I. Course Description:
This course examines research-based theory, foundations, principles, procedures, and practices centering on teaching elementary literacy—reading, writing, grammar, speaking, listening, spelling, viewing, and visual representation. Candidates will build knowledge of and essential skills in developmentally appropriate practices in literacy instruction. Candidates will integrate differentiated instructional strategies, methods and resources into curriculum they design to help elementary students develop and reinforce their literacy skills. Candidates will develop an understanding of literacy as a system of cultural competencies including reading and writing, synthesis and critical analysis, along with 21st century literacies within a global arena. Candidates will conduct action research to investigate evidenced-based assessment and instruction for literacy instruction in the elementary grades, creating literacy lesson plans for elementary students.

II. Course Objectives:

standards and goals:
The standards and goals of this course reflect the M.Ed. in Initial Teacher Licensure (MEdITL) Program goals and performance expectations that are in the MEdITL Candidate Handbook. Assignments in this course emphasize diversity, research, and informed practice through authentic evaluation. The course objectives and subsequent learning outcomes are derived from:

- National Board for Professional Teaching Standards (NBPTS)
- Institutional Standards (PROFICIENCIES)
- Interstate New Teacher Assessment and Support Consortium Standards)
- Tennessee Teacher Licensure Standards
- National Council for Teachers of English (NCTE)
- International Literacy Association (ILA)

COURSE GOALS:
The goals of this course prepare professional educators of distinction to make a positive impact on this generation and the next with core ideals of Values, Education and Service as these intersect with the pedagogy of reading instruction. This is accomplished through an in depth study of the: (1) Developmental Characteristics Of Diverse Learners And Best Practices In The Pedagogy Of Reading Instruction; (2)
Foundational Knowledge of Language Development, Literacy, & Instruction in the Reading and Writing Processes; (3) Comprehensive & Balanced Approach to Reading Assessment and Instruction; (4) Fostering Literacy through Creative, Culturally Responsive and Differentiated Learning Environments and (5) Professional Commitment to and Responsibility for Life-long Learning and Leadership in Literacy as specified by the following course objectives:

1. To foster the teacher education candidate’s awareness and appreciation of inclusive ELEMENTARY classrooms through a CULTURALLY RELEVANT, LINGUISTICALLY DIVERSE (ESL/ELL) AND CONSTRUCTIVIST approach LITERACY instruction. (Values)

2. To build a rich understanding of the CONTENT KNOWLEDGE required of ELEMENTARY teacher education candidates within the context of an INTEGRATED, COMPREHENSIVE & BALANCED study of LITERACY instruction in the areas of: LINGUISTICS & COMMUNICATION, ANALYSIS OF INFORMATIONAL TEXT & LITERATURE, PRINT CONCEPTS, PHONOLOGICAL AWARENESS, PHONICS, WORD RECOGNITION & PRODUCTION, AS WELL AS WRITING & READING FLUENCY as they are linked to other disciplines in the elementary schools and as they literacy to real world settings. (Values & Education)

3. To emphasize an INTERDISCIPLINARY APPROACH to ELEMENTARY LITERACY CONTENT PEDAGOGY where planning and teaching underscore the importance of developing WORD RECOGNITION & PRODUCTION, LANGUAGE COMPREHENSION, STRATEGIC KNOWLEDGE, & READING–WRITING CONNECTIONS in order to facilitate elementary age students’ experiences with a wide range of literature that is responsive to DIVERSITY in MOTIVATIONS, INTERESTS, & INTELLECTS. (Education)

4. To emphasize the importance of working COLLABORATIVELY to create ENGAGING, EQUITABLE & DEVELOPMENTALLY AND CULTURALLY APPROPRIATE environments that are LITERACY-RICH and that support individual and cooperative learning, and that encourage positive social interactions, depth of knowledge, profound understanding and self-motivation at school and at home. (Service)

5. To foster knowledge and skills in the SELECTION, DEVELOPMENT, ADMINISTRATION, & INTERPRETATION of VARIED ASSESSMENTS, both traditional print and electronic, as a means to: (a) plan and evaluate instruction; (b) engage learners in self-monitoring of achievement; (c) monitor learner progress; and (d) effectively communicate performance to appropriate members of the learning community. (Education)

6. To help ELEMENTARY teacher education candidates value themselves as ACTIVE MEMBERS OF THE LARGER PROFESSIONAL COMMUNITY as a way to continuously evaluate & improve their PROFESSIONAL KNOWLEDGE & SKILLS within the dynamic scope of the content and pedagogy of READING, ENGLISH and LITERACY/LANGUAGE ARTS. (Values & Service)

COURSE OBJECTIVES:
The candidate will:
• demonstrate professional dispositions by upholding the VALUES of Abraham Lincoln’s life through “servant leadership” to the local and global communities—students, colleagues, school leaders, parents, community leaders, and professional associations—to support teaching and learning (EPPS 1).
• apply strategies for teaching integrated reading content that build on learners’ prior knowledge, make provisions for individual students with particular learning differences/needs, and facilitate instruction for English language learners and other diverse students in the elementary reading classroom (InTASC 2.P.h,c,e); (Reading 5,7);
• create environments that support both individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation in the elementary school reading classroom (InTASC 3.P.a-h);
• demonstrate an understanding of the central concepts, tools of inquiry, and structures of the integrated reading and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC 4.P.a–i);(TLS 1; (Reading 1, 3)
• demonstrate knowledge of language development in learners and apply that knowledge to the planning and assessment in the classroom (Reading 2);
• demonstrate how to connect concepts in reading and use different perspectives to engage learners in
critical thinking, creativity, and collaborative problem solving related to authentic local and global
issues (InTASC 5.P.a–h);
• use multiple methods of assessment to engage learners in their own growth, to monitor learner
progress, and to guide the teacher’s and learner’s decision making (InTASC 6.P.a–i) (Reading 4,6);
• plan instruction that supports every student in meeting rigorous learning goals by drawing upon
knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge
of learners and the community context (InTASC 7.P.a–f);
• use a variety of instructional strategies to encourage learners to develop deep understanding of
content areas and their connections, and to build skills to apply knowledge in meaningful ways
(InTASC 8.P.a–I) (TLS 4);
• utilize technology and technology-based resources to facilitate developmentally appropriate student
learning and for their own professional growth and productivity (TLS 11a – b);
• use knowledge of effective verbal, nonverbal and media communication techniques to foster active
inquiry, collaboration and supportive interaction in the reading classroom (TLS 6).
• demonstrate an understanding of the legal rights and responsibilities of stakeholders involving
educational decisions and policies enacted to assure fairness, privacy, social justice, well-being, and
the safety of all stakeholders (EPPS10).

III. Texts/Materials for the Course:

Required Readings
Batelle for Kids (2012). *Vertical Progression Guide for the Common Core: English Language Arts
(LITERACY) K-12.* Columbus, OH: BattelleforKids.org
H. Brookes.

Suggested Readings
Johnson, P. & Keier, K. (2010). *Catching Readers Before They Fall Supporting Readers Who Struggle,

LiveText© * Note: DO NOT purchase “used” Live Text materials. This will not allow you to submit
assignments under your name
Turnitin© Access to this system is provided by LMU’s purchase of site licenses. Instructors will provide
instruction to students as to how to submit written work through this writing integrity database and how to
effectively use its feedback to improve writing.
Blackboard© As of August 2013, secure access to this online learning management system (LMS) is
provided to all LMU students enrolled in web-based courses. EDUC 570 is NOT a web-based course, but
may be web-enhanced. Instructors will provide more information by the first day of class about the use of
this LMS.

IV. Course Requirements, Assessment (Learning Outcomes) and Evaluation Methods

PROGRAM REQUIREMENTS include but are not limited to:
• Maintain a grade of B or better in all required courses in order to progress in the Masters of Education
in Initial Teacher Licensure Program. (See Program Handbook.)
• Purchase educator’s liability insurance **before** beginning observations in the schools- NLT Aug 31st
• Provide verification of a criminal background check to M.Ed. ITL Program Office.
  (This should be completed before the semester begins)
• Register for and take required Praxis II exams.
• Attend all classes on time and with appropriate materials
• Be an active participant in discussion, group work, individual/peer reviews, and presentations
• Maintain computer, *LiveText, Blackboard* and program e-mail access; ALL CANDIDATES ARE
REQUIRED TO MAINTAIN AND USE THEIR LMU E-MAIL FOR PROGRAM/COURSE CORRESPONDENCE

- **Carter Moyers Assessment System (CMAS)** assignments (Uploaded to LiveText)
- Maintain professional dress (No blue jeans to be worn at any time when visiting a school site and/or when representing the MEdITL program as a teacher education candidate unless otherwise specified.)
- Complete and submit all assignments by specified deadlines. Failure to submit assignments by specified deadlines may garner a response cost of up to 25%. Please note the instructor reserves the right to refuse submission of late work.

**Specific Course Section Requirements**: Provided by instructor in class.

**Learning outcomes**: During this semester the student will be expected to:

- a. Apply knowledge of constructivism, multiple intelligence theory, diverse learning styles and adapting instruction for students with exceptionalities through application of theoretical and evidence-based pedagogical concepts.
- b. Use knowledge of and skills in differentiated instruction and brain based learning to create and implement English/Language Arts (LITERACY) lesson plans using LMU’s lesson plan format.
- c. Demonstrate knowledge of reading/literacy content areas (communication, social skills, linguistics, and writing) and best practices in (LITERACY) pedagogy to address diverse learning and cultural attributes in ELEMENTARY settings
- d. Reflect on readings, presented media, classroom or learning environment observations, field trips and class activities
- e. Work professionally with peers, professionals, and students in class and during all class activities and projects
- f. Incorporate varied forms of assessment in all lesson and unit plans to reflect understanding of pre-assessments, formative (ongoing) assessments and summative assessments
- g. Engage in meaningful community collaboration to expand own learning and provide service to children and families within educational community
- h. Demonstrate an understanding of safe and respectful classroom management strategies in the ELEMENTARY LITERACY education milieu
- i. Demonstrate an understanding of the importance of culturally and linguistically sensitive and relevant methods and materials in the ELEMENTARY LITERACY classroom
- j. Use state and national standards (e.g., CCSS) in the preparation and planning of lessons
- k. Review research that examines best practices in ELEMENTARY LITERACY education & impact student learning
- l. Complete at least 8 hours of tutoring of an elementary aged child in LITERACY as part of the graduate action-research project. (Details shared in Class.)
- m. Complete at least 3 1-hour observations of LITERACY instruction in an ELEMENTARY setting.
- n. Co-plan and co-teach one LITERACY lesson with a partner in class.
- o. Complete weekly self-assessments and content quizzes on LITERACY material.

**Additional/Specific Course Section Requirements**: See Assignment sheet provided by instructor

**Evaluation/assessment**

1. CMAS/LiveText, prepare and submit the following:
   a. LMU formal lesson plan per rubric & requirements
   b. Tutoring/Case Study (Graduate Action-Research Project)
2. Evaluation of Observation reports
3. Specific course assignments as required by the instructor(s)
4. Other course activities as approved by the Program Director.

*Assessments** **Note** All students must maintain a grade of B or better in all required courses in order to progress in the M.Ed.ITL Program (see Program Handbook)
GRADING SCALE
93-100 A
90-92 A-
87-89 B+
80-86 B

Attendance Policy: The MEd in Initial Teacher Licensure program is an accelerated program. For this reason, attendance is very important. While a student can make up for the knowledge and skills presented in a course assignment, they cannot make up for the knowledge and skills administered as group activities, class participation and hands-on learning. Teacher education candidates are expected to arrive on time, attend all class sessions, and fully participate in face-to-face meetings, field trips, and online interactions. During the semester, unless a class absence qualifies for make-up assignments under ADA requirements, one (1) absence may result in a lowering of the final letter grade by as much as half a letter grade. A second absence during the semester may then result in the lowering of the final grade by up to a full letter grade, in addition to the half of a letter grade lost for the first absence. For example, if your final grade for the semester was an A, and you had 2 absences for the semester, you could receive a B- as your final grade. More than two absences may result in the student meeting with a review board, which can result in dismissal from the program (see Program Handbook).

**Note: All students must maintain a grade of B or better in all required courses in order to progress in the M.Ed.ITL Program (see program handbook).**

If you must miss a class, it is expected that you inform your instructor as soon as possible prior to the absence. Any coursework missed during an absence should be turned in on time. Late assignments may receive a 20% reduction in grade. An absence is not an acceptable excuse for previously assigned coursework with a stated deadline. Students should make arrangements to submit required coursework on time. Tardiness and/or leaving before class is dismissed may affect your grade.

V. Methods of Instruction
Instruction for this course takes multiple forms that include, but are not limited to: discussion, collaboration, demonstration, video reflection/assessment, discussion of classroom observations and instructional strategies observed, discussion of completed professional development, group activities, individual presentations, group presentations, service learning and online lessons.

VI. Clinical Experiences
Clinical Experiences for this course include Classroom observations that include documenting demographic information and classroom observation experiences, Candidate Work Sample (CMAS) and documentation of completed required hours of Professional Development.

VII. Information Literacy/Technological Resources:
Technology
Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer. All program e-mail correspondence must be done using the LMU e-mail system through Pathway.

LiveText
Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at http://college.livetext.com or...
through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

**Library Resources**

The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; Professional Collection, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology”; and ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

### IIX. University Policies:

**Students With Disabilities Policy:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the ADA Coordinator, Dan Graves, with regard to required documentation and in order to make appropriate arrangements. Contact information: dan.graves@lmunet.edu and/or 423.869.6267 (800-325-0900 ext. 6267).

**Counseling:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

**Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies** can be found in the student handbook: LMU’s website: [http://www.lmunet.edu/campuslife/handbooks.shtml](http://www.lmunet.edu/campuslife/handbooks.shtml).

**Course Evaluations:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**Outcomes Assessment Testing:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information). All Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology students must take the General Education Proficiency Profile examination.

LMU’s Inclement Weather Policy can be found at the following link to LMU’s website: [http://www.lmunet.edu/curstudents/weather.shtml](http://www.lmunet.edu/curstudents/weather.shtml). Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

*Unit Commitment to Diversity – The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

**Program Policies**

**Children, Cell Phones, Laptops and Professional Dress in the Classrooms**
- Children are not to be brought to class or left on the site unattended.
• Cell phones are to be silenced at all times while classes are in session so as not to interrupt the flow of instruction and learning.
• It is intended that laptops to be used for assignments only. The unnecessary use of laptops during discussion, lecture, or other classroom activities will be considered inappropriate.
• Teacher candidates should appropriately and dress professionally for scheduled class meeting and school events.

We apologize for any inconvenience this may cause but we must respect the rights of all our students to concentrate uninterrupted. Students who violate these policies may be asked to leave.

**Service Learning/Professional Development:**
All candidates in the MEdITL Program will be required to participate in professional development and service learning projects that must be completed outside the regular schedule of classes. These professional development and service learning hours will be included as a portion of your required coursework and will be evaluated for completion and quality of participation. Faculty will provide specific guidelines for successful completion of these required hours. All service learning and professional development must be approved by the instructor.

**Smoke Free Campus Policy**
All LMU buildings are smoke-free. Smoking is prohibited in all campus buildings for health and safety reasons. Residence hall rooms contain sensitive smoke detectors, and consequently, smoking will trigger smoke detector alarms. Fines of up $250.00 may be imposed on any persons tampering with detectors. Smoking is allowed only outside of facilities.

**Alcohol and Drugs**
Students may not possess, consume, sell, use, or be in the presence of alcoholic beverages or non-medically prescribed drugs on campus grounds, in university buildings, or at university activities.

**IX. Mission Statements:**

**Lincoln Memorial University Mission Statement** can be found at the following link to LMU’s website: [http://www.lmunet.edu/about/mission.shtml](http://www.lmunet.edu/about/mission.shtml).

**EPP Vision and Mission**
The Carter & Moyers School of Education prepares and mentors professional educators of distinction through Values, Education, and Service to be teachers, administrators, school leaders, or other school professionals whose practice will improve student learning.

**DEPARTMENT OF GRADUATE EDUCATION MISSION STATEMENT**
The mission of the Lincoln Memorial University Department of Graduate Education, as a student-sensitive entity, is to prepare professionals with knowledge, skills, competencies, and dispositions to meet the changing needs of society through relevant student-centered experiences.

**M. Ed. in Initial Teacher Licensure Program Mission Statement**
The M. Ed. for Initial Teacher Licensure Program supports the Lincoln Memorial Teacher Education Program’s mission and is dedicated to preparing quality practitioners who are highly effective in their teaching and learning as a result of abilities acquired through rigorous and diverse academic studies, and in collaboration with K-12 schools. This Program strives to develop teacher-leaders who inspire renewal, who are capable of meeting the challenges of an ever increasingly global society, and who possess an understanding of the moral, social, and political dimensions of education.

**X. Course Outline/Assignment/units of Instruction or Clinic Schedule:**

THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER, AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS
XI. Disposition & Ethics:
The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that education professionals exhibit professional dispositions, defined as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.

Candidates recommended from LMU for teacher licensure by the State of Tennessee must exhibit professional dispositions in their interactions with all stakeholders, including classmates, P-12 administrators, cooperating teachers, students, and University faculty, staff and supervisors while in the University environment and in field placements. Reports of behavior, actions, or attitudes that are not considered professional or meeting the professional disposition requirements could result in termination from the MEd in Initial Teacher Licensure Program.

---

Plagiarism/Certification of Authorship

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s for and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.

Certification of Authorship. I certify that I am the author of this paper titled ___________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of
information will affect my status as a graduate student.

Student’s Signature________________ Date ______________

XII. Important Dates in the Academic Calendar Spring 2016:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Registration before classes begin</td>
<td>January 8</td>
</tr>
<tr>
<td>Classes begin (Regular term)*</td>
<td>January 11</td>
</tr>
<tr>
<td>Martin Luther King Jr. Day (special activities)</td>
<td>January 18</td>
</tr>
<tr>
<td>Last day to complete registration/add classes</td>
<td>January 20</td>
</tr>
<tr>
<td><strong>Last day to drop course without “WD”</strong></td>
<td>February 9</td>
</tr>
<tr>
<td>Lincoln Day/Founders Day (special activities)</td>
<td>February 12</td>
</tr>
<tr>
<td>Convocation (9:30 a.m. in session classes &amp; resident students)</td>
<td>February 17</td>
</tr>
<tr>
<td>Mid-term</td>
<td>February 29-March 4</td>
</tr>
<tr>
<td>Last day to drop course without &quot;F&quot;</td>
<td>March 19</td>
</tr>
<tr>
<td>Early Registration Begins</td>
<td>April 4</td>
</tr>
<tr>
<td>Residence halls close (5 p.m.)</td>
<td>March 18</td>
</tr>
<tr>
<td>Spring break (no classes)</td>
<td>March 21-25</td>
</tr>
<tr>
<td>Good Friday (no classes)</td>
<td>March 25</td>
</tr>
<tr>
<td>Residence halls open (1 p.m.)</td>
<td>March 27</td>
</tr>
<tr>
<td>Classes end</td>
<td>April 29</td>
</tr>
<tr>
<td>Final exams</td>
<td>May 2-6</td>
</tr>
<tr>
<td>Commencement (11 a.m.)</td>
<td>May 7</td>
</tr>
<tr>
<td>Residence halls close (2 p.m.)</td>
<td>May 7</td>
</tr>
</tbody>
</table>

XIII. Student Community Engagement

Student Community Engagement A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects literacy to their field of study. For more information visit: [http://www.lmunet.edu/campuslife/initiative/index.shtml](http://www.lmunet.edu/campuslife/initiative/index.shtml) or contact Larry Thacker, Associate Dean of Students.

XIV. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.