

Syllabus for
ELE 344—Elementary Reading Methods
4 Credit Hours
Fall 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

A study of the major approaches to reading instruction in the elementary grades 1 through 8. Presents methods and materials as a means of developing the student's awareness of the reading process. The practicum component provides an opportunity to observe 30 hours of reading/language arts instruction in an elementary classroom.
Prerequisite: ELE 314.

II. COURSE GOALS

The purpose of this course is to enable the student to learn instructional skills that will allow him or her to organize appropriate instructional strategies for teaching reading in the elementary school.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Objectives

1. As a result of successfully completing this course, the preservice teacher will be able to do the following:
 - a. Discuss the concept of emergent literacy and means of promoting it (IS 6, 9, 12; EEC 5, ECh 1, 3, 6, 9; ACEI 2.1).
 - b. Describe the following theories of the reading process (IS 6, 9, 12; EEC 7; ACEI 1, 3.1, 3.5; ECh 3):
 - (1) Bottom Up
 - (2) Top Down
 - (3) Interactive
 - (4) Transactive
 - c. Compare and contrast the following reading instructional approaches (IS 6, 9, 12, 13, 16; EEC 5; ACEI 2.1; ECh 3, 6):
 - (1) basal readers
 - (2) language experience
 - (3) phonics or subskills
 - (4) individualized reading
 - (5) literature based/whole language
 - d. Analyze printed materials used in reading instruction, including trade books (IS 5, 12; EEC 5, 10; ACEI 2.1; ECh 3).
 - e. Explain the scope and sequence of skills in reading instruction (IS 5, 12; EEC 5, 12; ACEI 2.1; ECh 3).

- f. Diagnose and evaluate reading achievement through the use of formal and informal methods of assessment (IS 14; EEC 6; ACEI 4; ECh 11, 12).
- g. Discuss the relationship among reading instruction, teacher observation, and test information (IS 5, 14; EEC 5, 6; ACEI 4; ECh 11, 12).
- h. Describe the organization and management of an effective reading program, including accommodating the exceptional and the culturally different child (IS 1, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, 17; EEC 2, 7, 10, 11, 12, 13, 15; ACEI 2.1, 3.2; ECh 3, 6, 8, 10).
- i. Create lesson plans which reflect sound reading instruction practices, clear learner objectives, and developmentally appropriate instructional materials (IS 5, 6, 9, 12, 13, 14, 16; EEC 5, 7, 10, 11, 12, 13, 15; ACEI 1, 2.1; ECh 1, 3, 6, 8).
- j. Create teacher-made instructional materials useful in reinforcing a variety of reading skills (IS 5, 6, 9, 12, 13, 16; EEC 10, 11, 12, 15; ACEI 2.1; ECh 3).
- k. Describe effective techniques of involving and communicating with parents (IS 1, 10; EEC 2; ACEI 5.2; ECh 9, 10).
- 2. Participation in the practicum requires the preservice teacher to do the following:
 - a. Cooperate with the principal and teacher (IS 1, 10; EEC 4).
 - b. Spend a minimum of three hours a week with the cooperating teacher for a total of 30 clock hours (IS 7).
 - c. Be aware of and comply with the school's policies (IS 1, 10; EEC 4).
 - d. Support the teacher's rules of conduct (IS 1, 9, 10; EEC 9).
 - e. Assist the cooperating teacher in the reading/language arts class by performing tasks such as the following (IS 9, 12, 16; EEC 10, 11, 12, 15; ECh 1, 3, 6, 8):
 - (1) Checking reading/language arts papers.
 - (2) Creating teaching aids needed for the class, such as charts, bulletin boards, reading games, taped stories, etc.
 - (3) Assisting in locating resource materials.
 - (4) Giving individual attention to pupil needs.
 - (5) Reading and telling stories.
 - (6) Listening to children read, report, or tell stories.
 - (7) Tutoring individuals or small groups.
 - (8) Teaching small or whole groups using best practices.

B. Objectives for Students in Teacher Preparation Programs

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

Institutional Standards (IS) 1, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, and 17.

IS 1: The candidate is a reflective, transformed educator who continually evaluates the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.

IS 5: The candidate draws upon knowledge of content areas, cross-disciplinary skills, technological resources, learners, the community, multiple and varied clinical experiences and knowledge of subject matter, *Core Curriculum*, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

- IS 6: The candidate understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and creates learning experiences that make these aspects of the discipline(s) accessible and meaningful for learners.
 - IS 7: The candidate demonstrates an understanding of effective verbal, nonverbal, and technological skills through a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections to authentic local and global issues.
 - IS 8: The candidate is a reflective, transformed educator who uses research, research findings, contextual information, and other evidences to adapt his/her practices to meet the needs of each learner.
 - IS 9: The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.
 - IS 10: The candidate demonstrates an understanding of the legal aspects of education.
 - IS 11: The candidate demonstrates the dispositions of a transformed educator who seeks outreach opportunities to diverse populations, both locally and globally.
 - IS 12: The candidate understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, spiritual and physical areas.
 - IS 13: The candidate understands how to connect concepts and uses differing perspectives to engage learners in critical/creative thinking, collaborative problem-solving, and applying performance skills to authentic local and global issues.
 - IS 14: The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.
 - IS 16: The candidate works with learners to create inclusive learning environments and support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.
 - IS 17: The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning.
1. Elementary Education Competencies for Licensure and Certification (Oklahoma): 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, and 15; ACEI 1, 2.1, 3.1, 3.3, 3.4, 3.5, and 5.1.
- EEC 2: Understands the essential nature and importance of interaction and communication with students, parents, community members, and colleagues.
 - EEC 4: Understands the role of the teaching profession in curriculum change and school improvement.
 - EEC 5: Understands the link between child development, curriculum, and instruction.
 - EEC 6: Understands and uses a variety of strategies to (a) select methods assessment appropriate to each of the subject matter areas and to the

age, development, and characteristics of students, (b) interpret and communicate assessment results accurately and ethically, and (c) integrate information gained from assessments into instructional plans.

- EEC 7: Has a knowledge of current research findings about teaching and learning.
- EEC 9: Understands appropriate classroom management systems and discipline practices.
- EEC 10: Understands the selection and use of materials, resources, and technology appropriate to individual differences.
- EEC 11: Creates an environment that facilitates learning experiences which make subject matter meaningful to students.
- EEC 12: Understands the subject matter areas common to the elementary curriculum and the integration of those subject matter areas.
- EEC 13: Facilitates learning groups as appropriate to the needs and/or interests of students and the goals of the lesson.
- EEC 15: Understands that all students can develop proficiencies in the Oklahoma core curriculum.
- ACEI 1: Development, Learning, and Motivation.
- ACEI 2.1: Curriculum Standards Reading, Writing, and Oral Language.
- ACEI 3.1: Integrating and applying knowledge for instruction.
- ACEI 3.2: Adaptation to diverse students
- ACEI 3.3: Development of critical thinking and problem solving.
- ACEI 3.4: Active engagement in learning.
- ACEI 3.5: Communication to foster collaboration
- ACEI 4.0: Assessment for instruction
- ACEI 5.1: Professional growth, reflection, and evaluation
- ACEI 5.2: Collaboration with families, colleagues, and community agencies.

2. Early Childhood Competencies (Each) for Licensure and Certification: 1, 3, 6, 8, 9, 10, 11, and 12

- ECh 1: Understands factors that influence the development of young children, the sequence and interdependency of all areas (i.e., physical, social, emotional, cognitive, and language) and uses that knowledge to meet the needs of the group and individual children (birth to eight years of age) while respecting their unique rates of development.
- ECh 3: Bases curriculum decisions on the understanding of how young children think, process information, and develop concepts in content areas including language, literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.
- ECh 6: Plans, implements, and articulates developmentally appropriate strategies including play, independent work, small group projects, group discussions, cooperative learning, open-ended questions, inquiry, and problem-solving experiences.
- ECh 8: Adapts curriculum, strategies, schedules, and the environment to meet the specific needs, interests, and experiences of all children, including those with disabilities, developmental delays, diverse cultures, or special abilities.
- ECh 9: Collaborates regularly with families and other agencies in the community to enhance and support children's learning and development.

- ECh 10: Recognizes and respects diversity, how it influences learning, and builds connections among children's families, communities, and students' activities.
- ECh 11: Uses performance assessment (i.e., observation and documentation) and formal assessment to evaluate young children's development and learning for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences.
- ECh 12: Develops and uses formative and summative evaluation measures to ensure comprehensive quality of the total program for children, families, and the community.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

3. Textbooks

Cunningham, P., & Allington, R. (2011). *Classrooms that work: They can all read and write*. Boston: Pearson Education. ISBN 9780137048373

Dow, R. S., & Baer, G. T. (2007). *Self-paced phonics: A text for educators*. Upper Saddle River, NJ: Pearson Prentice Hall. ISBN 9780132272421

Pinnell, G. S., & Fountas, I. C. (2010). *The continuum of literacy learning, Grades K-8: Behaviors and understandings to notice, teach, and support*. Portsmouth, NH: Heinemann. ISBN 9780325028804

4. Other None

B. Optional Materials

5. Textbooks

None

6. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;

- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with University, college, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
- f. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
- g. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College and/or Departmental Policies and Procedures

- 7. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
- 8. Assessment Requirements—Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education candidates.
- 9. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
- 10. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official

representative in the College of Education will be considered “received” on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

11. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

12. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
13. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
14. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
15. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor

in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.

16. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
17. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
18. Extra Credit—Students should not expect extra credit to help raise a grade.
19. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

The final course grade will be a composite of performance based on the following:

 - a. Course requirements: class attendance, participation, tests, projects, and presentations
 - b. The grade for the response journal and the grade assigned by the cooperating teacher
(IS 1, 2, 7, 9, 10, 12, 16; EEC 4, 9, 10-12, 15)
2. ePortfolio
 - a. Evaluation by the cooperating teacher
 - b. A reflection on the practicum experience which addresses the General and Elementary Education Competencies listed in Course Objectives

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
3. Other Policies and/or Procedures
 - a. Course requirements—The student is responsible for the following:
 - (1) Completing all reading assignments.
 - (2) Attending all regular class meetings and examination periods.
 - (3) Completing all special assignments and submitting them on due dates.

- (4) Making positive contributions during class discussions.
 - (5) Creating two phonics activities (IS 16; EEC 11).
 - (6) Analyzing/evaluating practicum experience in a journal (IS 1, 2, 7, 9, 10, 12, 16).
 - (7) Taking examinations.
 - (8) Performance evaluation from cooperating teacher (IS 1, 2, 9, 10, 12, 16; EEC 4, 9-12, 15).
- b. All special assignments must be typed.
 - c. The student is responsible for obtaining class assignments and material covered during an absence.
 - d. The practicum grade will be severely penalized if the full number of hours is not completed.
 - e. Procedures for practicum:
 - (1) The student must check in and out according to the school's procedures during each visitation.
 - (2) The student should wear a name tag at all times while on the school premises.
 - (3) The student should notify the school office, who will in turn notify the cooperating teacher, in case of necessary absence. In addition, the student should inform the course instructor.
 - (4) The student should be punctual.
 - (5) The student will show professionalism by dressing according to ORU dress code.
 - (6) The student should make copies of the student responsibilities and the course procedures to be given to the principal and the cooperating teacher.
 - (7) Students are not to call schools and set up their own practicums.
 - (8) If the student fails to comply with the course requirements listed herein, the cooperating teacher or principal is asked to contact the ORU School of Education immediately, thus resulting in a consultation with the course instructor, dean, or both. Should the student's behavior continue to be unsatisfactory, the result could be elimination from the education program.
 - (9) The student is responsible for the following:
 - (a) Turning in observation logs.
 - (b) Keeping a record of the date and time spent at the practicum on the evaluation form and having the cooperating teacher verify this by initialing after each visitation.
 - (c) Having the cooperating teacher complete the evaluation form.
 - (d) Returning the completed evaluation form to the professor by the last week of the semester.
 - (10) Excellent attendance at the practicum site is required. This is consistent with the policies of ORU and with the expectations of the student in a professional setting.
 - (11) Starting and ending times assigned for the practicum (and recorded on the practicum verification form) are to be considered as time spent in the classroom, not arrival and departure time from the school building.

- (12) Excessive absences and/or tardies may be considered grounds for termination.

VI. COURSE CALENDAR

Week	Topic
1	Introduction of Course; Assignments; Practicum Sign-up
2-3	The Reading Process/Oral Language Development/Conversational Learning/Teaching for Independence/Quality Research
4	Balanced Literacy/Best Practices/Literate Rich Environment/Language and Literature
5	Emergent Readers and Writers
6	Word Recognition
7	Meaning Vocabulary/Best Practices
8	Comprehension I/Best Practices
9	Comprehension II/Best Practices
10	Reading Workshop/Literacy Centers/Differentiating Instruction
11	Independent Reading/Writing
12	Major Approaches/Materials
13	Reading in the Content Areas/Reading and Study Techniques/Best Practices
14	Assessment of Student Progress/Focus Students
15	Balanced Literacy Classroom Organization and Management
16	Technology for Literacy Learning
17	Final Exam

Course Inventory for ORU's Student Learning Outcomes
ELE 344—Elementary Reading Methods
Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability			X	
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity	X			