

## MURRAY STATE UNIVERSITY

Revised 9/15

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: REA    COURSE NUMBER: 306                    CREDIT HOURS: 3**

**I. TITLE:** Literacy Development in the Elementary School

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

An introduction to the teaching of reading and writing in the elementary school. Emphasizes the role of children's literature in reading and writing development. Field experiences required.

**Prerequisite(s):** EDU 303

**Corequisite:** ELE 307

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS), International Literacy Association (ILA) Standards for Literacy Professionals, and the Interstate Teacher Assessment and Support Consortium (InTASC) standards addressed by that objective.

Upon successful completion of this class, students will be able to

- A.** design, plan and implement literacy instruction that addresses the KCAS standards and reflect on its effectiveness (KTS 2,4; ILA 2,3; InTASC 4n, 7, 9);
- B.** describe the reading process, including the cueing systems of written language (KTS 7; ILA 1; InTASC 4);
- C.** demonstrate an understanding of literacy development in children, including emergent literacy and the role of phonemic awareness (KTS 7; ILA 1; InTASC 1);
- D.** describe how comprehension takes place; list factors that affect comprehension and describe and implement strategies for helping students comprehend and develop vocabulary (KTS 4,7; ILA 1, 2; InTASC 4, 8);
- E.** describe and implement a variety of strategies for word identification (including phonics, sight words, and morphemic analysis), fluency, and motivating students to read (KTS 4,7; ILA 1, 2; InTASC 8);
- F.** describe a variety of instructional approaches and design/plan for literacy instruction (KTS 1,2,7; ILA 2,3,4,5; InTASC 7); and
- G.** differentiate literacy instruction in the elementary classroom to meet the needs of diverse students, including students with special learning needs and/or special language or cultural needs (KTS 2,3,4; ILA 1,2,3; InTASC 2).

This course supports the Conceptual Framework's emphasis on Reflective Decision-Making by requiring students to reflect on the effectiveness of their instruction during the practicum (Obj. A). College and Career Readiness is addressed as students plan literacy instruction that meets the KCAS standards (Obj. A). Students learn about closing the achievement gap through readings and other course activities, and by writing lesson plans that specifically address the needs of diverse students (Obj. G.).

#### **IV. CONTENT OUTLINE:**

- A. Motivating Readers
  - 1. Reading aloud
  - 2. Sustained silent reading
  - 3. Classroom libraries
- B. Understanding Reading
- C. The cueing systems
  - 1. The reading process
- D. Emergent Literacy
  - 1. Emergent reading and writing
  - 2. Phonemic awareness
- E. Beginning Reading
  - 1. Word recognition – sight words, phonics, morphemic analysis
  - 2. Books for beginning readers – picture books, predictable books
  - 3. Language Experience Approach
  - 4. Shared reading and writing
  - 5. Interactive writing
- F. Comprehension and Vocabulary learning
- G. Developing Fluency
- H. Assessing Early Literacy
- I. Teaching Literacy to Diverse Learners

#### **V. INSTRUCTIONAL ACTIVITIES:**

- A. Class lecture and discussion
- B. Formal and informal writing activities, including lesson planning
- C. Group activities and discussion
- D. Readings and response
- E. Online assignments

#### **VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Students will participate in twenty one hours of field experiences, including three hours of working with families. Failure to complete any aspect of the field experiences will result in a failing grade in the course. Absences, tardies, lack of preparation, or any other instances of unprofessional behavior during the practicum will result in failure of the course.

**STUDENTS MUST PASS THE PRACTICUM TO PASS THE COURSE. To earn a grade in this course, students must successfully complete the required field experiences and record their hours and related components on the LiveText FEM site. Students are also expected to record field experiences in KFETS.**

#### **VII. TEXT(S) AND RESOURCES:**

Graves, Michael F., Juel, Connie, Graves, Bonnie B., & Dewitt, Peter (2011). *Teaching Reading in the 21st Century* (5th ed.). New York: Pearson.

### **VIII. EVALUATION AND GRADING PROCEDURES:**

Grades will be awarded for performance on course activities including but not limited to reading responses, cooperative group projects, field experiences, and examinations. The *Raising a Reader Brochure Assignment* serves as this course's designated artifact.

### **IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

### **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

#### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

## **XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:**

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**