Instructor:                      Class Times/Section:
Office:                        Credit: 3 hours
Phone:                         Email:
Prerequisites: EDUC 201/202, FULL SARTE STATUS
Office Hours: TBD or by appointment

Course Description:
This course is a study of the reading process as a fundamental aspect of the integrated
elementary school curriculum. Special attention will be given to the basic reading skills
needed by emergent and mature readers. The newest techniques, methods, and materials
will be appraised through study, observations, and demonstrations in actual classrooms. It
will also give the pre-service candidate experience in dealing with assessment and
meeting the needs of all children in a class setting. Candidates will engage in
observations in a middle school setting, administer 5 assessments and teach five one-on-
one literacy lessons (including assessment, technology, diversity), and teach one small
group literacy lesson.

Statement of Conceptual Framework: In order to successfully plan, develop, and
implement curricula to meet the needs of diverse learners in today’s world and to prepare
candidates for the future, the College of Education and Human Development (COEHD)
has identified four critical components of *The Effective Educator*: Professional Standards
(PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content
Knowledge (CK). The Conceptual Framework provides direction for the development of
effective professionals. Diversity is an integral part of each component, and Technology
is emphasized throughout all programs in the educational unit (diversity) (technology).

Prerequisites:
EDUC 201 and 211; FULL SARTE status

Objectives (Related to standards and components of effective teaching):
The objectives have been coded to state and national standards and SLU COEHD
Conceptual Framework using these abbreviations: Conceptual Framework (CF);
Louisiana English Language Arts Standards K-12 (LA/ELA); International
Reading Association (IRA); and National Council for the Accreditation of
Teacher Education Standards (NCATE).

Upon the completion of this course, the teacher candidate should be able to do and
understand the following:
1. Recognize and make instructional decisions based on the view that reading
should be taught as a process. CF: PS, KL, SM, CK.; LA/ELA 1; IRA 1.1;
NCATE: 1, 2.
2. Reflect upon, monitor and assess one’s own learning; engage in activities conducive to lifelong learning and ongoing professional development. CF: PS; IRA: 13.1-13.6, 16.1, 16.2; NCATE: 5.

3. Interact and collaborate with students, colleagues, parents, and community members to enhance literacy and development and facilitate educational change and improvement. CF: PS, KL, SM, CK. IRA: 16.5; NCATE: 5.

4. Identify and apply current research about teaching and learning as they relate to literacy development, thinking, and the diverse needs of students. CF: CK, SM, KL; IRA: 16.1; NCATE: 5.


6. Demonstrate competence in reading, writing, listening, speaking, and representing visually as tools for learning and communicating. CF: KL, CK; LA/ELA 1-7; IRA: 2.5, 2.6; NCATE: 2.

7. Analyze and explain the major theories and theorists associated with language development, cognition, and learning. CF: CK, SM, KL; IRA: 1.6; NCATE: 1.

8. Understand, respect, and value cultural, linguistic, ability, gender, and ethnic diversity and select and learn how to adapt the curriculum based upon these diverse needs of students. CF: SM, KL, CK; IRA: 3.1, 3.2, 3.4, 5.2; NCATE: 1, 3, 4.

9. Identify and address factors within the reader, text, and learning environment that influence literacy development. CF: KL, SM, CK; IRA: 1.5, 3.13.4, 4.1-4.4, 5.1-5.8; NCATE: 1-4.

10. Plan and analyze learning experiences for developing students’ knowledge of the various components of the reading process (e.g., word meaning and identification, literacy genre, study skills, structure of English, response to literature, metacognition, spelling development). CF: PS, KL, SM, CK; LA/ELA: 1; IRA: 2.4, 2.7, 2.8, 6.1-6.6; NCATE: 2.

11. Adapt teacher instruction to meet the needs of different learners to accomplish different purposes. CF: PS, KL, SM, CK. IRA: 1.3, 12.2, 12.7 NCATE.

12. Build awareness, appreciate, develop, and administer informal and formal assessments that involve multiple indicators of learners’ literacy development. CF: PS, KL, SM; IRA: 10.1, 10.2; NCATE: 4.

13. Explain and promote the integration of the language arts in all content areas. CF: PS, KL, SM, CK; LA/ELA: 5, 7; IRA: 5.6, 5.77.1-7.6, 8.1-8.5, and 9.1-9.3; NCATE: 2.

14. Demonstrate the use of children’s literature to promote growth and literary appreciation in the English Language Arts. CF: PS, KL, SM, and CK; LA/ELA: 1, 6 and 7; IRA: 2.12, 2.13, 5.2, 5.4, 5.5; NCATE: 2.

15. Analyze various text structures, figurative language, and intertextual links to gain comprehension. CF: KL, SM, CK; LA/ELA: 5; IRA: 7.5; NCATE: 3.

16. Observe, describe, and understand the behaviors and skills of fluent readers and writers and how to foster them. CF: CK, SM, KL; LA/ELA: 1-7; IRA: 2.3 and 2.6; NCATE: 2 and 4.
17. Observe and describe effective teaching strategies that help foster student independence. CF: CK, SM, KL; LA/ELA: 1-7; IRA: 2.3 and 2.6; NCATE: 2 and 4.

18. Identify and integrate applications of technology into language arts teaching. CF: SM; LA/ELA 5 and 7; IRA: 8.1 NCATE: 3.

Objectives (Related to standards and components of effective teaching):
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Upon completion of this course, the candidate will be able to:
1. understand the sociopsycholinguistic nature of the reading process. C
2. plan and assess learning experiences that develop decoding, vocabulary, syntax, narrative/expository discourse, metacognitive, affective, and social aspects of the reading process. A, H
3. evaluate and match appropriate textbooks and literature to meet individual student’s needs. C, F
4. implement the role of the contents area teacher as a facilitator of independent reading and lifelong learning. B, F
5. develop and implement interactive strategies for teaching vocabulary and comprehension before reading, during reading, and after reading (including study skills). A, B
6. develop and implement interactive strategies before writing, during writing, and after writing. A, B
7. use technology as an integral teaching tool for content area literacy. A, G
8. plan activities that accommodate for cultural, linguistic, and ethnic diversity. A

Textbook (Required and Optional): (one textbook must be same in all sections, others optional)

Pinnell & Fountas. Guiding Readers and Writers--Grades 3-6

Evaluation: Evaluation items will include, but are not limited to
1. Lesson plans
2. Exams
3. Reflections
4. Technology application activities
5. Field experience (8 hours of direct teaching)

REFERENCE LIST

Books: Reading
Association for the Education of Young Children.

Journals:
The Reading Teacher
Language Arts
Journal of Reading

Magazines:

Reading
Instructor
Learning
Teaching
Internet Sites:
http://www.readingonline.org