



Instructor: Kathy McKee
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Phone: 503-251-6410
When: Mondays and Wednesdays from 12:30-2:20
Where: Bradley 3 (B3)
Credits: 4
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Multnomah University's mission:

To educate, equip, and enrich Christian students through accessible undergraduate and graduate education to become biblically competent, academically proficient, spiritually formed, and culturally engaged servant leaders, shaped to be a transforming force for their church, community, and world.

MU Education Department's mission:

Our mission is to develop Christians who think critically, respond compassionately, and work strategically from a biblical worldview,

equipped to serve in a variety of settings as qualified, effective professional educators.

General Course Description:

This course focuses on the roles and responsibilities of early childhood and elementary educators as they facilitate the language growth and literacy development of children in a preK-8th self-contained classroom. A 45-hour practicum is included, which provides students with real-time experience in literacy strategies, identifying problems, and helping encourage children to love literature.

Course Objectives:

Cognitive (knowledge and comprehension):

- Understand and explain the known causal relationships among phonological skill, phonic decoding, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, verbal reasoning skill, vocabulary, reading comprehension, and writing
- Know and explain how the relationships among the major components of literacy development change with reading development (i.e., changes in oral language, including phonological awareness; phonics and word recognition; spelling; reading and writing fluency; vocabulary; reading comprehension skills and strategies; written expression)
- Know reasonable goals and expectations for learners at various stages of reading and writing development
- Explain the diverse needs of English Language Learners in reading development
- Understand the role of metacognition in reading, writing, listening, and speaking
- Recognize that dyslexia and other reading difficulties exist on a continuum of severity
- Identify the connection of becoming literate and understanding the Word of God

Affective (feeling and appreciation):

- Recognizes the importance of teaching the processes and skills of reading
- Be passionate about the importance of literacy and how God uses it in our lives today
- Value the importance of the teacher being a "reading" and "writing" model
- Recognize the importance of reading comprehension as a means to learn, access information and enhance the quality of life
- Value the differences in instructional strategies necessary for ESOL students to become successful readers

Synecitic (problem solving):

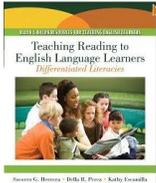
- Assess fluency and practice gathering data from the assessments
- Assess phonemic awareness and practice gathering data from the assessments
- Assess reading motivation and practice gathering data from the assessments
- Assess spelling and practice gathering data from the assessments
- Design and implement appropriate literature instruction and assessment practices
- Examine the various literacy processes that support reading and writing processes
- Demonstrate a variety of effective practices that support all aspects of literacy
- Teach children strategies that will improve their understanding of what they read
- Demonstrate an understanding of the theoretical and research foundations of emergent literacy with CLD students and students who struggle with literacy
- Identify the distinguishing characteristics of dyslexia and related reading and learning disabilities
- Reflect on the practicum experience as an opportunity to practice ministry opportunities in the classroom/school setting

InTASC Standards

In addition to alignment with the conceptual framework, the work done in this course fulfills particular INTASC standards, those standards set forth in Oregon Administrative Rules (OAR’s) in 018-010-0100 that define teacher performances, essential knowledge, and critical dispositions. See the INTASC Standards on our Course Home Page

Course Requirements:

Required Text:



Herrera, S., Perez, D., Escamilla, K.,(2010). *Teaching Reading to English Language Learners; Differentiated Literacies*. Allyn & Bacon
ISBN: 978-0-205-49217-6

For selected bibliography, see text and text web resources.

Specific work for this course includes:

Assignment Description	Hours to Do	Points possible	Due date
<p><i>Reading Reflections:</i> Students will be required to prepare written responses to course readings and discuss these responses in class. <i>These reading reflections support the following Teacher Education learning outcomes ED 1.5 Have a strong base of content knowledge in all core areas and EDU 1.6 Understand and apply research principles to continue to broaden and deepen content knowledge.</i></p>	<p>Each reading and reflection assignment should require approximately 2 hour for the average student to earn a C Total=20 hours</p>	<p>10 reflections worth 10 points each for a total of 100 points</p>	<p>See course syllabus for due dates</p>
<p><i>Practicum Response Assignments:</i> During this course, students will have opportunity to observe and participate in a classroom for a 45-hour practicum. Students will be required to prepare a typed, 300-500 word response to 11 activities linked to the topics found in the course readings and discussions. Please note that no more than 2 practicum responses will be graded each week. Plan accordingly! The list of practicum response activities is provided on the first day of class and is posted to the course Connect page. One important goal of this practicum is</p>	<p>Each reflection assignment should require approximately 4 hours for the average student to earn a C Total= 44 hours</p>	<p>25 points each = 275 points</p>	<p>Each week one or more of the practicum responses are due until all 12 have been completed</p>

<p>to integrate a Biblical worldview with your calling as a teacher. It is very exciting when God opens doors for you to share His love with students and other colleagues in your profession. It is my hope/expectation that you will integrate your practicum experiences with the ministry aspect of teaching. Have this in your heart to be watching for as you go about your “teaching job” so you may include these reflections in your summaries of the activities assigned. <i>These practicum responses support the following Teacher Education learning outcomes ED 1.5 having a strong base of content knowledge in all core areas, EDU 1.6 Understand and apply research principles to continue to broaden and deepen content knowledge, ED 1.7 Know and apply pedagogical best practices with regard to planning and instruction, creating classroom environment, and assessing learning, ED 1.8 Understand and exhibit what it means to be a professional educator, EDU 1.10 Think Biblically relative to all aspects of teaching and learning; be able to articulate a worldview which reflects a unity of truth and ED 2.9 Embrace the role of teacher/learner relative to fulfilling the Great Commission.</i></p>			
<p><u>Literacy Lessons:</u> You will create three lesson plans based on the information found in text and outside resources that reflect knowledge gained in the course. These lesson plans must follow the Multnomah University lesson plan format which contains curriculum, instructional methods, alignment with common core standards, and assessment practices. <i>These literacy lesson assignments support the following Teacher Education learning outcomes; know how to assess, evaluate, and plan instruction based on the nature of the learner (ED 1.1) and to understand and plan learning that takes into account all aspects of human development (ED 1.3).</i></p>	<p>Each Literacy Lesson preparation should require approximately 7 hours for the average student to earn a C Total 21 hours</p>	<p>40 points each = Total 120 points</p>	<p>Lesson #1 – Phonics Due: Oct.31st Lesson #2 – Vocabulary Due: November 14th Lesson #3 – Comprehension Due: November 30th</p>
<p><u>Literacy Lesson Presentation:</u> <i>This literacy lesson presentation assignment supports the following Teacher Education learning outcome of knowing and applying pedagogical best practices with regard to planning and instruction, creating classroom environment, and assessing learning (ED 1.7).</i></p>	<p>Literacy Lesson presentation preparation should require approximately 9 hours for the average student to earn a C</p>	<p>30 points</p>	
<p><u>Classroom Discussions:</u> Effective class discussion depends on you and your fellow classmates being fully prepared to participate (Meaning you have done your homework). Discussion points are awarded for participation and depth of thought. If students participate at this level of discussion during each class session, 50 points will be earned. If you are not in class for these types of discussions, you will not earn the full 50 points. For the first three classes missed, 5 points for each will be deducted. If more than 3 classes are missed, no discussion points will be granted. <i>These group discussions support the following Teacher Education learning outcomes: ED 1.5 Have a strong base of content knowledge in all core areas, ED 2.6 Welcome collaboration and be willing to both give and receive and ED 3.5 Share knowledge with others in a collegial manner</i></p>	<p>In class</p>	<p>50 points</p>	<p>In Class</p>
<p><u>Practicum:</u> Students will complete a 45-hour practicum over a 15-week period. It is the students responsibility to maintain a log of times and dates spent at your assigned practicum. These logs must be turned in at the end of the semester in order to receive a pass/fail grade. <i>This practicum supports the following Teacher Education learning outcome of exhibiting professionalism toward parents, students, colleagues, and others in the community (ED 3.1).</i></p>	<p>45 hours</p>	<p>Pass/Fail</p>	<p>Time log is due our last class session</p>
<p>Totals</p>	<p>140 hours</p>	<p>600</p>	

Grading Scale:

93—100 %	A	80—82%	B-
90—92%	A-	77—79%	C+
87—89%	B+	73—78%	C
83—86%	B	70—72%	C-

Course Schedule:

Session-Date	Items Due this class session	Topic Covered in Today's Class
Foundation Concepts about Oral and Written Learning		
Class 1 August 29 Monday	Read, review, and bring to class a hard copy or electronically saved course syllabus	<ul style="list-style-type: none"> Review Syllabus Language Processing Requirements Behaviors Affecting Reading and Writing Factors that Contribute to Literacy Development Explanation of the <i>Literacy Profiles</i> assignment
Class 2 August 31 Wednesday	<p>Reading Reflection #1: (Herrera, et.al.) Chapter 2 – Read and respond to one of the “questions for review and reflection” of your choice. These responses should be a 300-500 word length.</p> <p><i>Practicum Experience Response #1 – Complete a Sociocultural, Linguistic, and Academic Literacy Profile on one CLD student and one native English speaker.</i></p>	<ul style="list-style-type: none"> Reading Vocabulary Developmental Literacy Stages Explanation of the <i>Context for Literacy Learning</i> assignment
Knowledge of the Structure of Language		
Class 3 September 5 Monday	<p>Reading Reflection #2: Read “Framework for Literacy Development” and fill out the graphic organizer provided.</p> <p><i>Practicum Experience Response #2 – Complete an Elementary Context for Literacy Learning template on the practicum classroom you are in.</i></p>	<ul style="list-style-type: none"> Phonology Orthography Explanation of the <i>ESOL Support</i> assignment
Class 4 September 7 Wednesday	<i>Practicum Experience Response #3- Observe and discuss with your teacher or the ESOL specialist in your school what services are provided and what resources are made available to help the students in your class with their English language acquisition. After this discussion, write a 300 word reflection on what you have learned.</i>	<ul style="list-style-type: none"> Morphology Semantics Syntax
Class 5 Sept. 14 Wednesday	Work on Practicum Experience Responses	<ul style="list-style-type: none"> Grammar Discourse
Knowledge of Dyslexia and Other Learning Disorders		
Class 6 Sept. 19 Monday	Reading Reflection #3: Read “Fact Sheet 19: Understanding Dyslexia” and fill out the graphic organizer provided.	<ul style="list-style-type: none"> Differences Between “Good” and “Poor” Readers Tenets of the NICHD/IDA

		<ul style="list-style-type: none"> Dyslexia and Other Reading Difficulties Explanation of the <i>Dyslexia Interview</i>
Class 7 Sept. 21 Wednesday	<i>Practicum Experience Response #4 – Observe and discuss with your teacher what services are provided and what resources are made available to help the students in your class who have been diagnosed with dyslexia and/or other reading difficulties. After this discussion, write a 300 word reflection on what you have learned.</i>	<ul style="list-style-type: none"> Characteristics of Dyslexia and Related Reading and Learning Disabilities Symptoms of Reading Difficulty Reading Teacher’s Responsibilities
Interpretation and Administration of Assessments for Planning Instruction		
Class 8 Sept. 26 Monday	Reading Reflection #4: (Herrera, et.al.) Chapter 9 – Read and respond to one of the “questions for review and reflection” of your choice. These responses should be a 300-500 word length.	<ul style="list-style-type: none"> Assessment Types Assessment Vocabulary
Class 9 Sept. 28 Wednesday	Work on Practicum Experience Responses	<ul style="list-style-type: none"> Introduction to Running Records Explanation of the <i>Running Records</i> assignment
Class 10 October 3 Monday	<i>Practicum Experience Response #5- Conduct a running record assessment on 4 of your students. After you have administered this assessment, type a 300-500 word report on your findings and how you would use this information for future reading instruction.</i>	<ul style="list-style-type: none"> Using Running Records
Structured Language Teaching: Phonology		
Class 11 October 5 Wednesday	Work on Practicum Experience Responses	<ul style="list-style-type: none"> Phonological Awareness
Class 12 October 10 Monday	Reading Reflection #5: (Herrera, et.al.) Chapter 3 – Read and respond to one of the “questions for review and reflection” of your choice. These responses should be a 300-500 word length.	<ul style="list-style-type: none"> Phonemic Awareness Explanation of the <i>Phonemic Awareness Inventory</i> assignment
Class 13 October 12 Wednesday	<i>Practicum Experience Response #6- Give a Phonemic Awareness Inventory on 4 students. After you have administered this assessment, type a 300-500 word report on your findings and how you would use this information for future reading instruction.</i>	<ul style="list-style-type: none"> Activities to Practice Phonology
Mid-semester Break October 14-17		
Structured Language Teaching: Phonics and Word Recognition		
Class 14 October 19 Wednesday	Reading Reflection #6: (Herrera, et.al.) Chapter 4 – Read and respond to one of the “questions for review and reflection” of your choice. These responses should be a 300-500 word length.	<ul style="list-style-type: none"> DAP Phonics Instruction Types of Phonics Instruction
Class 15 October 24 Monday	Work on Practicum Experience Responses	<ul style="list-style-type: none"> Explanation of Lesson Plan One: Phonics Instruction
Structured Language Teaching: Fluent, Automatic Reading of Text		
Class 16 October 26 Wednesday	Work on Lesson Plan One: Phonics Instruction	<ul style="list-style-type: none"> Reading Motivation Explanation of the <i>Reading Inventory</i> assignment

<p>Class 17 October 31 Monday</p>	<p><i>Lesson Plan 1 – Phonics Instruction</i></p> <p><i>Practicum Experience Response #7- Give your students the reading inventory. After you have administered this inventory, type a 300-500 word reflection on your findings and how you would use this information for future reading instruction. What kind of readers do you have in your practicum room? What kinds of interests are represented? What kinds of text would you want to make available to your students after looking at their Reading Inventory results?</i></p>	<ul style="list-style-type: none"> • Understanding Fluency Instruction • Explanation of the <i>Oral Fluency</i> assignment
<p>Class 18 November 2 Wednesday</p>	<p><i>Practicum Experience Response #8- Give an oral fluency assessment on ten or more of your students. After you have administered this assessment, type a 300-500 word report on your findings and how you would use this information for future fluency instruction.</i></p>	<ul style="list-style-type: none"> • Activities for Fluency Instruction
Structured Language Teaching: Vocabulary		
<p>Class 19 November 7 Monday</p>	<p>Reading Reflection #7: (Herrera, et.al.) Chapter 5 – Read and respond to one of the “questions for review and reflection” of your choice. These responses should be a 300-500 word length.</p>	<ul style="list-style-type: none"> • The Role of Vocabulary Instruction • Differences in Students’ Vocabulary • Explanation of the <i>Vocabulary Assessment</i> assignment
<p>Class 20 November 9 Wednesday</p>	<p>Reading Reflection #8: Read the article “Contemporary Classroom Vocabulary Assessment for Content Areas” and create a vocabulary assessment for a content area found in your practicum classroom.</p> <p><i>Practicum Experience Response #9- Give the vocabulary assessment you created to 4 or more students. After you have administered this assessment, type a 300-word report on your findings and how you would use this information for future fluency instruction.</i></p>	<ul style="list-style-type: none"> • Techniques for Vocabulary Instruction • Explanation of Lesson Plan Two: Vocabulary
Structured Language Teaching: Text Comprehension		
<p>Class 21 November 14 Monday</p>	<p>Work on Lesson Plan Two: Vocabulary</p>	<ul style="list-style-type: none"> • Before, During, and After Comprehension Reading Strategies • Overview of Major Text Genres
Day of Prayer and Praise - November 16		
<p>Class 22 November 21 Monday</p>	<p>Reading Reflection #9: (Herrera, et.al.) Chapter 6 – Read and respond to one of the “questions for review and reflection” of your choice. These responses should be a 300-500 word length.</p>	<ul style="list-style-type: none"> • Reading/Writing Connection • Levels of Comprehension
<p>Class 23 November 23 Wednesday</p>	<p>Work on Practicum Experience Responses</p>	<ul style="list-style-type: none"> • Factors that Contribute to Deep Comprehension • Explanation of Lesson Plan Three: Comprehension
Thanksgiving – November 24-25		

Structured Language Teaching: Handwriting, Spelling, and Written Expression		
Class 24 November 28 Monday	Work on Lesson Plan #3 – Comprehension Lesson	<ul style="list-style-type: none"> Research-based Principles for Handwriting Introduction to Spelling Instruction Explanation of the <i>Spelling Diagnostic</i> assignment
Class 25 November 30 Wednesday	<p><i>Lesson Plan 3 – Comprehension Instruction</i></p> <p><i>Practicum Experience Response #10- Give a spelling diagnostic assessment to 5 struggling students. After you have administered this assessment, type a 300-500 word report on your findings and how you would use this information for future spelling instruction.</i></p>	<ul style="list-style-type: none"> Spelling Diagnostic
Class 26 December 5 Monday	Reading Reflection #10: (Herrera, et.al.) Chapter 8 – Read and respond to one of the “questions for review and reflection” of your choice. These responses should be a 300-500 word length.	<ul style="list-style-type: none"> Writing Process Writing Traits Explanation of the <i>Writing Analysis</i> assignment
Class 27 December 7 Wednesday	<i>Practicum Experience Response #11- Collect writing samples from a variety of students. Bring these into class.</i>	<ul style="list-style-type: none"> Understanding DAP Writing Instruction
Class 28 December 12-16	Study for the final exam and have your lesson video uploaded for the peer editing exercise. Time Logs Due	<ul style="list-style-type: none"> Final Exam Peer Editing of Lesson.

Class Policies:

Attendance:

Class attendance and interaction deepens your understanding of our course’s content. It is not simply that your attendance is vital to your own learning; it is vital for the learning of the entire community. Being in class on time is a sign of respect for classmates and the instructor. If you are more than 20 minutes late for class, with no prior communication with the instructor, you will not receive credit for attending the class session. If you absolutely have to miss class, please email or call the instructor at least 24 hours prior to the absence. Work due that day will still be due, unless otherwise arranged with the instructor, and assignments given will be expected to be completed by the original due dates. If you miss more than 25% of the total hours in session, you may not receive credit for the class.

Use of internet during class time:

Technology is an amazing gift. It enables us to do so much more in our lives than we could do without it. It can be used by the people of God to advance the purposes of the kingdom as we identify needs in our society and determine how to meet them in God-honoring and wise ways. In our class, I have an “open laptop” policy, IN GENERAL. For example if you are taking notes or accessing resources, I am happy to see you utilizing technology. At times, it will not be necessary for you to be using technology devices to enhance your or others’ learning. Therefore, I will expect that you will refrain. Please resist the temptation to use technology in ways that do not contribute to the learning of yourself or others. If this becomes too great a temptation, I will ask you to refrain from bringing your laptop or other devices to class. Thank you for attending to this policy. In addition, in this class you get to interact with your peers and converse with them about the incredible world of teaching, please refrain from having communication with others outside of class (phone conversations, texting, etc).

Assignments:

- All work must be submitted electronically to the course page found on Multnomah Connect unless otherwise instructed.
- Neatness, style, and appearance will influence the grade you receive on your assignments.

- Be sure to check Multnomah Connect to check on the status of each assignment and your grades. Grades are updated weekly so you may stay up to date with your progress. At mid-semester, each student will receive a progress report.
- All papers/assignments for this course are to be typed using size 12 point font of Bookman, Times Roman, or Geneva. All papers should be double-spaced, error-free and grammatically correct (including punctuation, spelling, capitalization, etc.).
- Make good use of writing references such as dictionaries, writing handbooks and computer spelling and grammar checks. All bibliographical and research citations should be formatted according the American Psychological Association (APA) Manual, sixth edition. Students should also be aware of correct APA format in writing papers and in citations used in any written communication. For help with APA, students may access the APA's "frequently asked questions" website at <http://www.apa.org/journals/fax.html>
- All work submitted must be the original work of the Candidate, created in and for this course. "Double-dipping" (to be explained in class) is not permitted.
- Some suggestions for helping you abide by the policy include:
 - ✿ All work submitted must be your **original work created in and for this course**.
 - ✿ Cite and reference work properly using the current APA guidelines.
 - ✿ Cite all **quotes or paraphrased material**.
 - ✿ Any time you use the exact words of researcher, author, or source, you must place the words in quotation marks
- If an assignment contains multiple errors, the instructor may require the student to resubmit the assignment error free before any points will be awarded. This policy supports the needed disposition regarding appropriate professional practices.
- In keeping with the Americans with Disabilities Act, Multnomah will provide reasonable academic adjustments or accommodations necessary to afford equal opportunity and full participation in all programs for qualified students with professionally verified disabilities. A policy statement and application forms for accommodations are available from the Student Services Department.

Late Assignments:

All assignments are due at the beginning of the class session on the date stated by the instructor, unless other arrangements were made prior to the assignment due date. Late assignments without prior arrangements will receive a 10% per day grade reduction.