**Mississippi Valley State University**

**Department of Teacher Education**

*The Holistic Transformer: Transforming and developing scholars, facilitators and*

*reflective thinkers, and responsible professionals who will change and transform the*

*Delta and society beyond.*

**RD 310 Early Literacy Instruction II**

**Instructor: Class Meeting/Location/Time Office Location:**

**Office Phone:** **Email Address: Office Hours:**

**COURSE DESCRIPTION**

This course is a continuation of RD 214 Early Literacy I and focuses on the continued development of spoken language and reading with emphasis on the concepts, materials, and teaching strategies for teaching appropriate oral language development (related to meaning) and early systematic reading and writing instruction specific to vocabulary, spelling (related to morphology) fluency, writing (to support comprehension) and reading comprehension in order to understand that literacy is an integrated process that results in comprehension/communication as a product.

**CREDIT HOURS:** 3

**PREREQUISITES:** RD 214 Early Literacy I Instruction. Early Field Experience is required for Early Literacy Instruction II. Pick up your Early Field Experience Packets from The Director of Early Field Experiences.

**COURSE CONTENT**

This course content is designed to provide the undergraduate candidate an opportunity to become familiar with concepts, materials, and teaching strategies for oral language development and systematic early reading and writing instruction specific to vocabulary, fluency, and comprehension.

Required Text

Glaser, D. & Moats, L. (2008). *LETRS: An Introduction to Language and Literacy*.

Boston, MA: Sopris West

**Secondary/Supplemental Resources:**

Moats L. C. (2010). *Speech to Print: Language Essentials for Teachers. (*2nded.).

Baltimore, MD: Paul H. Brooks Publishing Co. Inc.

Moats L. C. (2010). *Speech to Print: Language Essentials for Teacher Workbook.*

*(*2nded.). Baltimore, MD: Paul H. Brooks Publishing Co. Inc.

Moats, L. (2009). *LETRS: Module 4: The Mighty Word: Building Vocabulary and Oral*

*Language (*2nd ed.). Boston, MA: Sopris West

Moats, L. & Davidson, M. (2009). *LETRS: Module 5: Getting up to Speed: Developing*

*Fluency (*2nd ed.). Boston, MA: Sopris West

Moats, L. & Hennesy, N. (2010). *LETRS: Module 6: Digging for Meaning: Teaching*

*Text Comprehension (*2nd ed.). Boston, MA: Sopris West

Moats, L.(2012). *LETRS: Module 9: Teaching Spelling and Writing (K-3)*(2nd ed.).

Boston, MA: Sopris West

**Students must have the required text no later than the first day of the second week of class. Textbooks will be used in all classes and are required.**

Major Areas Of Study

Content presented in this course will include, but will not be limited to:

1. Vocabulary
2. Fluency
3. Comprehension
4. Spelling, Handwriting, and Written Expression

**PURPOSE/RATIONALE:** RD 310 Early Literacy II Instruction will utilize The Holistic Transformer Model as a guide for instruction and application for teaching early literacy concepts including vocabulary, fluency, and comprehension.

**GENERAL COURSE GOALS:**

1. Understand various purposes for reading and writing to support vocabulary, fluency, and comprehension.
2. Understand the research base for effective literacy instruction for vocabulary, fluency, and comprehension.
3. Understand how vocabulary, fluency, and comprehension are learned by children and why they are important to spelling and to the reading and writing as it relates to supporting comprehension.
4. Possess in-depth knowledge about vocabulary, fluency, and comprehension.
5. Possess a wide range of scientifically based explicit instructional strategies for helping beginning readers/writers learn vocabulary, fluency, and comprehension.
6. Understand developmentally appropriate formal and informal assessments in reading and writing development.
7. Understand basic skills such as word choice, development of ideas across sentences, planning, revising, and editing processes.

**MATRIX: LINKAGE OF THE HTM AND RD 310 Early Literacy II Instruction COURSE GOALS**

|  |  |  |  |
| --- | --- | --- | --- |
| **General** | **HTM**  **(Knowledge)**  **1.0 Scholar** | **HTM**  **(Skills)**  **2.0 Facilitator & Reflective Thinker** | **HTM**  **(Dispositions)**  **3.0 Responsible Professional** |
| **Course Goals** |  |  |  |
| **Goal 1** | 1.1, 1.4 | 2.1, 2.4 | 3.2 |
| **Goal 2** | 1.1, 1.4 | 2.1, 2.4 |  |
| **Goal 3** | 1.1, 1.2, 1.4 | 2.1, 2.2, 2.4 | 3.2 |
| **Goal 4** | 1.1, 1.2, 1.3, 1.4 | 2.1, 2.2, 2.3, 2.4 | 3.1, 3.2, 3.3 |
| **Goal 5** | 1.1, 1.4 | 2.1, 2.4 | 3.2 |
| **Goal 6** | 1.3 | 2.3 | 3.3 |
| **Goal 7** | 1.1, 1.2 | 2.1, 2.2, 2.4 | 3.2, 3.4 |

**Outcome: Content**

**Candidate Proficiencies (Knowledge)**

**1.0 Scholar**

**1.1** The candidate synthesizes in-depth knowledge of content in specific

disciplines with research-based practices in the teaching and learning

process.

**1.2** The candidate **plans** instruction and integrates technology appropriately based on best practices.

**1.3** The candidate **selects** reliable and valid assessments to measure student

performance.

**1.4** The candidate **demonstrates** theoretical, historical, and philosophical

knowledge of diversity and equity.

**Outcome: Processes, Skills**

**Candidate Proficiencies (Skills)**

**2.0 Facilitator and Reflective Thinker**

**2.1** The candidate regularly **reflects** on the state, national, and professional

curriculum standards as a basis for continuously improving teaching and

learning.

**2.2** The candidate **designs and implements** unit and daily lesson plans that

incorporate rigorous instructional strategies and infuses technology

appropriately to enhance student learning.

**2.3** The candidate **administers** formative and summative assessments to

measure student learning outcomes and to facilitate data-based decisions

about instruction.

**2.4** The candidate **develops** adaptive instruction plans to meet the educational

and social needs of all students in collaboration with community and

parental support.

**Outcome: Dispositions**

**Candidate Proficiencies (Dispositions)**

**3.0 Responsible Professional**

**3.1** The candidate actively **collaborates** with relevant P-20 learning

communities and professional education associations as evidence of a

personal commitment to professional learning and development.

**3.2** The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.

**3.3** The candidate **systematically analyzes** individual student outcomes and

makes appropriate decisions for student learning.

**3.4** The candidate **models** professional, responsible, and ethical behaviors to

support social justice and equity in a diverse society.

**COURSE OBJECTIVES: (Linked to Standards)**

HTM, INTASC, CAEP, TIAI, IRA, CCRS ELA, M-STAR

At the end of the semester, the teacher candidate should be able to:

1. Plan and teach building background knowledge, narrative and informational

text structure. (HTM 1.1, 1.2, 1.4, 2.1, 2.2, 2.4, 3.2), ( INTASC 7), (CAEP, 4),

(TIAI1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18), (IRA 2.3), (CCRS

ELAK-3), (M-STAR I.1, I.2,I.3, I.4)

1. Teach developmental writing skills through the use of narratives. . (HTM 1.2, 2.2, 2.4, 3.2), ( INTASC 1), (CAEP, 1, 4), (TIAI1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18), (IRA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3), (CCRS ELAK-3), (M-STAR I.1, I.2,I.3, I.4, III.7, III.11)
2. Engage children in activities that promote intrinsic motivation to read and write for pleasure and information (present lessons to elementary school students when possible).
3. Engage children in activities that promote intrinsic motivation to read and write for pleasure and information using different genres and stories of interest.
4. Understand the principle of explicit and direct teaching. (HTM 1.1, 2.1, 2.4, 3.2), ( INTASC 1, 5, 7), (CAEP, 1, 2, 4), (TIAI1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18), (IRA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3), (CCRS ELAK-3), (M-STAR I.1, I.2,I.3, I.4, III.7, III.11)
5. State the rationale for multisensory and multimodal techniques. (HTM 1.1, 2.1, 2.4, 3.2), ( INTASC 1, 2, 4, 5, 7), (CAEP, 1, 2, 4), (TIAI1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18), (IRA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3), (CCRS ELAK-3), (M-STAR I.1, I.2,I.3, I.4, III.7,III.10, III.11)
6. Understand reading fluency as a stage of normal reading development. (HTM 1.1, 1.2, 1.4, 2.1, 2.4, 3.2), ( INTASC 1, 2, 4, 5, 7), (CAEP, 1, 2, 4), (TIAI1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18), (IRA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3), (CCRS ELAK-3), (M-STAR I.1, I.2,I.3, I.4, III.7,III.10, III.11)
7. Apply and model the research base for effective literacy instruction for vocabulary, fluency, and comprehension.
8. Explain how the relationships among the major components of literacy

development change with reading development. (HTM 1.1, 1.2, 1.4, 2.1,

2.2, 2.4, 3.2), (INTASC 1, 2, 4, 5, 7), (CAEP, 1, 2, 4), (TIAI1, 2, 3, 4, 5, 6,

9, 10, 11, 12, 13, 14, 15, 16, 17, 18), (IRA 1.1, 1.2, 1.3, 2.1, 2.2, 2.3),

(CCRS ELAK-3), (M-STAR I.1, I.2,I.3, I.4, III.7,III.10, III.11)

1. Explain expectations for learners at various strategies of reading and

writing development. (HTM 3.2), (INTASC 7, 8, 9, 10), (CAEP, 5),

(TIAI 11), (IRA 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.2), (CCRS-ELA K-3),

(M-STAR I.3, III.8, III.9, III.10, III.11, IV.15)

1. Understand the role of vocabulary development and vocabulary

knowledge in comprehension. (HTM 1.1, 1.4, 2.1, 2.4), (INTASC 1, 4, 5),

(CAEP 1), (TIAI 1, 3, 14, 18), (IRA 1.2, 1.3, 2.1, 6.1, 6.2, 6.4),(CCRS-ELA

K-3), (M-STAR I.1, I3, I.4, III.7, III.9, III.10, III.11)

1. Explain the relationship between the transcription skills and written

expression. (HTM 1.2, 2.2, 3.2), (INTASC 4, 5,7, 8,), (CAEP, 1, 2),

(TIAI 1, 9, 10, 12, 14), (IRA 1.1, 1.2, 2.1, 5.3), (CCRS-ELA K-3),

(M-STAR I.3, I.4, III.8, III.11, IV.15)

1. Explain the influences of phonological, orthographic, and morphemic

knowledge on spelling. (HTM 1.1, 1.4,), (INTASC 1, 2, 4, 5, 7, 8,),

(CAEP,1), (TIAI 1, 3, 14), (IRA 1.1, 1.2, 2.1, 2.2)(CCRS-ELA K-3),

(M-STAR I.1, 3,I.4, III.7)

1. Apply and model the research base for effective literacy instruction for

vocabulary, fluency, and comprehension.

b. Explain and apply the Simple View of Reading (Gough & Tunmer,

1986).

11. Articulate current research about the 5 components of reading. (HTM

1.4, 2.1), (INTASC 1, 4, 7), (CAEP, 1), (TIAI 1, 14), (IRA1.1, 1.2),

(CRS-ELA K-3),(M-STAR I.4)

1. Develop and teach research based lessons on vocabulary, fluency, and

comprehension.

1. Apply and model instructional strategies for vocabulary, fluency, and

comprehension. (HTM 1.2, 2.2, 2.4,), (INTASC 7, 8), (CAEP,1),

(TIAI 9, 10, 11, 12, 13, 14, 15, 16, 17, 18), (IRA 2.1, 2.2, 2.2), (CCRS-

ELA K-3), (M-STAR III.7, III.8, III.9, III.10, III.11, IV.15)

1. Model and apply a wide variety of explicit instructional strategies for helping a beginning reader/writer learn vocabulary, fluency, and comprehension.
2. Identify in any text information that could be the cause of miscomprehension. (HTM 1.2, 2.2, 2.4, ), (INTASC 4, 5,7), (CAEP, 1), (TIAI 1, 10, 14, 15, 16, 17, 18), (IRA 1.1, 1.2, 1.3, 4.1, 4.2, 4.3) (CCRS-ELA K-3), (M-STAR II.7, III, 8, III.9, III.10, III.11, IV.16)
3. Understand levels of comprehension. (HTM 1.1, 2.1, 2.4), (INTASC 4, 5, 7, 8), (CAEP, 1), (TIAI 1, 10, 14, 17), (IRA 1.1, 1.2, 2.1), (CCRS-ELA K-3),

(M-STAR III.7, III.8, III.9, III.10, III.11, IV.15)

1. Explain factors that contribute to deep comprehension. (HTM 1.3, 2.3, 3.3),

(INTASC 6), (CAEP, 4), (TIAI 7, 8,), (IRA 3.1, 3.2, 3.3, 3.4), (CCRS-ELA K-3), (M-STAR II.5, II.6)

1. Identify both formal and informal assessments that identify the literacy learning needs and gaps of individual children in order to guide precise instruction.
2. Know how to locate the National Norms for Oral Reading Fluency (Hasbrouck & Tindal, 2017) and how to apply benchmarks associated with optimal reading rates.
3. Model how writing can build vocabulary and support reading

comprehension. (HTM 1.2, 2.2, ), (INTASC 4, 5, 7, 8), (CAEP, 51, 2),

(TIAI 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18), (IRA 1.3, 6.2), (CCRS-

ELA K-3), (M-STAR III.7, III.8, III.9, III.10, III.11, IV.15)

17. Teach writing strategies such as planning, revising, and editing text. (HTM

1.2, 2.2, 3.2), (INTASC 4, 5, 7, 8, ), (CAEP,1, 2), (TIAI 1, 2, 3, 4, 5, 6, 9,

10, 11, 12, 13, 14, 15, 16, 17, 18), (IRA 2.1, 2.2, 2.3), (CCRS-ELA K-3),

(M-STARI.1, I.2, I.3,I.4, III.7, III.8, III.9, III.10, III.11, IV.15, III.16)

1. Recognize the major components and processes of written expression.

**TECHNOLOGY INFUSION:** Technology to be used includes: computer; internet; PowerPoint; overhead projection; CD-ROM; VCR (Course Objectives)

**MAJOR STUDENT ACTIVITIES:**

Grading procedures are performance based:

1. Integrate technology to research and summarize a referred journal article for (1 each) vocabulary, fluency, comprehension, spelling, and writing to be used in literacy instruction.
2. Create a vocabulary, comprehension, fluency, spelling, and writing Poster Session that addresses what the strategy is, how to implement it in the classroom, and why a teacher would choose that strategy. (3) strategies each
3. Demonstrate knowledge and implementation of creating a vocabulary, comprehension, fluency, spelling, and writing instruction lesson.
4. Clinical Field Experiences and fill out the observation checklist form.
5. Quizzes (3)
6. Foundations of Reading Test
7. Text Structure Booklet
8. Book in a Bag Project
9. Fluency Project
10. Storyboard Project
11. Midterm Exam
12. Final Exam
13. Disposition and participation in class discussion/activities.
14. Attendance and class engagement

**CLINICAL AND FIELD EXPERIENCE:** A Certified Background Check must be completed and successfully cleared for entry into the schools to complete Early Field Experience. Early Field experienced is supervised. Students will obtain Early Field Experience Packets from The Director of Early Field Experiences. Placement is determined by the Director of Early Field Experiences. Students must bring signed documentation to the professor from their Early Field Placement mentor and the principal of the school to achieve credit for Early Field Experience.

**INSTRUCTIONAL STRATEGIES:** The in-class teaching methods used to accomplish the goals and objectives of the course include field experience, lecture, quizzes, paired learning, demonstration, presentation, handouts, scaffolding, modeling of strategies with technology, simulations, student presentations, whole group discussion and small heterogeneous cooperative group activities, and group and individual research.

STUDENT EVALUATION: : The classroom practitioner will be evaluated based on class and group participation, exams, quizzes, quality of assignments, and attendance of class (Course Objectives). All written assignments are to be typed and double spaced.

**Grading Procedures-performance based:**

Students are graded on the regular university grading system that ranges from 0-100. There is no curve or predetermined distribution that grades must follow. A student grade is based entirely on the quality of work in completing course requirements.

Grading Scale:

1. Outstanding effort and performance 90-100=A
2. Satisfactory effort and performance 80-89=B
3. Mediocre effort and performance 70-79=C
4. Minimal effort and performance 60-69=D
5. Failure to meet the intent of the assignment 0-59 =F

**ATTENDANCE POLICY:** Regular and punctualattendance is required for this class. Each student plays a vital role in the success/failure of the course and therefore attendance is mandatory. Courtesy and professionalism will be exercised in this course. Class will start on time so that we might end on time. Candidates are responsible for all content, discussion, and materials covered during his/her absence. Make provisions with a classmate to obtain notes. The student is expected to attend every class, arriving on time and leaving only after the class has dismissed.Unless appropriate documentation is provided, any student missing three (3) classes in a two day class period (ex. TTH) will automatically find that their final course grade will be lowered a letter. Excessive absences will necessitate a reduction in the student’s class participation points. Three (3) tardy or three (3) leave early will result in one (1) absence. Students may obtain from the Vice President of student affairs an official excuse from class due to an emergency (illness, accidents, jury duty, or death in the immediate family) or for attendance at officially authorized field trips sponsored by Mississippi Valley State University. Official absences presented to the instructor within seven days from the date of the absence entitle the student to make up any work missed. Please see MVSU undergraduate catalog for the university class attendance policy.

**MAKE-UP POLICY:** If you are absent, it is your responsibility to find out about any work you missed. It is a good idea to select a classmate who will collect handouts and provide a copy of notes when you need to be absent. All assignments are due on the date and time assigned by the instructor. Late work will result in a loss of points. Late work will be subject to one letter grade lower than the grade obtained. This class will comply with the policy of Mississippi Valley State University’s grading policy.

**ADA STATEMENT WITH SPECIAL NEEDS:**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Student with disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. For more information or schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu

**PLAGIARISM/ACADEMIC INTEGRITY**

Honesty and integrity are essential values of Mississippi Valley State University’s mission to pursue truth and knowledge. Therefore, cheating in any fashion will not be tolerated, including, but not limited to plagiarizing another’s words, work, or ideas on class assignments. All work is intended to be your own. Please see MVSU undergraduate catalog for the grading policy and policy and procedures on cheating and plagiarism.

**CALENDAR OF ACTIVITIES /COURSE TENATIVE SCHEDULE:**

Please see a separate page.

**CELL PHONE USAGE**

Absolutely No Personal Cell Phone Usage in Class. The Professor will determine when cells phones may be used in class. Absolutely No Personal Texting in Class. Make Sure All Phones Are To Be Turned Off Upon Entering Class**.** All students are expected to respect the professor, themselves, and other class members by creating an environment that empowers learning. Therefore, cell phones and pagers are to be turned off during class time. No getting up and walking out during class time unless absolutely necessary.

**REFERENCES:**

**Educational Journals:**

*The Reading Teacher* (International Reading Association)

*Journal of Adolescent and Adult Literacy* (International Reading Association)

*Reading Research Quarterly* (International Reading Association)

*Language Arts* (National Council of Teachers of English)

*English Journal* (National Council of Teachers of English)

*Journals of Literacy Research* (National Reading Conference)

*Reading Research and Instruction* (College Reading Association)

Professional Magazines:

*Instructor*

*Instructor and Teacher*

*Learning*

*Oasis*

*Teaching Pre K-8*

Educational Websites:

www.reading.org International Reading Association

www.ed.gov United States Department of Education

www.ed.gov/offices/OESE/esea the No Child Left Behind Act of 2001

www.ncate.org the National Council for Accreditation of

Teacher Education

www.mde.k12.ms.us Mississippi Department of Education

www.mde.k12.ms.us/ACAD/ID/curriculum/LAER/LAFramework2006.pdf

Mississippi Language Arts Framework

library.msstate.edu/magnolia/ EBSCO host pwd: magn1309

webster.commnet.edu/apa/index.htm Publication Manual of the American

Psychology Association

Other References Include:

Cecil, N. L. (2011). *Striking a balance: A Comprehensive Approach to Early*

*Literacy.* Scottsdale*,* AZ*:* Holcomb Hathaway Publishers, Inc.

Aiken, D. G., & Bayer, L. (2002). They love words. *The Reading Teacher, 56,* 68-74.

Allington, R. & Cunningham, P. (1996). *Schools that work: Where all Children Read and*

*write.* New York: Harper Collins.

Dixon-Krauss, L. (1996). *Vygotsky in the classroom.* White Plains, NY: Longman.

Dorn, L. J. (2001). *Scaffolding young writers.* Portland, ME: Stenhouse.

Farstrup, A.E., & Samuels, S.J. (Eds.). (2002). *What research has to say about reading*

*instruction (3rd ed.).* Newark, DE: International Reading Association.

Ford, M. P., & Opitz, M. F. (2002). Using centers to engage children during guided

reading time: Intensifying learning experiences away from the teacher. *The*

*Reading Teacher, 55,* 710-717.

Glaser, D. & Moats, L. (2008). *LETRS: An Introduction to Language and Literacy*.

Boston, MA: Sopris West

Kamil, M.L. Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.). (2000). *Handbook of*

*reading research (Vol. 3).* Mahwah, NJ: Erlbaum.

Moats L. C. (2010). *Speech to Print: Language Essentials for Teachers. (*2nded.).

Baltimore, MD: Paul H. Brooks Publishing Co. Inc.

Moats L. C. (2010). *Speech to Print: Language Essentials for Teacher Workbook.*

*(*2nded.). Baltimore, MD: Paul H. Brooks Publishing Co. Inc.

Moats, L. (2009). *LETRS: Module 4: The Mighty Word: Building Vocabulary and Oral*

*Language (*2nd ed.). Boston, MA: Sopris West

Moats, L. & Davidson, M. (2009). *LETRS: Module 5: Getting up to Speed: Developing*

*Fluency (*2nd ed.). Boston, MA: Sopris West

Moats, L. & Hennesy, N. (2010). *LETRS: Module 6: Digging for Meaning: Teaching*

*Text Comprehension (*2nd ed.). Boston, MA: Sopris West

Moats, L.(2012). *LETRS: Module 9: Teaching Spelling and Writing (K-3)*(2nd ed.).

Boston, MA: Sopris West

Morrow, L. M., Kuhn, M. R., & Schwanenflugel, P. J. (2006). The family fluency

program. *The Reading Teacher, 60*(4), 322-333.

National Institute of Child Health and Human Development. (2000). *Report of the*

*National Reading Panel. Teaching children to read: An evidence-based*

*assessment of the scientific research literature on reading and its implications for*

*reading instruction. (*NIH Publication No. 00-4769). Washington, DC: U.S.

Government Printing Office.

Reutzel, D. R. & Cooter, R. D. (2003). *Strategies for reading assessment and instruction:*

*Helping every child succeed.* N.J.: Merrill/Prentice Hall.

Reutzel, D. R. & Cooter, R. B. (2008). *Teaching children to read: The teacher makes*

*the difference.* Upper Saddle River, NJ: Pearson Education.

Reutzel, D. R. & Cooter, R. B. (2013). *Teaching children to read: The teacher makes*

*the difference.* Upper Saddle River, NJ: Pearson Education.

Roe, B. & Smith, S. (2012) *Teaching reading in today’s elementary schools*. Belmont,

CA: (11th ed.)Wadsworth Cengage Learning.

Ruddell, R. (2009). How to teach Reading to Elementary and Middle School Students:

Practical Ideas from Highly effective Teachers. Boston: Pearson Education, Inc.

Stanovich, K.E. (2000). *Progress in understanding reading: Scientific foundations and*

*new frontiers.* New York: Guilford.

Wang, Y., & Falconer, R. (2005). Experiences of Asian-Chinese Students in the United

States: A case study. *Research In the Schools, 12*(1), 20-31.

Wang, Y., Falconer, R., & Richmond, M. (2003). The Chinese graduate student

experience: Facing the language challenges of EFL students in America. *Journal*

*on Excellence in College Teaching* [On-line], *14*(1), 109-127. Available:

http://ject.lib.muohio.edu/contents/article.php?article=270

Winters, R. (2001). Vocabulary anchors: Building conceptual connections with young

readers. *The Reading Teacher, 54*, 659-662.

**The schedule and procedures as presented in this syllabus are subject to change in the event of extenuating circumstances. You will be given written notification of any significant changes.**

**1.1n 3 New Reading Syllabus 310**

**Mississippi Valley State University**

*Holistic Transformer: Transforming and developing scholars, reflective thinkers and facilitators, and*

*responsible professionals who will change and transform the Delta and society beyond*

**RD 310 E01: Introduction to Linguistics**

Instructor: Class Meetings- Location/Time: Office Location:

Office Phone: E-mail Address: Office Hours: Fall 2019

COURSE DESCRIPTION: This course focuses on the basic concepts of linguistics and methods of analyzing language with an overview of linguistics and the role of language in society. Emphasis will be placed on introduction to phonology, morphology, syntax, semantics, and to problem-solving techniques, with material drawn from a variety of languages. Prerequisite: RD 214 and RD 303. (3)[Show More](http://www.amazon.com/Striking-Balance-Practices-Early-Literacy/dp/1890871435)

[Show Less](http://www.amazon.com/Striking-Balance-Practices-Early-Literacy/dp/1890871435)

CREDIT HOURS: 3

PREREQUISITES: No Early Field Experience is required for this course.

COURSE CONTENT: This course is an introduction to linguistics, the scientific study of language. The two main goals of the course are to impart the analytical strategies and reasoning skills most important to the core areas of linguistics, and to give the student a sense of the structured diversity of human languages.

Required Text

Finnegan, E. (2015). Language: Its Structure and Use. Stanford: CT: Cengage Learning.

Secondary/Supplemental Resources:

Fromkin, V.,Rodman, R., & Hyams, N. (2017). Introduction to Language. New York, NY: Cengage Learning

Department of Linguistics, Ohio State University. (2016). Language Files: Materials for an Introduction to Language and Linguistics. Stanford: CT: Cengage Learning.

American Psychological Association*.* (2019). *Publication manual of the American*

*psychological association.* Washington, DC: APA.

Major Areas of Study: The major areas of study include, but are not limited to:

1. Language Structure
2. Language Use
3. Language Change, Language Development, and Language Acquisition

PURPOSE/RATIONALE:RD 310 Introduction to Linguistics will utilize The Holistic Transformer Model as a guide for instruction and application for teaching language structures and use. The course helps students gain a better understanding of what human language is and how language is acquired. It also provides a firm base for language learning and teaching and further linguistic study.

GENERAL COURSE GOALS:

1. Explain how language differs from all other complex skills.
2. Transcribe words you hear using the IPA.
3. Write rules to describe how sounds pattern in a language.
4. Draw trees to illustrate the structure of words and sentences.
5. Use linguistic theory to analyze patterns in the speech of children and nonnative speakers.
6. Design a lesson plan to teach syntax

MATRIX: LINKAGE of the HTM and RD 310 Introduction to Linguistics Course Goals

|  |  |  |  |
| --- | --- | --- | --- |
|  | **HTM**  **(Knowledge)**  **1.0 Scholar** | **HTM**  **(Skills)**  **2.0 Facilitator & Reflective Thinker** | **HTM**  **(Dispositions)**  **3.0 Responsible Professional** |
| **Course Goals** |  |  |  |
| 1 | 1.1, 1.4 | 2.4, 2.5 | 3.1, 3.2, 3.3 |
| 2 | 1.1 | 2.3 | 3.2, 3.5 |
| 3 | 1.1, 1.4, 1.5 | 2.1, 2.4 | 3.3, 3.2, 3.3, 3.4, 3.5 |
| 4 | 1.1, 1.2, 1.4 | 2.1, 2.4 | 3.1, 3.2, 3.3, 3.5 |
| 5 | 1.1, 1.4 | 2.4 | 3.1, 3.2, 3.3 |
| 6 | 1.1, 1.2 | 2.1, 2.2, 2.3, 2.4, 2.5 | 3.1, 3.2, 3.3, 3.4, 3.5 |

**Outcome: Content**

**Candidate Proficiencies (Knowledge)**

**1.0 Scholar**

* 1. The candidate **synthesizes** in-depth knowledge of content in specific disciplines with

research-based practices in the teaching and learning process.

* 1. The candidate **plans** instruction and integrates technology appropriately based on best practices.
  2. The candidate **selects** reliable and valid assessments to measure student performance.
  3. The candidate **demonstrates** theoretical, historical, and philosophical knowledge of diversity and equity.
  4. The candidate **identifies** appropriate technology that supports differentiated instruction.

**Outcome: Processes, Skills**

**Candidate Proficiencies (Skills)**

**2.0 Facilitator and Reflective Thinker**

**2.1** The candidate regularly **reflects** on the state, national, and professional curriculum

standards as a basis for continuously improving teaching and learning.

**2.2** The candidate **designs and implements** unit and daily lesson plans that incorporate

rigorous instructional strategies and infuses technology appropriately to enhance

student learning.

**2.3** The candidate **administers** formative and summative assessments to measure student

learning outcomes and to facilitate data-based decisions about instruction.

**2.4** The candidate **develops** adaptive instruction plans to meet the educational and social

needs of all students in collaboration with community and parental support.

**2.5** The candidate **infuses/integrates** appropriate technology into lessons to enhance

student learning.

**Outcome: Dispositions**

**Candidate Proficiencies (Dispositions)**

**3.0 Responsible Professional**

**3.1** The candidate actively **collaborates** with relevant P-20 learning communities and professional education associations as evidence of a personal commitment to professional learning and development.

**3.2** The candidate **values, respects, and promotes** learning for all students and incorporates instructional technology.

**3.3** The candidate **systematically analyzes** individual student outcomes and makes appropriate decisions for student learning.

**3.4** The candidate **models** professional, responsible, and ethical behaviors to support social justice and equity in a diverse society.

**3.5** The candidate **incorporates** new technology based resources for instruction and

professional productivity

COURSE OBJECTIVES:At the end of the semester, the student will be able to:

1. Objectives-**Knowledge**
2. Explain the main properties of human languages. (HTM 1.1, 2.1, 3.1) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (TGR 1, 4, 9)
3. Appropriately use the linguistic terminology for describing and analyzing language and linguistic phenomena (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)
4. Analyze language-related phenomena using the terminology and theories they have studied in the class. (HTM 1.3, 2.3, 3.3) (CAEP 1.2, 1.3) (INTASC 6) (TIAI 5, 8) (CAEP K-6 3.a, 3.b) (TGR 3)
5. Apply basic knowledge and procedures in linguistic analysis and solve basic linguistic problems (HTM 1.2, 2.2, 3.2) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (ISTE 2.b, 4.c, 4.c, 5.c, 6.a, 6.d) (TGR 1, 4, 9)
6. Objective-**Skills**
7. Prepare for future study of linguistics or complement work in language study for teaching in the elementary school. (HTM 1.1, 2.1, 3.1) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (TGR 1, 4, 9)

1. Understand, respect, and value cultural, linguistic, and ethnic diversity. (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)
2. Be able to use technology to teach language components in elementary school. (HTM 1.2, 2.2, 3.2) (CAEP 1.1, 1.2, 1.3) (INTASC 4, 7, 10) (TIAI 1, 3, 14, 25) (CAEP K-6 1.a, 3.c, 4.c, 5.a) (ISTE 2.b, 4.c, 4.c, 5.c, 6.a, 6.d) (TGR 1, 4, 9)
3. Objective-**Disposition**
4. View professional development as a career-long effort and responsibility. (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)
5. Display positive disposition related to teaching language in elementary school. (HTM 1.4, 2.4, 3.4) (CAEP 1.1, 1.4) (INTASC 1, 2, 3, 8, 10) (TIAI 2, 16, 18, 19, 20, 22, 23) (CAEP K-6 1.b, 1.c, 3.d, 3.e, 3.f, 4.c, 5.a) (ISTE 1.a, 2.c, 3.a, 3.b, 4.d, 5.a, 6.b) (TGR 2, 5, 7, 9)

Note: HTM stands for the Holistic Transfer Model; CAEP standards for the Council for the Accreditation of Educator Preparation; INTASC stands for the Interstate New Teacher Assessment and Support Consortium; TIAI stands for the Teacher Intern Assessment Instrument; CAEP K-6 standards for the CAEP 2018 K-6 Elementary Teacher Preparation Standards; ISTE stands for the International Society for Technology in Education (ISTE) standards; and TGR stands for the Teacher Growth Rubric.

TECHNOLOGY INFUSION:

Hardware

|  |  |
| --- | --- |
| Operating System: | Windows 98, 2000, 2007, NT, XP or a Macintosh System 8.1 or higher |
| Processor: | 200 MHz or higher |
| Memory: | 32 MB of RAM |
| H Drive Space: | 100 MB free disk space |
| Modem: | 28.8 kbps or higher |
| Monitor: | 800x600 resolution |

Software

|  |  |
| --- | --- |
| Internet Access: | Any Internet Service Provider |
| Browser: | Internet Explorer, Netscape 4.7 or higher\*, AOL 5.0 or higher\*\* |
| Application | Recommend Microsoft Word or application file name .doc or docx |
| Audio & Video: | RealPlayer, Quick Time |

Note: If you experience technical/computer difficulties (need help downloading browsers or plug-in, logging into your course, using your course web site tools, or experience errors or problems while in your online course), contact Presidium Learning, Inc 1-877-654-8333, email at BLACKBOARD@MVSU.EDU, or call Mr. George Huntley at (662) 254-3624 as well as your instructor.

CLINICAL AND FIELD EXPERIENCE: No Early Field Experience is required for this course.

INSTRUCTIONAL STRATEGIES: Class time will be devoted to online. Handouts, assignments, and other course work related instruction will be uploaded through Blackboard.

STUDENT EVALUATION:The student will be evaluated based on class participation,

quality of assignments, and attendance of class (Course Objective A, B, C).

1. Grading Scale:
2. Outstanding effort and performance 90-100=A
3. Satisfactory effort and performance 80-89=B
4. Mediocre effort and performance 70-79=C
5. Minimal effort and performance 60-69=D
6. Grading Procedures are performance based.
7. Short bio in an essay format (Objective A and B) (the 10 point rubric)
8. Quiz on Language (Objective A and B) (the 10 point rubric)
9. Quiz on Morphology(Objective A and B) (the 10 point rubric)
10. Quiz on Syntax (Objective A and B) (the 10 point rubric)
11. Quiz on Semantics (Objective A and B) (the 10 point rubric)
12. Mid-term Exam (Objective A and B) (the 25 point rubric)
13. Final Exam (Objective A and B) (the 25 point rubric)
14. Positive attitude, participation in class discussion/activities (Objectives A, B, and C).

We reserve the right to curve letter grades, but will only curve them to your advantage.

1. Attendance policy: The student is expected to log in to the class daily to read, participate discussion, and upload the assignments. Unless appropriate documentation is provided, any student missing three (3) weeks discussion will automatically find that their final course grade is lowered a letter. Please see MVSU undergraduate catalog on pp. 46-47 for university class attendance policy.
2. There is no make-up policy except in the case of a documented emergency. You are responsible for all content, discussion, and materials covered during the absence on your own, through your classmate, by reading. Late work will result in a loss of points.

ADA SYLLABUS STATEMENT:Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located in the Social Science Building Office 105 to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mrs. Kathy Brownlow, via phone or email at 662-254-3443 or kbrownlow@mvsu.edu.

PLAGIARISM/ACADEMIC INTEGRITY:Plagiarism is the intentional or careless use of someone else’s language, ideas, information or original work without acknowledging the source and presenting it as one’s own. Please see the sanctions for the academic integrity violations, MVSU undergraduate catalog pp. 112-114.

To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. *Turnitin* is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students’ work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the Internet. Plagiarism will result in at least a failing grade for the assignment(s) and/or course.

CALENDAR OF ACTIVITIES/COURSE TENTATIVE SCHEDULE

Wk Dates Topics

1 8/26 Log in to blackboard to explore course syllabus and requirements

2 9/2 Languages and Linguistics-chap. 1

3 9/9 Words and Their Parts: Lexicon and Morphology-chap. 2

4 9/16 Words and Their Parts: Lexicon and Morphology-chap. 2

5 9/23 The Structure and Function of Phrases and Sentences: Syntax-

chap. 5

**Short bio due**

6 9/30 The Structure and Function of Phrases and Sentences: Syntax-

chap. 5

7 10/7 **Mid-term exam**

810/14 The Study of Meaning: Semantics-chap. 6

9 10/21 The Study of Meaning: Semantics-chap. 6

10 10/28 Information Structure and Pragmatics-chap. 8

11 11/4 Speech Acts and Conversation-chap. 9

12 11/11 Language Variation across Situations of Use: Registers and Styles-

chap. 10

13 11/18Language Variation among Social Groups: Dialects-chap. 11

14 11/25 **Fall Break and Thanksgiving Holiday**

15 12/2 Acquiring First and Second Languages-chap. 15

16 12/9 **Final Exam**

REFERENCES:

**Educational Journals:**

*The Literacy Teacher* (International Literacy Association)

*Journal of Adolescent and Adult Literacy* (International Literacy Association)

*Reading Research Quarterly* (International Literacy Association)

*English Journal* (National Council of Teachers of English)

*Journals of Literacy Research* (National Reading Conference)

*Reading Research and Instruction* (College Reading Association)

**Educational Websites:**

http://www.corestandards.orgthe Common Core State Standards

https://www.linguisticsociety.org/ Linguistic Society of America

http://www.caepnet.org Council for the Accreditation of Educator Preparation

https://www.iste.org/standards/computational-thinking the International Society for Technology in Education (ISTE) standards

http://www.ed.gov United States Department of Education

http://www.mde.k12.ms.us Mississippi Department of Education

http://webster.commnet.edu/apa/index.htm

Publication Manual of the American Psychology Association

http://www.mvsu.edu/library/online\_resources.php EBSCO host, ID/pwd: magn1309

[**www.mvsu.edu**](http://www.mvsu.edu) Mississippi Valley State University website

**Other References Include:**

[Bryant, P.,](javascript:__doLinkPostBack('','ss~~AR%20%22Bryant%2C%20Peter%22%7C%7Csl~~rl','');) [Nunes, T.](javascript:__doLinkPostBack('','ss~~AR%20%22Nunes%2C%20Terezinha%22%7C%7Csl~~rl','');), & [Barros, R.](javascript:__doLinkPostBack('','ss~~AR%20%22Barros%2C%20Rossana%22%7C%7Csl~~rl','');) (2014). The connection between children's knowledge and use of grapho**-**phonic and morphemic units in written text and their learning at school. [*British Journal of Educational Psychology*](javascript:__doLinkPostBack('','mdb~~aph%7C%7Cjdb~~aphjnh%7C%7Css~~JN%20%22British%20Journal%20of%20Educational%20Psychology%22%7C%7Csl~~jh','');)*. 84*(2), 211-225.

Dowell, M. S., Meidl, T., & Meidl, D. (2016). Who Dat Say We Gonna Talk Dis Way? Making a case for considerate phonics instruction in South Louisiana. *Journal of Intercultural Disciplines,* 15, 68-91.

Fante, R., Jacobi, L. L., & Sexton, V. D. (2013). The Effects of Instant Messaging and

Task Difficulty on Reading Comprehension. *North American Journal of*

*Psychology. 15(*2), 287-298.

Finley, S. (2018). Cognitive and linguistic biases in morphology learning. *Cognitive Science, 9*(5), 1-1.

Foster, I. (2019). The future of language learning. *Language, Culture & Curriculum. 32*(3), 261-269.

Lai, M., McNaughton, S., Amituanai-Toloa, M., Turner, R., & Hsiao, S. (2009).

Sustained Acceleration of Achievement in Reading Comprehension: The New

Zealand Experience. *Reading Research Quarterly, 44*(1), 30–56.

National Institute of Child Health and Human Development. (2000). *Report of the*

*National Reading Panel. Teaching children to read: An evidence-based*

*assessment of the scientific research literature on reading and its implications for*

*reading instruction. (*NIH Publication No. 00-4769). Washington, DC: U.S.

Government Printing Office.

Skibbe, L., Gerde, H., Wright, T., & Samples-Steele, C. (2016). A Content Analysis of Phonological Awareness and Phonics in Commonly Used Head Start Curricula. *Early Childhood Education Journal, 44*(3), 225-233.

White, A.S., Hacquard, V., & Lidz, J. (2018). Semantic Information and the Syntax of Propositional Attitude Verbs. *Cognitive Science, 42*(2), 416-456.DOI: 10.1111/cogs.12512.

Disclaimer: The information and schedule of events contained in this syllabus are subject to change.