COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early, & Special Education     Course No.: EL646
Course: Improving Literacy Instruction     Revised: Fall 2017

I. Catalog Course Description and Credit Hours of Course:

Focuses on principles for studying how children become literate and the factors and practices that affect all learners (3)

II. Prerequisite(s):

Graduate standing

III. Purposes or Objectives of the Course:

This course is to enable practicing teachers and teacher candidates to construct the knowledge, skills, and dispositions needed to help students in grades Pre-k to elementary grades develop to the fullest extent possible the reading and writing abilities.

Upon completion of this course, the student will:

A. Describe the foundations of reading and writing processes.
B. Explore a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
C. Examine a variety of assessment tools and practices for planning and evaluating reading and writing instruction.
D. Explore ways of engaging K-6 students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
E. Explore ways of creating literate environments that foster K-6 students’ reading and writing.
F. Pursue the development of professional skills and dispositions and work effectively with colleagues.

IV. Course Learning Outcome

A. Describe the foundations of reading and writing processes. (Assessment: Reflective Papers)
B. Explore a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. (Assessment: Book/article reviews)
C. Explore ways of creating literate environments that foster K-6 students’ reading and writing. (Assessment: Discussions)
## V. Course Objectives and SPA Standards Alignment

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<thead>
<tr>
<th>Course Objectives</th>
<th>MO Teaching Standards &amp; Quality Indicators</th>
<th>ILA Standards</th>
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| Describe of the foundations of reading and writing processes.                      | Standard #1 Content knowledge aligned with appropriate instruction. Quality Indicator 1: Content knowledge and academic language Quality Indicator 4: Interdisciplinary instruction | Standard 1 Foundational Knowledge  
1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections. |
| Explore a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction. | Standard #1 Content knowledge aligned with appropriate instruction. Quality Indicator 3: Disciplinary research and inquiry methodologies Quality Indicator 4: Interdisciplinary instruction | Standard 2 Curriculum and Instruction  
2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.  
2.1 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections. |
| Examine a variety of assessment tools and practices for planning and evaluating reading and writing instruction. | Standard #7 Student Assessment and Data Analysis  
Quality Indicator 1: Effective use of assessments  
Quality Indicator 2: Assessment data to improve learning | Standard 3 Assessment and Evaluation  
3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.  
3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes. |
| Explore ways of engaging K-6 students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society. | Standard #1 Content knowledge aligned with appropriate instruction. Quality Indicator 2: Student engagement in subject matter | Standard 4 Diversity
4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity. |
| Explore ways of creating literate environments that foster K-6 students’ reading and writing. | Standard #5 Positive Classroom Environment Quality Indicator 2: Management of time, space, transitions, and activities Quality Indicator 3: Classroom, school and community culture | Standard 5 Literate Environment
5.1 Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.
5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. |
| Pursue the development of professional skills and dispositions and work effectively with colleagues. | Standard #8 Professionalism Quality Indicator 1: Self-assessment and improvement Quality Indicator 2: Professional learning Standard #9 Professional Collaboration Quality Indicator 2: | Standard 6 Professional Learning and Leadership
6.1 Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, |
Collaborating to meet student needs
Quality Indicator 3: Cooperative partnerships in support of student learning and school culture.
6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

VI. Expectations of Students

Graduate students will be expected to complete the following course requirements:

A. Complete all assignments and actively participate in class activities, projects, and discussions.
B. Accomplish thoughtful, critical analyses of the assigned reading and research material.
C. Exercise the utmost integrity in all facets of the course
D. Learn with much greater independence than you may have in the past
E. Perform graduate-level work
F. Behave in a professional and mature nature in all interactions with faculty and fellow students
G. Anticipate a high level of commitment to coursework

VII. Course Content or Outline

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<th>Hours</th>
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<td>6</td>
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A. Knowledge of the foundations of reading and writing processes.

1. Linguistic, social, and psychological perspectives on reading that inform understanding about literacy learning
2. Different theoretical models of reading.
3. The continuum of children’s literacy development at various phases of learning to read and write.
4. Developmentally appropriate practices with respect to early literacy.

B. Approaches to reading instruction

1. Bottom-up and top-down approaches
2. The Basal Reading Approach
3. The Language-Experience Approach
4. The Integrated Language Arts Approach
5. Literature-Based Instruction Approaches
6. Technology-Based Instruction
C. Literacy instructional methods

1. Word recognition
2. Reading fluency
3. Vocabulary
4. Comprehension
5. Reading-writing connections

D. Assessment tools and practices to plan and evaluate effective reading and writing instruction.

1. Current trends in assessment, such as high-stakes tests and authentic assessments
2. Formal assessment
3. Informal, alternative assessments

E. Literacy practices that develop awareness, understanding, respect, and appreciation for differences in our society.

1. Linguistic diversity in literacy classrooms
2. Cultural diversity
3. Academic and cognitive diversity

F. Literate environment that fosters reading and writing.

1. Classroom environment that is conducive to early literacy learning
2. Surrounding students with Text
3. Organizing for text-based Instruction

G. Professional skills and dispositions needed for working effectively with diverse students and colleagues.

1. Mini action research

45 hours

VIII. Textbook (s) and/or Other Required Materials or Equipment

IX. Basis for Student Evaluation

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Reflective papers</td>
<td>30</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Book/article reviews</td>
<td>30</td>
<td>In the middle of the semester</td>
</tr>
<tr>
<td>Discussions</td>
<td>20</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Mini action research project</td>
<td>20</td>
<td>Throughout the semester</td>
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X. Grading Scale

<table>
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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
</tr>
<tr>
<td>89-80%</td>
<td>B</td>
</tr>
<tr>
<td>79-70%</td>
<td>C</td>
</tr>
<tr>
<td>69% and below</td>
<td>F</td>
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XI. Academic Policy Statement

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XII. Students with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: [http://www6.semo.edu/lapdss/index.htm](http://www6.semo.edu/lapdss/index.htm)

XIII. Civility and Harassment:

The University strives to offer learning experiences and opportunities designed to help
students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIV. Course Issues

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ray, Chair of Department of Elementary, Early and Special Education.