THEME: “Let us...go on to maturity.” Hebrews 6:1

SYLLABUS: EDR311 Early Literacy Instruction II
Fall 2012 TR 10:15-12:15 LRS 117

INSTRUCTOR: Dr. June Hornsby, june.hornsby@wmcarey.edu (O) 318--6140
OFFICE HOURS: Hours are listed on office door


COURSE DESCRIPTION: This course in literacy instruction includes concepts, materials and teaching strategies for oral language development and early systematic reading and writing instruction specific to vocabulary, fluency and comprehension.

LEARNING OUTCOMES: After completing the requirements for this course, the students will be able to make decisions about teaching reading by:

1. reviewing, discussing and applying the research base for effective reading instruction, including the principles, techniques, theories, philosophies and historical bases, IRA/MS 1, INTASC 1, ACEI 1
2. recognizing literacy as an integrated process that results in comprehension/communication as a product, IRA 1, INTASC 1, ACEI 1
3. engaging students in activities that promote intrinsic motivation to read and write for pleasure and information, IRA 4 & INTASC 2, ACEI 3
4. promoting oral language development in children, IRA 1, INTASC 1, ACEI 3
5. reviewing the scientific evidence and demonstrating knowledge concerning vocabulary, fluency and comprehension and how they are learned and why they are important to the reading and writing process for all children, IRA 1, INTASC 3, ACEI 3
6. developing and collecting teaching materials for a variety of instructional strategies for instructing beginning readers/writers in vocabulary, fluency and comprehension, IRA 2, 4, INTASC 4, & ACEI 3
7. assessing, formally and informally, the learning needs of individuals in order to guide instruction, IRA 3, INTASC 8 & ACEI 4
8. observing and participating in reading with students and writing journal entries and lesson plans relating to the experience and IRA 2.1, 2.2,2.3, 3.34.1,5.2 & INTASC5,7,9 & ACEI 3
9. discussing and developing plans for parental, family and community involvement and plans for becoming a professional, IRA 5, INTASC 9 & 10, ACEI 5

COURSE REQUIREMENTS: Each students will:

1. prepare and report to the class three professional journal article critiques on the following topics as it pertains to reading in grades 1-3: vocabulary, comprehension and fluency. These will be due as indicated on the class schedule. A sample will be given in D2L. Each article will be summarized and your critique will be the last paragraph. The citation will be given at the top of each article using the APA format. If you have questions, see www.easybib.com. Place these in D2L by the day they are due.
2. **observe and participate** in teaching reading (grades 1-3) for sixteen (16) hours. After two weeks of class, you will be assigned to a classroom where you will observe and then tutor or teach a small group of students each Thursday. You are required to write a reflection about each visit (1/2 – 1 page). These reflections are due on the dates indicated in the dropbox in D2L and are shown on the class schedule. The teacher letter is due the last class meeting. Use the common core standards (common core.org or mde.k12.ms.us) when writing the lesson plan objectives. A sample plan will be given in class.

3. During the class meetings that **textbook chapters** are assigned, the answers to the chapter questions are due. The questions are listed at the beginning of each chapter in the textbook. Place these in D2L before coming to class. They will be counted late if handed in after class.

4. A five week unit using a “basal reader” will be written using the lesson plan format given in class. A rubric will be given in class and shown in D2L. The unit is due as indicated in D2L and on the class schedule.

**EVALUATION:** Chapter Questions (100 points), Reflections (100 points), Journal articles (100 points), Mid-Term (100 points), Final (100 points) = 500 points.

A=93% (500-465)   B = 86% (464-430)   C = 79% (429-395)   D= 72% (395-361)   F= below 72%  (below 361)

Points will be subtracted for all late assignments. Late assignments will be accepted only up to one week after the assignment is due. If you miss any of the class sessions, it is your responsibility to make up any work, get notes or ask for handouts.

**AMERICANS WITH DISABILITIES ACT STATEMENT:** Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and who require special accommodations should contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in the Student Services Office in Lawrence Hall.

**COLLEGE POLICY ON ACADEMIC INTEGRITY:** William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could lead to suspension or dismissal from the college. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the college’s Policies and Procedures Manual and in the student handbook, *The Lance.*

**DIASTER PLAN STATEMENT:** In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through *Sader Watch,* the WCU emergency text message service. Sign up instructions can be found under [current students](http://wmcarey.edu) on the WCU homepage.