This course prepares teachers to help children learn how to communicate well, to communicate to their fullest potential, and to enjoy the process of communication in the areas of listening, speaking, reading, and writing during their early school years. Practical techniques, theory, materials, and methods for guiding the young child in initial reading and language arts instruction are presented.

Textbooks:

Required:
2. College LiveText edu solutions membership

Recommended:

Course Objectives: Upon completion of ECE 410, the student will be able to:
1. demonstrate knowledge of components of a comprehensive, research based, effective reading program
2. demonstrate knowledge various techniques, strategies, curriculum and literacy models, and programs for promoting maximum development of children including flexible grouping patterns, interdisciplinary instruction, study skills, and decision-making skills
3. demonstrate knowledge of effective reading instruction and practices including those identified in the Alabama Reading Initiative publication: Essential Skills of Teachers of Reading 290-3-3-290-3-3-06(2)(b)1.(ii)(III) CF # 1
4. demonstrate knowledge of wide range of research-based instructional strategies and the advantages and disadvantages associated with each 290-3-3-03(2)(c)4.(ii); CF # 1
5. demonstrate knowledge of academic knowledge and methods to plan and provide a developmentally appropriate curriculum for early childhood students in accordance with the Alabama Course of Study for reading and for language arts including writing and spelling
6. demonstrate knowledge of developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; the importance of
the writing process in the teaching of reading; and the role of writing across the curriculum to include a range of audiences and purposes 290-3-3-.06(2)(b)(1)(ii)(V) CF # 1, CF # 6

7. demonstrate the ability to teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum

8. facilitate children's development and skills in communication

9. demonstrate knowledge of strategies for involving families in planning for and assisting with their children's reading development

10. demonstrate knowledge of approaches to knowledge construction and application in the disciplines of reading and the language arts

11. demonstrates knowledge of the process of English language acquisition and strategies to support the learning of students whose first language is not English 290-3-3-.03(4)(c)2(i) CF # 1

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
    B. Sense of Story
    C. Concepts About Book Print
    D. Oral Language

III. Program Foundation
    A. Reading Aloud (2)(c)4.(i)(ii); CF # 1
    B. 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 (4)(c)2(i) CF # 1; (2)(c)4.(i)(ii); CF # 1
    A. Daily News
    B. Morning Message
    C. Daily Edit

VI. Integrating the Language Arts with other Subjects
    A. Planning Developmentally Appropriate Curriculum and Interdisciplinary Instruction
    B. Promoting development in communication, study skills, and decision-making skills

VII. Instructional Strategies for Writing (2)(b)(1)(ii)(V) CF # 1, CF # 6; (2)(c)4.(i)(ii); CF # 1
    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
VIII. Instructional Strategies for Reading  (2)(b)1.(ii)(III) CF # 1, (2)(c)4.(ii); CF # 1
    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
    A. Planning Children’s Reading Development
    B. Assisting with Children’s Reading Development

Requirements for the Course:
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 290-3-3-.03(4)(c)2(ii) CF # 1
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 - Standards: 290-3-3-.03(2)(c)4(ii); CF # 1
   One of the following Three:
   - Daily News - Standards: 290-3-3-.03(2)(c)4(iii); CF # 1
   - Morning Message - Standard: 290-3-3-.03(2)(c)4(ii); CF # 1
   - Daily Edit - Standards: 290-3-3-.03(2)(c)4(ii); CF # 1
   [three one hour lessons]
   - Examination
   [4 lessons plus additional responsibilities within 4 3-hour-block visits]
   - Lesson Plan - Standards: 290-3-3-.06(2)(b)1.(ii)(III) CF # 1
   [4 lessons plus additional responsibilities within 4 3-hour-block visits]
5. Final Examination - Standards: 290-3-3-.06(2)(b)1.(ii)(III) CF # 1, 290-3-3-.06(2)(b)1.(ii)(V) CF # 1, CF # 6

Grading Procedures:
To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.

100 - 93 = A
92 - 84 = B
83 - 75 = C
74 - 65 = D
64 - 0 = F
Policies:

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 (256-764-4214).

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.

I have received a copy of the syllabus for ECE 410-02 for the Spring 2013 term. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name _______________________________ Date ________________