

Fall 2015

## **EDCI 3400**

Elizabeth Willis  
*University of New Orleans*

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**EDCI 3400**  
**Foundations of Literacy**  
**Fall 2015**  
**Tuesday, Thursday 12:30-1:45 p.m.**

**Instructor:** Elizabeth Willis, Ph.D.

**Office:** ED 342K

**Phone:**

**E-mail:** [elwillis@uno.edu](mailto:elwillis@uno.edu)

**Office hours:** Tuesday, Thursday 11:00-12:00 & 2:00-3:00 or by appointment



### **Conceptual Framework:**

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

## **Course Description:**

This course provides an overview of theories of literacy development and introduces teacher candidates to varied approaches to literacy instruction with an emphasis on strategies drawn from empirical research regarding literacy learning and teaching. Enrollment requirement-Must be: CELE, ECE, ELE, or EIELE

## **Required Textbook:**

Thompkins, Gail E. (2014). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 6<sup>th</sup> Edition*. Boston: Pearson.

This is also available as an eText.

## **Additional readings may be selected from the following, which are the basis for this course:**

You are expected to read widely and make selections from the following that build your knowledge, skills, and dispositions related to literacy curriculum development in your classroom, classroom organization, literacy teaching and assessment. You may use IRA and NCTE journals such as *Readingonline.org*, *Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *Language Arts*, *English Journal*, and *Reading Research Quarterly*. Other journals from scholarly or professional organizations (NCTM, NCSS, NMTA, NSTA, ASCD, AERA, etc.) may be used if the article has a focus on reading or writing some aspect related to a content area.

## **Course Goal and Objectives Aligned with the Louisiana Competencies:**

This course in the foundations of literacy development is for teacher candidates preparing to teach at any level grades PK-12. The empirical basis for the course is scientifically-based reading research in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Through a combination of required readings, lectures, in-class activities and discussions, homework activities, performance-based assignments and assessments, and field experiences, pre-service teachers will learn the foundations of literacy development for students in grades pre-kindergarten through 12. (Objectives are coded to the various strands of *Louisiana's Reading and Language Competencies for Teachers*).

At the conclusion of this course teacher candidates will be able to:

1. demonstrate the ability to plan and implement instruction that incorporates an understanding of the foundational concepts of reading, writing, and oral language instruction appropriate to specific grade levels. *Strand A, A1-A3*
2. demonstrate the ability to analyze and select instructional goals based on cognitive, physiological, cultural, environmental, and linguistic differences underlying good and poor reading. *Strand A, A4-A6*

3. explain thoroughly the importance of and demonstrate the skills necessary to teach phonics and word recognition. *Strand D, D1*
4. develop and implement lesson plans that incorporate exercises and activities to ensure the practice of fluent, automatic reading of texts for effective comprehension, while developing speed and accuracy. *Strand E, E1-E3*
5. demonstrate the methods used to ascertain the reading level of textbooks and other printed material in the content areas. *Strand E, E2-F3*
6. demonstrate procedures for assessing accurate reading levels for individual students. *Strand E, E2-E3*
7. design and implement lesson plans that provide methods (both direct and contextual), skills, and activities to assess and address vocabulary development of students. *Strand F, F1-F4*
8. analyze the comprehension level of individual students and develop appropriate lesson plans, including remediation or enrichment activities, to meet needs of individual students. *Strand G, G1-G5*
9. model strategies to identify text structures and syntax for the improvement of student comprehension, *Strand G, G4*
10. incorporate and employ comprehension strategies across content areas that emphasize the relationships among reading, writing, and oral language. *Strand G, G5*
11. incorporate spelling and writing skills and techniques throughout the curriculum. *Strand H, H1-H2*

**Course Objectives (Aligned with NCTE/IRA, CEC, and ISTE Standards):**

As a result of satisfactory completion of this course and the concurrent field experience course, teacher candidates will be able to:

1. Demonstrate knowledge of the cueing systems of the English language (phonological, morphemic, syntactic, semantic, pragmatic).
2. Develop initial understanding of multiple empirically based strategies and activities to support literacy instruction.
3. Read and report on research or an area of related research on literacy.
4. Develop instructional plans that incorporate all aspects of language arts into the literacy instructional program.
5. Organize literacy instruction within daily, weekly, monthly, and annual schedules that insure that all content standards are addressed.
6. Develop initial level of understanding of multiple evaluation strategies (standardized and informal) to improve the literacy practice of targeted students.
7. Select instructional technology appropriate for use with elementary students.
8. Post selected evidence from the performances to meet the UNO COEHD portfolio requirements for exiting Tier III in Live Text.

*This course includes candidate assessment requirements that align with the following themes expressed in the conceptual framework of the college:*

Technology  
Assessment  
Diversity  
Communication

### **Mission and Objectives:**

The College of Education and Human Development recognizes its mission to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. We prepare education professionals who practice in culturally diverse settings in metropolitan area schools and other education agencies. This course is designed to facilitate disciplined reflective inquiry through the interaction of theory and practice, related to the topics of communication, diversity, assessment, and technology via the themes and practices of this course. This course facilitates the acquisition of necessary foundational knowledge for literacy development in schools, homes, and community settings.

### **General UNO Policies**

#### **Academic Integrity Statement:**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at [http://www.uno.edu~stlf/olicy%Manual/judicial\\_code\\_pt2.htm](http://www.uno.edu~stlf/olicy%Manual/judicial_code_pt2.htm)

If you have questions or concerns about formatting or properly citing reference material, contact the **Writing Center**. They have many resources available for students. Call **280-7054** for an appointment or stop by in person.

#### **Office of Disabilities Statement:**

The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

ODS is considered the University's designated office for determining eligibility for services, reviewing and maintaining documentation, and recommending appropriate accommodations. Students, however, do not have to register with ODS in order to advocate for disability related accommodations. For those instructors who have students with disabilities who choose not to register for services with ODS, and who request academic accommodations, ODS is available as a resource to verify eligibility and recommend appropriate accommodations.

**Field Experience and Live Text:**

Field experiences included in this course support candidates to address unit, state, and national standards. Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text. This requirement must be completed to earn any credit aligned with field experience assignments.

**Attendance and professionalism: 50 points**

1. Attendance is mandatory. You should arrive on time and stay for the entire class. Anything over 2 absences will affect your grade.
2. Active participation is expected. Read all assignments prior to the date for which they are assigned and come to class ready to write about and discuss them.
3. Put cell phone on vibrate. If it is necessary for you to answer a call, please leave the room.
4. Texting and checking e-mail during class are rude and will affect your professionalism grade.
5. Treat each other with respect.
6. Professional attire is required for field experience.

**Assignments:**

**1. Write a reflective autobiographical sketch of yourself as a literacy learner.**  
50 points

**2. Complete reflections on 3 self-selected readings.**  
75 points

You must do 3 additional readings during the semester. These should be articles that address topics related to literacy in the elementary grades. You can use IRA and NCTE journals such as *Readingonline.org*, *Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *Language Arts*, *English Journal*, and *Reading Research Quarterly*. Other journals

from scholarly or professional organizations (NCTM, NCSS, NMTA, NSTA, ASCD, AERA, etc.) may be used if the article has a focus on reading or writing some aspect related to a content area.

Your responses to these articles should include a:

- bibliographic heading in APA format
- detailed summary of the article
- response including how you might implement what you learned from the article in your teaching

4. Complete 15 hours of supervised field experience at Kenner Discovery Health Sciences Academy in which you observe and assist the teacher to whom you are assigned.

A. Keep a log of your observations and develop a report of that teacher's organization of the classroom environment and literacy instructional practices.  
25 points

B. You must also work with 3 children in the class to

1. Collect and analyze samples of their oral language.
2. Collect and analyze oral reading samples and retellings
3. Collect and analyze writing samples

You will prepare written reports on each child and do an oral presentation on one of them to the class. 175 points

**Detailed directions are on the next two pages of the syllabus.**

5. Demonstrate competency in phonemic, morphemic, and syntactic analysis by passing 4 phonics quizzes with a score of at least 90%. A pre-test will be given during the first class meeting.

100 points

6. Complete a midterm exam.

100 points

There will be a midterm exam that will require you to demonstrate your understanding of the course content and your ability to apply it in practice. This will be an in-class exam.

8. Complete a final exam.

100 points

**Total points:**

**Grading:**

93-100%	A	79-85%	C	71% or lower	F
86-92%	B	72-78%	D		

**Explanation of Field Experience Assignment:**

**I. Reporting on field experience observations:**

Please develop a report based on your observations that covers the following:

1. Arrangement of the classroom for activities like the following:
  - Use of the board, screen, etc.
  - Small group instruction
  - Centers
  - Individual conferencing
  - Other
2. Bulletin boards, word walls, etc.
3. Managing classroom routines
4. Evidence of rules/consequences
5. Setting instructional outcomes
  - Are objectives posted?
6. How is literacy instruction conducted? Describe what you observe of reading, writing, and other literacy activities.
7. How does the teacher use ongoing assessment to guide her/his instruction?
8. How is student engagement?
9. Use of technology

**II. You are to collect an oral language sample, an oral reading sample, and a writing sample from 3 children.**

**1. Directions for collecting and analyzing oral language samples:**

The easiest way to get an oral language sample is to engage the student in conversation. You might want to use an interview to find out about their interests and attitudes about school and reading. If so, you will need to plan your questions ahead of time.

- A. You will need to record the conversation/interview.
- B. Make a transcription of the recording.

C. Mark anything that differs from standard formal American English. If the child pronounces words differently from standard English, spell the words phonetically as the child pronounces them.

**2. Directions for collecting and analyzing the oral reading samples:**

- A. Use the passages distributed in class or any other passage at the appropriate level.



- B. Have the student read from the student page.
- C. You should record the student reading because it is hard to mark the miscues during the reading.
- D. After the child has read the passage orally, ask him/her to tell you what the passage was about. Record this retelling also.
- E. Listen to the recording of the oral reading to mark the miscues as we practiced in class.
- F. Analyze the miscues as we practiced in class.
- G. Check for any effects of the child's oral language on the miscues.
- H. Make a transcript of the child's retelling of the passage read.
- I. Use the comprehension questions listed on the record sheet. Use the scoring system at the bottom of the page to decide the child's level in word recognition and comprehension.

3. Directions for collecting and analyzing **writing samples**:

Collect a writing sample from the child. The teacher may have some work you can photocopy. Otherwise you can give the child some topic to write about. Perhaps they could write a letter to you telling you about their favorite and least favorite subjects in school and why.

- A. Analyze the writing sample for strengths. What you are looking for will depend on the age of the child. For example, does he/she write in complete sentences? Cohesive paragraphs? Vocabulary? Mechanics? Grammar? Spelling? Is the content interesting and well organized?
- B. What are the connections between the child's oral language and writing?
- C. What things would you work with the child to improve?

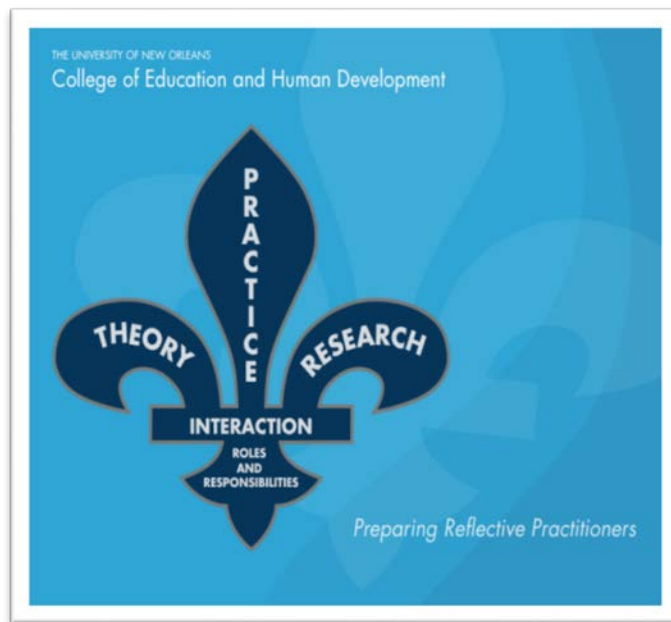
4. Prepare a **report on each child based on the information you collected**. Include in your report **what you think the child needs the most help with. Attach the transcripts, writing sample, analyses of each to the reports**. Be prepared to give an **oral presentation on one** of the three children on **October 3** when you turn in your reports.

**\*\*Tentative Agenda:**

<b>Date</b>	<b>Assignment/Topic</b>	<b>Due</b>
Aug 20	Introduction	
Aug 25	Phonics Pre-test	Literacy Autobiography
Aug 27	Tompkins, Ch. 1, Becoming an Effective Teacher of Reading	
Sep 1	Becoming an Effective Teacher of Reading	1 <sup>st</sup> Self-Selected Reading
Sep 3	Tompkins, Ch. 2, The Reading and Writing Processes	
Sep 8	The Reading and Writing Processes	1 <sup>st</sup> Phonics Quiz
Sep 10	Tompkins, Ch. 3, Assessing Literacy Development	
Sep 15	<b>Field Experience at KDHSA</b>	
Sep 17	Tompkins, Ch. 4, The Youngest Readers and Writers	
Sep 22	<b>Field Experience at KDHSA</b>	
Sep 24	Tompkins, Ch. 5, Cracking the Alphabet Code <b>Field experience at KDHSA</b>	
Sep 29	<b>SKYPE Conferences</b>	
Oct 1	<b>Midterm Exam</b> covers Tompkins, Chs. 1-5 and class discussions and lectures	Midterm Exam
Oct 6	Tompkins, Ch 6, Developing Fluent Readers and Writers	2 <sup>nd</sup> Self-Selected Reading
Oct 8	<b>Field Experience at KDHSA</b>	
Oct 13	Tompkins, Ch. 7, Expanding Academic Vocabulary	
Oct 15		2 <sup>nd</sup> Phonics Quiz
Oct 20	Tompkins, Ch. 8, Promoting Comprehension: Reader Factors	
Oct 22	Promoting Comprehension: Reader Factors	Field Experience Reports
Oct 27	Tompkins, Ch. 9, Promoting Comprehension: Text Factors	
Oct 29	Promoting Comprehension: Text Factors	
Nov 3		3 <sup>rd</sup> Phonics Quiz
Nov 5	Tompkins, Ch. 10, Organizing for Instruction	
Nov 10	Organizing for Instruction	
Nov 12	Tompkins, Ch. 11, Differentiating for Success	3 <sup>rd</sup> Self-Selected Reading
Nov 17	Differentiating for Success	

Nov 19	Tompkins, Ch 12, Reading and Writing in the content Areas	
Nov 24		4 <sup>th</sup> Phonics Quiz
Dec 1	<b>SKYPE Conference</b>	
Dec 3	Work on Take-Home Final	
Dec 8		<b>Hard copy of Take-Home Final due by 12:00 in my office-342K.</b>

\*\*Please note that this agenda is tentative and may be changed by the instructor during the semester.



**Objectives Alignment with Unit and State Standards**

In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

**COEHD Conceptual Framework -“Theory-Practice-Research-Interaction”**

Goal: Preparing Reflective Practitioners

**Roles and Responsibilities of Professionals in Teacher Education**

1. Effective teachers *manage classroom contexts and environments.*
  - They establish a culture for learning.
  - They create an environment of respect and rapport.
2. Effective teachers *design curriculum and instruction.*
  - They understand and use curriculum and instruction.
  - They communicate effectively.

3. Effective teachers *deliver instruction and assess learning*.
  - They engage students in active learning.
  - They integrate disciplines into instruction.
  - They use assessment in instruction.
  - They embed diversity in decision-making.
4. Effective teachers *participate in professional responsibilities*.
  - They advocate for children, in terms of services and supports.
  - They collaborate to improve professional practice.
  - They reflect on teaching and learning