**University of North Alabama**

**College of Education and Human Sciences**

**Department of Elementary Education**

**Spring 2017**

**Course Number:** ECE 410W

**Course Title:** Reading and the Language Arts in Early Childhood Education

**Semester Hours:** 6

**Prerequisites:** ASBI/FBI Background Clearance; admission to Educator Preparation Program

**Revised:** April 6, 2016

Office Hours:

Monday: 7:40-8:00 (in office), 10:45-12:30 (in office)/4:40-6:00 (by phone or online)

Tuesday: 4:00-5:30 (by phone or online)

Wednesday: 7:40-8:00 (in office), 10:45-12:30 (in office)

Thursday: by appointment only

Friday: by appointment only

**CATALOG DESCRIPTION**

A study of research and instructional strategies to teach early childhood reading and language arts. Candidates will explore and engage in opportunities to apply theory, instructional strategies, and materials for guiding the young child in initial reading and language arts. Prerequisites: ASBI/FBI background clearance; admission to Educator Preparation Program.

**TEXT**

* Diller, Debbie. Making the Most of Small Groups. Stenhouse Publishers. (2007)
* Taberski, S. & Burke, J. The Common Core Companion: The Standards Decoded (Grades K-2) (2014)
* Put Reading First Document to be downloaded off of canvas
* Packet of Reading Information that Dr. Clayton will tell you how to access

**COURSE OBJECTIVES**

Upon completion of ECE 410W, the student will be able to:

* Engage in planning and instruction in the 5 components of reading.
* Identify the key stages in the writing process.
* Identify the key stages spelling
* Determine how to differentiate learning in reading and writing instruction

**COURSE CONTENT**

I. Developmentally Appropriate Curriculum

 A. Theory, Philosophy, Principles: A Global Perspective

 B. Alabama Course of Study

 1. Reading

 2. Language Arts (including writing and spelling)

 II. Basic Prerequisites

 A. Print Awareness

1. Sense of Story
2. Concepts About Book Print
3. Oral Language
4. Program Foundation
	1. Reading Aloud
	2. Sustained Silent Reading (SSR)

IV. Reading Routines

A. Flexible Grouping Strategies

B. Incorporating Multiple Learning Activities

V. Instructional Strategies for the Reading-Writing-Speaking-Listening Connections and English language acquisition

 A. Daily News

 B. Morning Message

C. Daily Edit

VI. Integrating the Language Arts with other Subjects

1. Planning Developmentally Appropriate Curriculum and Interdisciplinary Instruction
2. Promoting development in communication, study skills, and decision-making skills

VII. Instructional Strategies for Writing

 A. Handwriting and Related Issues

 B. Developmental Spelling Stages

C. Developmental Writing Stages: Prewriting, Drafting, Revising, Editing, Publishing

 D. The Writing Process

 E. The Importance of the Writing Process in the Teaching of Reading

 F. Journal Writing

 G. Language Experience Approach

 H. KWL & KWWL

 I. Student Authored Books

 VIII. Instructional Strategies for Reading

A. The Shared Reading Method

 B. Guided Reading

 C. Basal

 D. Literature Circles

 E. Textsets

 F. ReQuest (primary level)

 G. Pupil Partners

 H. Technology

IX. Involving Families

* 1. Planning Children’s Reading Development
	2. Assisting with Children’s Reading Development

**COURSE ACTIVITIES**

(These requirements are general requirements and set up for both Dr. Young and Dr. Clayton’s course. Please see Tentative Schedule document for detailed course requirements specific for Dr. Clayton’s section of ECE 410.) The schedule will provide specific assignments, assessments, and clinical requirements for Dr. Clayton’s section of ECE 410.

All requirements of the course must be satisfactorily completed to receive credit for the course.

1. Grammar Quiz
2. Quiz on Phonemic Awareness
3. In-class presentation on English Language Acquisition
4. Field Experience Portfolio

Continuous on-site monitoring of required field experiences by the professor will be done through observations and conferencing with the cooperating teacher. The first field experience will be conducted in a school where the socioeconomic status is below 49% free/reduced lunch. The second field experience will be conducted in a school with a student population below 300.

* + Read Aloud Paper - 50 points

*One of the following Three:*

* Daily News
* Morning Message
* Daily Edit

[3 one-hour lessons]

* + Examination

[4 lessons plus additional responsibilities within 4 3-hour-block visits]

* + Lesson Plan

[4 lessons plus additional responsibilities within 4 3-hour-block visits]

1. Final Examination

**PROFESSIONAL STANDARDS AND ASSESSMENT**

Material presented in this course has been aligned with the Alabama Elementary Education and Early Childhood Education Standards/Rule 290-3-3-.05(2)(e)1., 290-3-3-.05(2)(g)1., and 290-3-3-.06(2)(b)1.. Specific standards addressed in this course are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard Code** | **Standard** | **Assessment** | **Instrument** |
| 290-3-3-.05(2)(e)1. | Understand content knowledge and resources in academic disciplines: language and literacy (including evidence-based specialized instruction that is multi-sensory in nature); the arts – music, creative movement, dance, drama, visual arts; mathematics; science; physical activity and physical education; health and safety; and social studies. | Field Experience  | Rubric |
| 290-3-3-.05(2)(g)1. | Field experiences shall include placements in at least two of the three main types of early education settings (early school grades, child care centers and homes, and Head Start programs.) | Field Experience  | Rubric |
| 290-3-3-.06(2)(b)1. | Reading, writing, and oral language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. Candidates know how to facilitate evidence-based specialized instruction that is multisensory in nature. | Field Experience  | Rubric |

**GRADING PROCEDURE**

To apply credit for this course to an Educator Preparation Program, the candidate must earn a C or better.

 100 - 93 = A

 92 - 84 = B

 83 - 75 = C

 74 - 65 = D

 64 - 0 = F

**ATTENDANCE POLICY**

**Attendance:** You are expected to be present in class and prepared for each class session. **After 3 absences, your grade is subject be lowered.**

**Late Policy:** Assignments turned in late will result in a 5 point per day deduction.

**PROFESSIONALISM POLICY**

You are expected to be professional in class and out in the area schools. Your grade is subject to be lowered a letter grade for each time you are not exhibiting professionalism.

**ACCOMMODATION STATEMENT**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

**TITLE IX**

The University of North Alabama has an expectation of mutual respect.Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above.** Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**EMERGENCY PROCEDURES**

Upon hearing the fire/emergency alarm, or when instructed by the building coordinator to do so, students will evacuate the building under the supervision of the faculty and staff. While evacuating, please keep in mind the following:

* Assist persons with physical disabilities, if needed.
* Do not use the elevators.
* Time permitting, close all doors and windows.
* Alert others in the building as you exit.

Faculty, staff, and students will stay in a designated assembly area until notified otherwise by authorized personnel, including UNA facilities staff, UNA Police Officers, UNA Administrators, or Fire Department personnel.

**ACADEMIC HONESTY**

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor’s purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor’s proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.