

*Eastern Kentucky University*  
**Department of Curriculum and Instruction**  
**ELE 302: Language Arts Foundations Grades P-5, CRN XXXXX**  
**Credit Hours: 3**  
Spring XXXXX

***Instructor:***

*Office Hours:*

*Contact information:*

*(phone and email)*

**Course Description:**

Prerequisites: Prerequisite/corequisite: EDF 219 and EDF 310 for transfer students who have credit for EDF 203. An overview of reading/language arts components P-5, teacher competencies, organization and planning for instruction. Credit will not be awarded to students who already have credit for ELE 445, EMG 445, ELE 445W or EMG 445W. Field/Clinical Experiences: 20 hours.

**Text:**

Reutzel, D.R. & Cooter, R.B., Jr. (2008). *Teaching Children to Read*, (6th ed.) Upper Saddle River, N.J.: Pearson Education, Inc.

Rosen, Michael, (2015). *The Tale of Rescue*, Candlewick Press, MA.

Tonatiuh, Duncan, (2014). *Separate is Never Equal*, Abrams Books for Young Readers, NY.

**Student Learning Outcomes:**

The education candidate completing this course will be able to:

1. Describe the interrelatedness of the six areas of language arts (reading, writing, speaking, listening, viewing, visually representing). (R.1, R.2, R.3, R.4, R.5, R.7, R.8, R.9, R.10) (W.1, W.2, W.6, W.10) (S.1, S.2, S.3, S.4, S.5) (L.1, L.2, L.3, L.4, L.5, L.6) (ACEI 2; CAEP-ETS 2; InTASC 4; KTS 1)
2. Identify the developmental stages of reading/writing and describe the applications to classroom practice. (R.1, R.2, R.3, R.4, R.7, R.8, R.9, R.10) (W.1, W.2, W.4, W.6, W.10) (S.1, S.2, S.3, S.4, S.5) (L.1, L.2, L.3, L.4, L.5, L.6) (ACEI 1; CAEP-ETS 1; InTASC 1, 2, 4, 5; KTS 1, 2)
3. Describe the theories (cognitive, social, and affective) that affect literacy development. (R.1, R.2, R.3, R.4, R.7, R.8, R.9, R.10) (W.1, W.2, W.4, W.6, W.10) (S.1, S.2, S.3, S.4, S.5) (L.1, L.2, L.3, L.4, L.5, L.6) (ACEI 1, 2; CAEP-ETS 1, 2; InTASC 4, 5; KTS 1, 2)
4. Describe the five key components of reading instruction (phonics, phonemic awareness, vocabulary, comprehension, and fluency) and evaluate the instructional efficacy of strategies for each. (R.1, R.2, R.3, R.7, R.8, R.9, R.10) (W.1, W.2, W.4, W.6, W.10) (S.1, S.2, S.3, S.4, S.5) (L.1, L.2, L.3, L.4, L.5, L.6) (ACEI 2, 3; CAEP-ETS 2, 3, 4; InTASC 7, 8; KTS 1, 2, 3)
5. Implement and analyze a variety of tools for assessment *for* learning (formative) and assessment *of* learning (summative). (R.1, R.2, R.3, R.5, R.7, R.8, R.9, R.10) (W.2, W.4, W.6) (S.1, S.2, S.3) (L.4, L.5, L.6) (ACEI 4; CAEP-ETS 4; InTASC 6, 7; KTS 5)

6. Describe the diverse needs of learners relevant to language arts instruction and identify strategies for differentiated instruction. (R.7, R.8, R.9, R.10) (W.9, W.10) (S.1, S.2, S.3, S.4, S.5, S.6) (L.3, L.4, L.5, L.6) (ACEI 1, 2; CAEP-ETS 1, 2; InTASC 1, 2, 7, 8; KTS 2, 3, 5)
7. Explain the connection between reading and writing processes. (R.1, R.2, R.3, R.8, R.9, R.10) (ACEI 2, 3; CAEP-ETS 2, 3, 4; InTASC 4, 5; KTS 2)
8. Define content area literacies and identify effective instructional strategies. (R.1, R.2, R.4, R.6, R.7, R.8, R.9, R.10) (ACEI 2, 3; CAEP-ETS 2, 3, 4; InTASC 4, 5, 7, 8; KTS 2, 3, 6)
9. Analyze and apply the processes for lesson planning and instructional design. (R.1, R.2, R.3, R.9) (W.1, W.2) (ACEI 2, 3; CAEP-ETS 2, 3, 4; InTASC 6, 7, 8; KTS 2, 4)
10. Identify effective strategies to engage families and communities in the learning environment. (R.1, R.2, R.3) (S.1, S.2, S.3, S.4, S.5) (ACEI 5; CAEP-ETS 5; InTASC 1, 2, 3; KTS 8)
11. Identify instructional strategies for developing students' 21<sup>st</sup> century literacies, including student use of technology and critical thinking. (W.6) (S.5, S.6) (ACEI 3; CAEP-ETS 3, 4; InTASC 7, 8; ISTE 1, 2, 3; KTS 2, 3, 6)
12. Utilize a variety of technology and media in the development of lesson plans and instructional materials related to the teaching of language arts. (W.6) (S.5, S.6) (ACEI 3; CAEP-ETS 3, 4; InTASC 7, 8; ISTE 1, 2, 3; KTS 2, 3, 5)
13. Use critical thinking to explore and evaluate instructional practices and materials for teaching the language arts. (R.1, R.2, R.3, R.4) (ACEI 3; CAEP-ETS 3, 4; InTASC 5, 8; KTS 1, 2)

**Evaluation Methods:**

1. Instructor designed assessments, both assessment *for* learning (formative) and assessment *of* learning (summative) assessments, will be used to determine understanding of content and professional dispositions.
2. Oral presentations, demonstrations, and field/clinical experiences will be evaluated in terms of the fulfillment of purposes, content, resourcefulness, creativity, and delivery.
3. Class participation will be evaluated informally in terms of quality, willingness, and effect on class climate, both during face-to-face and online delivery of instruction.
4. Assignments will be evaluated in terms of completeness and appropriateness of content and use of communication skills.

Assessment Tool	Percentage
Professional Dispositions (participation in face-to-face/online discussions and activities, clinical observation log, attendance)	20%
Field Work Reflections and Assignments	20%
<i>Science of Reading</i> presentation	10%
Teaching Lesson (KTIP Plan)	10%
Class Assignments	25%
Quizzes/Exams	15%

**Grading Scale**

92 - 100%	A
83 – 91%	B
74 – 82%	C
65 – 73%	D
Below 65%	F

**Student Progress:**

Students are responsible for monitoring their own progress and computing their grades continually as each graded assignment and quiz is returned by the instructor.

**Attendance Policy:**

Attendance at all class sessions is expected! Class sessions missed as a result of late entry into the class will be counted as absences. The student is responsible for presenting the instructor with a reason for absence in order to be given opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity. All assignments are due at the beginning of the class period. Only those students who are absent from class with an excused absence will be permitted to make up missed work.

**Last day to drop the course:**

See the Colonel's Compass.

**Disabilities Statement:**

The University strives to make all learning experiences as accessible as possible. If you are registered with the ECU Center for Student Accessibility (CSA), please obtain your accommodation letters from the CSA, present them to the course instructor, and discuss the accommodations needed. If you believe you need an accommodation and are not registered with the CSA, please contact the office in 361 Whitlock Building by email at [disserv@ecu.edu](mailto:disserv@ecu.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

A student with a "disability" may be an individual with a physical or psychological impairment that substantially limits one or more major life activities, to include, but not limited to: seeing, hearing, communicating, interacting with others, learning, thinking, concentrating, sitting, standing, lifting, performing manual tasks, working. Additionally, pregnancy accompanied by a medical condition(s), which causes a similar substantial limitation, may also be considered under the Americans with Disabilities Amendments Act (ADAAA).

**Academic Integrity:**

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.ecu.edu](http://www.academicintegrity.ecu.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. In short, to plagiarize is to give the impression that you have written or thought something that you have, in fact, borrowed from someone else. Plagiarism is not

tolerated by the College of Education. To borrow the ideas or works of EKU students, past or present, without the proper citation, is one common example of plagiarism.

### **Official Email:**

An official EKU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail during will be sent to this EKU e-mail address.

### **Course Requirements:**

1. Participation in course discussions/activities
2. Group and individual reporting and demonstration
3. Observational log and summative/reflective observational journal to document field/clinical experiences and chapter reading/reflections
4. Field/clinical experience: 20 hours required to pass this course
5. Participation in assessment *for* learning and assessment *of* learning activities

### **Course Outline:**

- a. Approaches to Reading Instruction
- b. Handwriting Development
- c. Five Areas of Language Arts
- d. Meeting Diverse Learning Needs
- e. Field and Clinical Experiences
- f. Lesson planning
- g. Appropriate dispositions (attitudes, beliefs, and/or perceptions)
- h. Stages of Receptive and Expressive Language Development
- i. Content and Pedagogy of an Effective Reading Program
- j. Phonemic awareness
- k. Phonics
- l. Fluency
- m. Vocabulary
- n. Comprehension
- o. Writing
- p. Assessment
- q. Programs/Materials for Reading Instruction
- r. Grouping and Classroom Organization
- s. Home/School Connections

**16. Additional requirements for graduate students in 700-level classes taught concurrently with 500-level classes:** Not applicable.

**Other:** Students must perform professionally during their visits to schools and respect the rights of privacy of children/youth/adults and their families. Ethical behavior will be discussed in class and students in this course have the responsibility of applying the standards in their observations and observation reports.