

Location: SLC 205

Semester / Year: Spring 2018

Course Start / End Date: January 8, 2018 to April 27, 2018

Professor Name: A. Freier

Professor Email: afreier@trinitybiblecollege.edu

Course Description

This is an introductory course which provides the foundation of basic knowledge and development concerning reading instruction at the elementary school level. Emphasis is given to the following topics: the reading process, emergent literacy, word identification, vocabulary development, comprehension, reading instruction approaches, and reading/study skills. Teaching reading in the multicultural classroom theme is included.

Standards: This course is standards-driven. That is, the text, activities, lectures, assignments, and assessments are all designed to meet certain standards established by the state of North Dakota ESPB and InTASC. These standards include:

ESPB:

- **50015.1 Development, Learning, and Motivation.** The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- **50015.2a English** The program requires the study of English language arts. Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to explicitly teach and model each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and to help students successfully apply their developing skills through a variety of learning opportunities.

InTASC:

- **Standard 1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard 4: Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- **Standard 5: Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, collaborative problem solving related to authentic local and global issues.
- **Standard 6: Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard 7: Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 8: Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Course Objectives

- Recognize the theories of language development and how language development is related to reading success.
- Recall and define the components of reading and ELA Standards as stated by the National Reading Panel and the International Reading Association.
- Articulate the levels of phonological awareness and identify strategies for each level.
- Using their own words, differentiate between phonological awareness and phonics.
- Demonstrate use of sight word recognition strategies: analysis skills, use of context clues, and dictionaries.
- Apply vocabulary strategies used to teach narrative and expository texts.
- Describe the components of fluency and how fluency or the lack thereof influences comprehension.
- Identify strategies that help enhance students' fluency.
- Explain how word identification skills, vocabulary, and fluency all affect comprehension.
- Select appropriate strategies to aid comprehension.
- Recall the fundamental characteristics of some major approaches to reading instruction.
- In their own words, define differentiated instruction and cite examples of how to meet students' needs in reading.
- Differentiate between formal and informal reading assessments and the need for each.
- Recognize the importance of continuous reflection and evaluation of personal practice, to adjust accordingly and actively seek out opportunities to grow professionally using the knowledge and skills of this course.

Institutional Mission Statement

Trinity Bible College & Graduate School is committed to training and educating people with theological reflection and missional passion, in order that people and communities everywhere will hear the good news of Jesus and see his love demonstrated.

Spiritual Formation Statement

“Concentrate on doing your best for God, work you won’t be ashamed of, laying out the truth plain and simple” (II Timothy 2:15, *The Message*). Teachers, by the nature of the profession, are hard workers and dedicated to lifelong learning. We realize that everything we do is done as if we were doing it for the Lord. If we work on this premise we will never have any regrets or be ashamed of what we have done.

Required Textbooks/Supplies

Reutzel, D. Ray, and Cooter, Jr., Robert B. *The Essentials of Teaching Children to Read: The Teacher Makes the Difference*. 7th ed. Boston: Pearson, 2009. Print.

Methodology

Lecture, direct and indirect instruction, and cooperative learning.

Course Outline

Jan. 8: Syllabus and Chapter 1

Jan. 10: Chapter 1 reading activity on Moodle

Jan. 12: Chapter 2

Jan. 15: No School Martin Luther King Jr. Day

Jan. 17: Chapter 2

Jan. 19: Chapter 2 and **Read Aloud 1**

Jan. 22: Chapter 3

Jan. 24: Chapter 3

Jan. 26: Chapter 3 and 4 and **Article 1**

Jan. 29: Chapter 4

Jan. 31: Chapter 4

Feb. 2: Chapter 4 and 5 and **Reading Poster**

Feb. 5: Chapter 5

Feb. 7: Chapter 5

Feb. 9: **Read Aloud 2**

Feb. 12: Chapter 6

Feb. 14: Chapter 6

Feb. 16: Chapter 6

Feb. 19: Review and **Article 2 due**

Feb. 21: **Test**

Feb. 23: Assessment in Reading

Feb. 26: Assessment in Reading
Feb. 28: **Read Aloud 3**
March 2: Library: Curriculum and Lesson Planning
March 5-9: Go Trips
March 12-16: No School Spring Break
March 19: Chapter 7
March 21: Chapter 7
March 23: Chapter 7 and 8 and **Bulletin Board due**
March 26: Chapter 8
March 28: Chapter 8 and **Article 3 due**
March 30: No School Easter Break
April 2: No School Easter Break
April 4: **Read Aloud 4**
April 6: Chapter 9
April 9: Chapter 9
April 11: Chapter 9 and 10
April 13: Chapter 10
April 16: Chapter 10 and 11
April 18: Chapter 11
April 20: Chapter 12; **Lesson Plans due**
April 23: Chapter 12 and review
April 25: **Test 2**
April 27: **Teach**
Finals Week: **Teach and Reading Log Due**

Course Breakdown

1. Participation/In-Class Activities: Due on randomly selected class periods. (10 points each; 100 points total) (Standard 1)

Various types of assignments will be given at randomly selected class periods, either to be completed in-class or as assigned homework. Regular attendance and reading completion are essential to receiving full credit for these activities. It is also important to pay attention in class, ask questions, and make sure you are connecting with the content covered in class. Questions and discussion are encouraged.

2. Four Mini-Lessons/Read-Alouds:(50 points each; 200 points total) (50015.1, 50015.2a, Standards 4, 7, and 8)

Develop 4 mini-lessons following the guidelines provided. Practice reading children's books (4) orally to the class to develop vocal and facial expression along with questioning and listening strategies. For each mini-lesson choose a story or chapter in

a book *that takes no longer than 5-10 minutes to read*. Make sure the book is appropriate for the mini-lesson you are doing.

Listed below are the different strategies required for each mini-lesson. Each strategy will be explained and/or modeled in class.

- 1) One oral reading. **Due January 19**
- 2) One oral reading with an oral questioning technique **Due Feb. 9**
- 3) One oral reading with 8 comprehension questions developed, six of these questions must be based on Bloom's. These questions need to be typed and handed to each student after the reading. You will collect and correct your classmates answers. **Due Feb. 28**
- 4) One oral reading with an idea for an extension activity (skills development, bulletin board idea, etc.): The extension activity can cross or combine any curriculum areas – Science, Math, Social Studies, etc. **Due April 4**

All (1-5) mini-lessons/read-alouds must include a typed paper with bibliographic information, age range or grade, and additional information in mini-lessons #2-5 which must be turned in at the time of your presentation.

3. Journal Article Reviews: Due Jan. 26, Feb. 19, and March 28 (50 points each; 150 points total) (50015.1, Standards 1 and 4)

Read 3 articles from recent professional reading journals (within the past 5 years) on a component/theme that is relevant to reading. Theme examples are: Comprehension, Whole Language, Reading/Writing Connection, Beginning Reading, Reading Fluency, Phonics, Phonics Awareness, Teaching Context Clues, Metacognition, Schema Theory, and Differentiating Reading, etc.

Write a 1-2 page paper for each article that you choose. Indicate your personal response to the value and use of the article information answering the questions, "How can I apply this information in my class?" and "How can this information be used in my other reading classes?" You must support your response with ample reasons and applications for your opinions. Use MLA bibliography format and make sure you've proofread for proper language mechanics. Choose an article that is of value to you. As part of this assignment, handwriting will be graded as well as grammar and content. The first article will be printed, the second written in D'Nealian, and the third in cursive. Include the following with your article review:

- One to two page paper, with appropriate MLA formatting, covering:
- One to two page summary (cognitive) –
- 2-3 paragraph personal reaction (affective) - Implications for you as a teacher (how does this information 'fit' into your teaching practices). You must support your response with ample reasons and applications for your opinions.
- The summary and reaction portions should be preceded by the titles "Summary" and "Reaction."

- A photocopy of the journal article should be attached to the paper. Papers will be considered incomplete and will not be accepted for grading without the attached article.
 - The journal article must be at least four pages long.
 - Choose articles that have been published within the past 5 years. Here are a number of different journals that may carry the information you're looking for: *American Teacher; Reading and Writing; Journal of Reading; American Educator; Literacy Today; Writing and Literacy; Reading Teacher; Literacy, Teaching and Learning.*
- 4. Lesson Plans: Due April 20 (200 points) (50015.1, 50015.2a, Standards 4, 5, 6, 7, and 8)**
Using a Basel create a lesson plan using the TLC template. Create your own lesson using the TBC lesson plan template. Both templates will be given to you along with instructions on how to create a lesson. One of these lessons will be taught.
 - 5. Teach: Due April 27 and Finals Week (100 Points) (50015.2a, Standards 4, 5, 6, 7, and 8)**
Teach one of the lessons that you handed in. You will need to ensure that your curriculum can be aligned to state reading standards. You need to have all the materials ready to teach this lesson.
 - 6. Learning Activities: (50 per activities total 100 points) (Standard 4 and 5)**
Interactive bulletin board that covers one reading theme talked about in class. You will demonstrate how this would be used in your classroom. **Due March 23**
Reading Poster that would be used within your classroom **Due Feb. 2**
 - 7. Read Aloud Due April 27 (100 points) (50015.2a, Standard 7 and 8)**
Spend and record 24 hours reading to child. A log sheet will be given out at the start of the semester along with more instructions. This is due at the end of the semester.
 - 8. Exams Due February 21 and April 25 (100 each) (50015.1 and 50015.2a)**
Be sure to read all assigned material, text and handouts

Course Requirements

Proper classroom behavior and respect for the instructor during lectures and for those who are speaking in class is expected. The following will not be tolerated: excessive talking, sleeping, passing notes, or any other disruptive behavior. This is an important college level course and your attention and participation is crucial for optimal learning. Those who choose to use this class unwisely, may be counted absent for classes that they are in fact present for, sitting in a seat will not count as present, you must be an active learner in this class.

Students are expected to read the assigned material **before** they come to class, as well as be an **active participant** in class discussions and activities. Questions are always welcomed and will increase your learning experience!

Attendance

Regular, punctual class attendance is essential for the satisfactory completion of a course.

Students are expected to attend all sessions, complete all assigned work, and take all examinations. Regular attendance will help students master the content of the course under the instructor's leadership and from group interaction.

Students who miss a class for any reason, including those who participate in college-sponsored activities, are accountable for all required assignments and examinations. Students should also realize that promptness and punctuality are vitally important to the learning process. Tardiness will not be tolerated, and three instances of tardiness will result in one absence. Also, lateness in excess of 10 minutes will result in an absence, as will leaving the classroom early without the prior approval of the instructor.

Total absences exceeding 25% (12 absences) of the class time may result in failure of this course.

Grading Procedure

Evaluation

Participation/In-Class Activities (10 @ 10 points each)	100 points
4 Mini-Lessons/Read Alouds (4 @ 50 points each)	200 points
Journal Article Reviews (3 @ 50 points each)	150 points
Learning Activities	100 points
Lesson Plan	200 points
Teach	100 points
Read Aloud	100 points
<u>Exams (Midterm and Final)</u>	<u>200 points</u>
Total Possible	1250 point

Late Assignment Policy

It is the professor's preference that all assignments are turned in on time. In order to reward those students who prioritize their schedules to make sure that happens, the following policy will be followed

Quizzes/Exams: Students who will miss these due to approved extra-curricular activities should meet with the instructor before the scheduled test date to set up an alternate test time. *The instructor reserves the right to significantly alter the content and/or format of any test or quiz taken late.*

Written Assignments: All written assignments can be turned in up to a week late. *However*, points will be deducted each day it is late. Any assignment that has not been received by the professor a week after the due date will receive a zero.

This syllabus is provided to students and participants for their general guidance only.

It does not constitute a contract; either expresses or implied, and is subject to change without notice.

Trinity Bible College & Graduate School

50 S. 6th Avenue
Ellendale, North Dakota 58436

Phone: 701.349.3621

Fax: 701.349.5786

www.trinitybiblecollege.edu