening, & speaking.
 | 1,2,3,8,9 | 1,2,4,5 | 1,2,7 | 1,2,4 |
| 1. Demonstrate a knowledge of reading & writing processes & reading-writing program development that appropriately includes spelling, listening, & speaking approach.
 | 1,2,3,4,7,8,9 | 1,2,3,4,5 | 1,2,4,7 | 1,2,3,4,5 |
| 1. Use a variety of literature to support a reading-writing program in the classroom.
 | 1,2,3,4,5,6,7,8,9 | 1,2,3,4,5 | 1,2,4,5,7 | 1,2,4,5 |
| 1. Compare various cueing & comprehension systems.
 | 1,2,3,4,6,7,8,9 | 1,2,4,5 | 1,2,7 | 1,2 |
| 1. Plan & implement an instructional center approach that integrates reading/language arts with other content areas through a thematic approach.
 | 1,2,3,4,5,6,7,8,9 | 1,2,3,4,5 | 1,2,4,5,7 | 1,2,3,4,5 |
| 1. Demonstrate an understanding that learners differ in their approaches to learning & begin to create learning opportunities in reading that are equitable, developmentally appropriate, & adapted to diverse learners.
 | 1,2,3,4,5,6,7,8,9 | 1,2,3,4,5 | 1,2,4,7 | 1,2,3,4,5 |

**Academic Accommodations**

Young Harris College is committed to creating an environment in which all students have access to learn and work to their full potential. YHC provides academic accommodations for students registered with Disability Services in the Student Success Center in accordance with current federal laws. Students should contact Disability Services in the SSC as soon as possible to obtain accommodation forms or to register with Disability Services. Disability Services in the SSC can be contacted at 706-379-5200 or sscinfo@yhc.edu. Information is also available on the Student Success Center tab on YHC Connect at connect.yhc.edu.

**Academic Integrity**

In the spirit of maintaining the highest level of academic integrity for all students at YHC, you will be expected to adhere to the Honor Pledge and be accountable to the Honor Code guidelines as stated on the YHC website: <http://www.yhc.edu/academics/honor-council> Therefore, all written assignments for this course are subject to the originality detection software found at [turnitin.com](http://turnitin.com/).

**Assignment Submission**

Unless otherwise specified, all assignments must be submitted via LiveText using the appropriate formatting (see *Writing Style)* **by 11:59 pm on the due date.** Assignments should be submitted using the following naming convention:

LastName\_AssignmentTitle Example: Lunsmann\_PhonemicAwarenessMiniLesson

**Attendance Requirements**
Professionalism in the field of education requires regular attendance and punctuality and is connected to the dependability criteria of the Department of Education pre-professional ideals and the Georgia PSC Code of Ethics. All current members are expected to demonstrate proficiency in all areas of the pre-professional ideals. Failure to attend class, arrive on time, or stay throughout, will result in a less than proficient rating on the pre-professional ideals and may therefore jeopardize good standing in the TPP. The instructor reserves the right to withdraw a student who misses 15% or more of class meetings without a physician’s note or YHC activity excuse. Class attendance and Withdrawal policies are described in detail in the *Young Harris College Catalog.*

**Efficacy**

Class communication will be conducted and class resources will be available primarily through the Live Text website and secondarily through YHC Moodle. When candidates have questions or concerns regarding class materials or activities they should 1) first access and read information provided on the electronic platforms or in class, and 2) be resourceful in resolving their uncertainty. If candidates have availed themselves of both of these avenues yet questions remain, they may schedule a face-to-face meeting with the professor. **Candidates seeking additional feedback beyond the intended amount must also schedule face-to-face meetings for doing so**. The professor expects all students to be proactive learners – looking for answers to their own questions, seeking support when needed, and advocating for their own needs.

**Electronic Communication**

Students should practice professionalism in communication with the instructor - including electronic. *Reasonable email expectations should be honored*. Emails sent in the evening, on weekends, or during other class times should not expect an immediate reply. Email is a relatively passive way to resolve issues and a message can easily get buried or lost in the dozens that your professors receive daily. Do not assume your email has been read or received without confirmation. **Any concerns about assignments or grades need to be addressed in person.** Students should practice professional writing in email communiques with all faculty and staff at both YHC and in the field.

**Grading Policy** \*See the Mastery Grading explanation below

**Late work**

Late work is accepted **only when previous arrangements have been made** with the professor. Exceptions will be made, extensions granted, and consequences determined on a case by case basis. Failure to turn in an assignment without previous warning will be interpreted as a choice and graded as incomplete.

**Participation**

EDUC 3009 requires active engagement in consideration of literacy concepts. Social learning theory, collective responsibility for learning, and participating in class activities is vital to developing a deep understanding of the pedagogy. Participation in class discussions, collaborative work, and in-class activities is expected. Failure to participate will be reflected in the professional ideals and may therefore jeopardize good standing in the TPP.

**Printing Handouts**

Printing is free in the YHC library. The expectation is that students will make the necessary preparations to bring the appropriate number of handouts for any presentation requiring them.

**Reflective Thinking**

The YHC Division of Education defines reflective thinking as a deliberate process in which the reflector carefully and habitually considers events or ideas in light of the potential for growth of self and others. The reflector operates from multiple perspectives, accepts uncertainty as a necessary component of the practice, and undertakes those with the possibility for positive impact in the world. Students will be expected to engage in reflective thought in developing well-informed decision making skills.

**Technology**

It is advisable to bring technology to class for each meeting as it may be used for educational purposes. Educational purposes include doing library research for the course, taking notes for the course, or collaborating with your peers in the course. Using technology during class meetings for personal reasons, other course work, academic dishonesty, or other distracting purposes will negatively impact your grade. If you must have your cell phone on for emergency contact reasons, discuss that with your instructor and try to put the phone on silent.

**Weather**

Whenever possible, the expectation for school cancellations because of weather is that we will still engage in the work remotely. This will mean assignments and readings are still due, and **you may be required to participate in online discussions.**

**Writing Style**

As is professionally and academically accepted in the discipline of Education, all written assignments should follow general **APA** guidelines as appropriate. You can find several references online and in the library to support your practice of APA format.

**Mastery Grading**

Although Young Harris College uses the following grading system, the approach of the Teacher Preparation Program is founded on practices that foster growth and effort as explained below.

**Young Harris College Grading System:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Letter****Grade** | **Numerical Value (NV)** | **Point** **Value** | **Letter****Grade** | **NV** | **Point** **Value** | **Letter****Grade** | **NV**  | **Point** **Value** | **Letter****Grade** | **NV** | **Point** **Value** |
| A  | 93–100  | 4  | B+  | 87–89  | 3.3  |  C+  | 77-79  | 2.3  |  D  |  60-69  | 1  |
| A-  | 90-92  | 3.7  | B  | 83-86  | 3  |  C  | 73-76  | 2  |  F  | Below 60  | 0  |
|  |  |  | B-  | 80-82  | 2.7  |  C-  | 70-72  | 1.7  |  |  |  |

More information: http://catalog.yhc.edu/content.php?catoid=8&navoid=196

**Regarding Grades in the Teacher Preparation Program**

Based on current research indicating about how people learn (Bransford, Dweck), it is the general approach of the Teacher Preparation Program to use a criterion or mastery grading system (Marzano). This means that student work is compared to a standard or learning outcome rather than the typical practice of assigning grades on a 100-point scale or using an A-F system to indicate failure or levels of passing on each assignment. A mastery system recognizes that not all learning will be acquired immediately, indeed understanding most important concepts will require many interactions and much persistence on the part of the learners to be fully grasped or internalized.

This approach to learning also entails an assessment process whereby students will be provided feedback on their performances in light of the target outcome with the expectation that assignments will be revised using that feedback and resubmitted for evaluation until such time as the performance demonstrates meeting standards (mastery). Progress toward or evidence of having met outcomes at certain points is then used for evaluation. In a mastery grading system, scores displayed in Moodle then may not be accurate or may not reflect the fact that the student is learning and continues to revise a previous submission for an improved score and/or to demonstrate greater understanding.

Since the purpose of this design is to encourage continual growth and improvement and development of a “not yet” rather than a defeatist, “can’t” disposition, grades for assignments will commonly be assigned 2, 3, or 4 with a corresponding translation to C/D, B, or A, respectively. Work that is close to the standard but doesn’t yet meet the expectation will be marked at level 2 while a 3 will be assigned if the target is met and the student needed only a very limited amount of support from the instructor to do so. Work that exceeds expectations in terms of depth, originality, complexity, risk-taking, or multiple dimensionality AND is completed without additional instructor support will be graded at level 4. It would be rare that a student earned 1 for submitted work but 1s would be interpreted by the TPP as “failure” or the score of 59 or less/F. Level 4 work would also be uncommon, especially for those early in the program, but not as rare as level 1 products. Provided the student shows effort to learn and turns in a product on time, he/she will have an opportunity to revise, resubmit, and raise the grade by up to 2 levels. Thus, students might move from a 1 to a 3 or a 2 to a 4. Student work that requires much feedback from the professor and several revisions to meet the target will not be evaluated at the “exceeds expectations” (4) level but may be evaluated as a 3 or 2 level depending on the degree of scaffolding or instructor directivity that was used during the learning process and assignment completion.

There may be cases where the student may be required to revise and resubmit assignments even if he/she is “satisfied” with the grade or evaluation. Students may fail an assignment or even a course only when they earn a predominance of 1s either for not completing assignments or for not using feedback to revise and resubmit. If in the instructor’s viewpoint the instructor has provided a great deal of feedback to the student and the student makes little progress toward meeting the standard, the assignment(s) may be evaluated at a 1 or 2 and the student will have no additional opportunities for the work to be reevaluated. The graphic below will serve as a general guide as to how grades will be assigned.

|  |  |  |  |
| --- | --- | --- | --- |
| 4: EXCEEDS EXPECTATIONS; EXEMPLARY | 3: MEETS EXPECTATIONS;PROFICIENT | 2: APPROACHINGEXPECTATIONS;DEVELOPING | 1: DOES NOT MEET EXPECTATIONS; UNSATISFACTORY |
| In addition to the score 3.0 performance, student demonstrates additional depth, complexity, or original insight with no instructor input needed to achieve, or inferences and applications go beyond what was explicitly taught so submission addresses new ground | No major errors or omissions regarding any of the information or processes explicitly taught; complex processes are evident but the product isn’t exceptional; little to no input required from instructor to complete and the input given is dialogical rather than directive | No major errors or omissions regarding simpler details, but missing complex processes initially; requires minor direction from instructor to complete that is more directive than dialogical | With help, minimal understanding; No or minimal accomplishment of task; OR partial understanding is implied but clear evidence of partial understanding is not presented OR evidence of not understanding is presented |

**YHC Mission Statement**
Young Harris College educates, inspires, and empowers students through a comprehensive liberal arts experience that integrates mind, body, and spirit.

**Goals**:
Young Harris College will:

* Educate students through a comprehensive liberal arts experience.
* Challenge students through innovative academic, cultural, athletic, and spiritual programs.
* Recruit and retain excellent students, faculty, and staff.
* Empower students, faculty, and staff to reach their full potential.
* Increase significantly the College’s financial resources and facilities to support growth and development.
* Contribute to the quality of life of our local community.

**Conceptual Framework for the YHC Teacher Preparation Program**
The Teacher Preparation Program at Young Harris College originates from the College Mission, Goals, Values, and Vision combined with Professional, State, and Institutional standards for the preparation of prospective teachers. With the robustness of a Liberal Arts background woven throughout, the institutional motto of “**Educate, Inspire, Empower**” fully supports the developmental milestones entailed by the conceptual framework of the initial teacher preparation program at YHC. These program foci, which will be internalized by teacher candidates in a manner similar to the emulsification process the nautilus undergoes to form the chambers of its shell, may be defined as: **(a) YHC mission and values; (b) experiential meaning making; (c) pedagogies that address the art and science of teaching; (d) professional transformation; and (e) advocacy**. With continuous assessment providing on-going feedback and monitoring of all components of the teacher preparation program, the development of a professionally-informed pedagogy based on a strong liberal arts background that will lead to the capacity for advocating for self, the community, the profession, and enriched educational outcomes for all characterizes both the approach of the Young Harris College faculty as well as the program expectations/outcomes for teacher candidates. Thus, the image of the nautilus shell, that spirals toward the outer environment from a resilient core and continuously develops throughout a lifetime, is the icon for effective educator preparation at Young Harris College.



**Pedagogical understanding**

**YHC Mission & Values**

**Experiential meaning-making**

**Professional**

**Transformation**

**Advocacy**

**This course takes place in conjunction with *Grounding Field Experiences* in the TPP. Candidates are responsible for familiarity with the expectations during this transition phase, as well as upcoming phases. TPP Policies and Progression:**

**Program Progression Phase 1 – Grounding Field Experiences**

**CHECKPOINT CRITERIA for potential candidates:**

1. Maintain all credentials established upon admission to the program.
2. Submit an electronic portfolio that meets expectations as determined by the major professor and/or advisor using the Unit Assessment instrument.
3. Successfully meet all field studies criteria.
4. Provide documentation of self and faculty-completed assessment of Professional Ideals using TPP rubrics.
5. Submit Field Study Experiences Guide with Section A completed.

**CHECKPOINT POINT 1 – Authorization to Early Field Studies**

**Reading and Language Arts I Course Requirements**

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| --- | --- |
| **Requirement/Project** | **DUE BY** |
| **Student-Centered Models Presentations**Middle and high school teachers often choose to use teacher-centered models in their classes. However, research shows that student-centered models are often more effective in fostering student engagement and retention. Teacher candidates will divide the following models (Arends, 2012) and create multimedia presentations to introduce them to the class and demonstrate how they can be implemented.* Cooperative Learning (Catherine and Shelby)
* Classroom Discussion (Neeley and Courtney)
* Inquiry (Dr. Lunsmann)
* Problem-Based Learning (Adriana and Amber)
 | Cooperative & Discussion: SEP 17PBL & Inquiry: SEP 24 |
| **Union County Schools Field Trip*** Visit to the school

During the field trip, notice the class structure and routines. What subjects are covered? How is reading taught? * Post-visit 3, 2, 1

After the visit, write about 3 things you learned, 2 things you would do differently in your classroom, and 1 question you have.  | TBDDue within a week of the visit |
| **The preschool at Gilbert Elementary Field Trip (tentative)*** Orton-Gillingham web exploration

Prior to visiting the preschool, you will explore the Orton-Gillingham approach to reading instruction. Your findings must be referenced in your post-visit reflection.* Visit to the school

During the field trip, notice the literacy instruction. * Post-visit reflection

You will submit a one-page reflection in which you discuss reading instruction at the school. You must cite at least 2 sources in your reflection.  | TBDDue within a week of the visit |
| **World Language Institute Field Trip*** Dual language web exploration

Explore the benefits of dual language immersion as students learn to read. Is there conflicting research? Your findings and discussion of the potential benefits and drawbacks of a dual language program must be present in your post-visit reflection.* Visit to the school

During the field trip, notice the literacy instruction. Are the students receiving the same type of instruction we have talked about in class?* Post-visit reflection

You will submit a one-page reflection in which you discuss reading instruction at the school. You must cite at least 2 sources in your reflection  | TBDDue within a week of the visit |
| **Vocabulary quizzes** Vocabulary quizzes will be given throughout the semester and will cover materials introduced in class and/or in text. | OCT 8NOV 19 |
| **Understanding by Design (UbD)** You will design a learning segment focused on one grade level and using the Understanding by Design model (McTighe & Wiggins, 2004). The learning segment will be a cohesive unit focusing on one topic or theme. The due date for the final product is **November 19th**, but there are two checkpoints prior to final submission. While the learning segment will include more, it must incorporate the following lessons. You will collaborate to write a phonemic awareness lesson (Group A) and a phonics lesson (Group B). Next, you will independently create and present a fluency or writing lesson. Finally, you will create and present a comprehension lesson. Each lesson should be planned using the Department of Education lesson plan template, and the template must be submitted to LiveText **AFTER** the lesson has been taught in class. Prior to teaching, the lesson plan template should be completed (including the peer review section), and after teaching, the reflection portion should be completed. All lessons should include an assessment and should only include the teacher candidate’s original work.* **Phonemic Awareness or Phonics**
* **Fluency**
* **Writing**
* **Comprehension lesson**
 | 1-pg template: SEP 36-pg template draft: OCT 22Final: NOV 19OCT 1OCT 15OCT 15NOV 5 |
| **Professional Ideals (Live Text)**Each candidate and partner teacher will use the Live Text professional ideals rubric prior to a meeting with the instructor. During the meeting, candidates will provide evidence for ratings. Instructors will also assess the candidate. Failure to meet the expectations for the professional ideals will be reflected in the transition point audit and may obstruct continuance in the TPP. | *Schedule a meeting between Nov 12-16. Meetings must be complete by Nov 16* |
| **INTASC Portfolio (Live Text)**Candidates will offer artifacts and reflections that show growth. Portfolio requirements are not a grade for this course, but rather a checkpoint criterion for moving on to the next Transition Phase in the TPP program. Failure to meet the expectations for portfolio requirements will be reflected in the transition point audit and may obstruct continuance in the TPP. | *NOV 4* |
| **Conceptual framework Journal (Live Text)**Candidates will practice reflective writing about self-selected issues that demonstrate development through the YHC TPP conceptual framework. Submit via Live Text. Journal requirements are not a grade for this course, but rather a checkpoint criterion for moving on to the next Transition Phase in the TPP program. Failure to meet the journal expectations will be reflected in the transition point audit and may obstruct continuance in the TPP. | *NOV 11* |
| **Demographic Data Collection** | *NOV 26* |
| **Program Progression Audit (Live Text)**Each candidate will submit a completed audit of the checkpoint criteria on Live Text, in addition to the presentation they will do in EDUC 3009. Responses to requests to move on in the program will be disseminated approximately two weeks after the end of the semester. *\*Candidates with****unmet transition criteria****must also create a professional growth plan to submit with the transition audit. Find the professional growth plan on Live Text if needed.* | *EDUC 3009 final exam* |

***This is an estimated calendar of events. The instructor reserves the right to make changes as needed.***

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| --- | --- | --- |
| ***WEEK*** | ***DATE*** | ***Tuesday******ECE Reading and Language Arts*** |
| 1 | AUG 20 | Syllabus overviewWhat is reading instruction? Learning to read vs. reading to learnIntroduction to lesson planning (YHC template vs. UbD) |
| 2 | AUG 27 | **NO FACE-TO-FACE CLASS- GA ETHICS SYMPOSIUM**Watch: Intro to UbD (2 videos) and Teacher-Centered Models (3 videos on LiveText)**Complete first 3 sections of Matrix; complete and submit Frayer Model** |
| 3 | SEPT 3 | Cognitive developmentDeconstruct UbD**Read: Learning to Read (LiveText)****1-page template of UbD** for peer feedback |
| 4 | SEPT 10 | What is Phonics? **Read: Blevins Section 1** |
| 5 | SEPT 17 | K-2 literacy development**Read: Blevins Section 2: pp. 27-47****Cooperative Learning and Discussion Presentations** |
|  | SEP 235:30 – 7:30 PM | DARKNESS TO LIGHT TRAINING |
| 6 | SEPT 24 | K-2: Alphabet Recognition and Phonemic Awareness**Read: Blevins Section 2: pp. 48-76****Inquiry and Problem-Based Learning Presentations** |
| 7 | OCT 1 | K-2: Sounds and Letters**Phonemic Awareness/Phonics Teaching Rehearsals** **Read: ch. 4 in How to Give Effective Feedback** |
| 8 | OCT 8 | K-2: Creating lessons; writing**Read: Blevins Section 3: pp. 77-92****Vocab quiz** |
| 9 | OCT 15 | 3-5: Lifelong Readers and Writers**Fluency or writing lesson****Read: Blevins Section 3: pp. 93-131; Fountas & Pinnel, Ch. 1** |
| 10 | OCT 22 | 3-5: Achieving Literacy**Read: Fountas & Pinnel, Ch. 2****6-page template of UbD** for peer feedback |
| 11 | OCT 29 | 3-5: Investigating and Using Language**Read: Fountas & Pinnel, Ch. 3** |
| 12 | NOV 5 | 3-5: Joyful ReadersDeconstruct UbD #3**Read: Fountas & Pinnel, Ch. 4****Comprehension Lesson** |
| 13 | NOV 12*End of semester conferences**Nov 12-16* | Guided Reading**Read- Giacobbe Ch. 3; Fountas & Pinnel, Ch. 5** |
| 14 | NOV 19 | 3-5: Developing Accomplished Writers**Vocab quiz****Final UbD due** |
| 15 | NOV 25-29 | THANKSGIVING BREAK |
| 16 | DEC 3 | Handwriting |
| 17 | Wed, Dec 112-4:30 PM | **Final exam: Program Progression Audit Presentation** |