## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number: RED 3013</th>
<th>Course Credit: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s): None</td>
<td>Course Title: Teaching Reading and Diagnosing its Growth</td>
</tr>
<tr>
<td></td>
<td>Course Hours: 3</td>
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</tbody>
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<table>
<thead>
<tr>
<th>College: Florida A &amp; M University</th>
<th>Department: Elementary Education</th>
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</thead>
</table>

### Supplies:

- Faculty Name: Thyria Greene Ansley, Ph.D. Thyria.Greene@FAMU.EDU
- Term and Year: Fall 2010
- Office Location: GEC (A) 314 Office Hours: Monday 2:30-5:30, Tuesday 2:30-5:30, Wednesday 2:30-5:30, Thursday 2:30-5:30, Friday 2:30-5:30, Saturday 2:30-5:30

### Course Description

There is no one best way to teach reading. For the past several decades, reading instruction has been characterized by seemingly endless debate over teaching methods. Underlying this debate are the divergent views of "reading as word recognition" versus "reading as the construction of meaning". This course is designed to help teacher candidates, through reflection plus dialogue to understand and apply the concepts of developmental, emergent literacy, and scientifically based research in reading for the elementary school classroom. The course will also lay the foundation for teacher candidates to build a balanced reading program that will ensure that all students can become happy, literate learners.

When pre-service teachers are given an opportunity to demonstrate their philosophy for teaching reading, they will reveal the idea under girding the conceptual framework. Our conceptual framework operates on the belief that all of the themes, services and instruction delivered in our program, assists in producing exemplary professionals. The information presented in this class plays a critical role in helping teacher candidates to integrate theory and application so that they can become exemplary professionals. The objectives included in this course are in keeping with the standards for literacy development set forth by the International Reading Association. Also, the objectives included in this course address specific ESOL standards and indicators.

### Course Purpose

The purpose of this course is to instruct teacher candidates on how to design a developmental reading program in the elementary school curriculum.
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

**DIVERSITY**
- CF 1
- This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1(K)</td>
<td>Understands diverse backgrounds of individuals</td>
<td>F: 5,6,7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.2(S,D)</td>
<td>Acquire the skills and dispositions to understand and support diverse student learning</td>
<td>F: 5,7</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.3(S,D)</td>
<td>Accepts and Foster diversity</td>
<td>F: 5,6</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.5(K,S)</td>
<td>Established a comfortable environment which all students can learn</td>
<td>F: 5,7,9,10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**
- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1(S)</td>
<td>Use of available technology and software to support student learning</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.3(K)</td>
<td>Know fundamental concepts technology</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td>CF 2,3 (K)</td>
<td>Understand fundamental concepts in technology</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
</tbody>
</table>

**VALUES**
- CF 3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1(S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2, 5</td>
</tr>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
<td>F: 5, 6</td>
<td>I: 1, 3</td>
</tr>
</tbody>
</table>
CRITICAL THINKING

- CF4
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 7</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
<td>F: 3, 7</td>
<td>I: 9</td>
</tr>
</tbody>
</table>

URBAN/RURAL EDUCATION

- CF 6
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>F: 9, 10, 11</td>
<td>I: 10</td>
</tr>
</tbody>
</table>

Academic Learning Compact

1. Content Knowledge/Subject Matter - Teacher candidates will demonstrate knowledge of reading instruction with their best practices when preparing the professional development assignment.

2. Communication – Teacher candidates will demonstrate effective communication skills when writing about reading instruction (research paper)

3. Critical Thinking – Teacher candidates will demonstrate the appropriate thinking skills when analyzing professional education cases. (ethics assignment)

4. Diversity – Teacher candidates will demonstrate the ability to select best practices for teaching LEP students to read or read better. (ESOL reading list/assignments)

5. Role of the Teacher – Teacher candidates will demonstrate the understanding of effective reading instruction when planning and executing a reading lesson plan.
Assignment students are required to incorporate the use of technology, professionalism, the role of the teacher as organizer, planner and classroom manager in this single assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>FEAPs</th>
<th>ESOL 2, 4, 5, 6, 8</th>
<th>FTCE SAE</th>
<th>PEU CONCEPTUAL FRAMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development Assignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Test 1 &amp; 2</td>
<td>#4</td>
<td>1.a</td>
<td>1.5</td>
<td>8.d,10.m,</td>
</tr>
<tr>
<td>Vocabulary Test</td>
<td>#4</td>
<td>1.h</td>
<td>1.5,8.b</td>
<td>7.b,8.d,10.e,10.m</td>
</tr>
<tr>
<td>Phonics Book</td>
<td>#4</td>
<td>1.f</td>
<td>3.c</td>
<td>5.e,8.d,10.e,10.h</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>#10</td>
<td>2.a</td>
<td>3.d</td>
<td>4.a,4.d,10.2,10.a,10.b,12.b</td>
</tr>
<tr>
<td>ESOL Reading List</td>
<td>#10</td>
<td>2.d</td>
<td>3.b</td>
<td>3.h,5.f,7.d,7.e,9.h,9.j,10.2,10.1,</td>
</tr>
<tr>
<td>Strategies Notebook</td>
<td>#4</td>
<td>2.a</td>
<td>3.d</td>
<td>5.e,7.c,12.b</td>
</tr>
<tr>
<td>Recreational Reading Test</td>
<td>#9</td>
<td>2.e</td>
<td>3.c</td>
<td>8.d,10.c,</td>
</tr>
</tbody>
</table>

Ethics Assignment #2/1.g/3.c/1.4/6.g, 12.b/Values 3.1, 3.3  ESOL: 2, 4, 5, 6, 8
Phonics Assignment #4/1.f/3.c/3.3/5.e, 8.d, 10.c, 10.h/Professionalism 5.1
Final Exam- #4/1.a/1.5/8.d,10.m/2.1,2.3,2.4,3/ Professionalism 5.1
Contemporary Issues Notebook #4/1.f/3.c/3.3/5.e, 8.d, 10.c, 10.h/Professionalism 5.1
Overall Goals of the Course

- To demonstrate teaching strategies for implementing units requiring conceptual understanding, hands-on experiences, group activity in problem solving, cooperative learning, and technology. (ESOL)
- To show how to design a balance reading program. (ESOL 1, 22, 24)
- To structure an environment so that optimal learning can be achieved. (ESOL)

Specific Behavioral Objectives

Students will gain:

1. Knowledge of how children learn to read ^#8 Knowledge of subject
2. Knowledge of authentic materials and purposeful learning experiences that will facilitate this reading process + LA.A.2.1.3., LA.A.2.2.5
3. Knowledge of techniques to assess students and help them overcome problems in learning how to read ^#1 Assessment. (ESOL 17, 20), LA.A.2.3.4
4. Knowledge in teaching reading strategies in the instructional areas of phonics, word recognition, meaning vocabulary, content area reading (& ESOL-17) and oral and silent reading. + LA.A.1.2.2, LA.A.1.2.3. ^#8KOSM
5. Knowledge in designing and managing a balanced reading program (& ESOL 1)
6. Knowledge of the characteristics and components of the major approaches to reading ^#8KOSM- (& ESOL 15 & 7)
7. Knowledge of the instructional methods that can facilitate the integration of reading with the other language arts + LA.A.1.3.3. (& ESOL 6, 7, 11, 12)
8. Knowledge of how to organize and manage the reading environment ^#9 (ESOL 8)
9. Knowledge of how to assess and facilitate the reading attitudes and interests of students (& ESOL 8, 20, 22, 24) + LA.A.2.3.4. ^#1
10. Knowledge of how to meet the corrective, cultural and enrichment needs of students + LA.A.2.1.2.
11. Knowledge of how to read, comprehend, interpret and discuss professional educational literature
12. Knowledge of how to foster a love of reading ^#11
13. Knowledge of how of exhibit a professional attitude, and behaviors related to the teaching of reading ^#3
14. Knowledge of how to apply current and effective ESOL teaching methodology for delivering instruction to LEP students. (ESOL 6)
15. Knowledge of how to locate and acquire relevant resources in ESOL methodology. (ESOL #7)
16. Knowledge of how to apply content-based ESOL approaches to instruction. (ESOL #12)

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

Approved/Revised 10/30/07
## ESOL Standards

### Domain 2: Language and Literacy (Applied Linguistics)

**Standard 2 (2.1): Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

**Standard 4 (2.3): Second Language Literacy Development**

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning.

### Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

**Standard 5 (3.1): ESL/ESOL Research and History**

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

**Standard 6 (3.2): Standards-Based ESL and Content Instruction**

Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

### Domain 4: ESOL Curriculum and Materials Development

**Standard 8 (4.1): Planning for Standards-Based Instruction of ELLs**

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

### Topical Outline

**Jan. 7-9**
- Orientation/Supplies List
- Pre-Assessment (comprehension & writing)
- Discussion of Conceptual Framework, Accomplished Practices and Sunshine Standards

**Topic # 1 – Class Orientation and Foundation for ESOL work**
- Orientation & Cornell Not-taking/Florida Consent Decree
- KWL Method on Teaching Reading/Review Features of the Text
- Supplies check/Establish the Learning Portfolio
- Review Course Syllabus

**Jan 12-16**
- Lectures: Chapter 1 “The Reading Act” – MLK Holiday
- Chapter 2 “Emergent Literacy”

**Topic # 2 – Emergent Literacy**
- Review for Reading Test 1 and 2

**Jan. 21-23**
- Lectures: Chapter 3 “Word Recognition”
Topic # 4 – Meaning Vocabulary
Jan. 26-30
Chapter 4 “Meaning Vocabulary”

Topic # 5 – Comprehension or constructing meaning from text and Fluency
Chapter 5 “Comprehension 1”
Chapter 6 “Comprehension 2”
ESOL Readings/Cornell Articles/Journal Articles Assignment

Topic # 6 - Phonemic Awareness and Phonics
Feb. 2-6
Phonics Work (tape & script)/children’s books (ESOL)
Behavioral Objectives/Lesson Plans (ESOL)
Distribute Green BB booklet
Reading Test 1 (M & F)

Topic # 7 – Classroom Organization and Management
Feb. 9-13
Lectures: Chapter 7 “Major Reading Approaches”/ESOL Reading List Assignment Due
Chapter 13 “Classroom Organization”
(PDA lecture- do lesson plan & BB on presentation strategy)

Topic # 8 – Readers with Special Needs
Chapter 14 “Readers with Special Needs” (video)
Phonics Tape and Script Assignment Due (M/F)

Topic # 9 - Recreational Reading Program with emphasis on literacy development
Feb. 16-20
Recreational Reading book Test (M/)
(Must own and bring book to class to take test-place name in BOLD writing on inside cover of book)
Discussion of Recreational Reading Material
Review for Midterm
Contemporary Issues Portfolio And Research Paper
Many assignments will have implications for ESOL

Topic # 10 - Values
Feb. 23-27
Cornell- Pieces Discussed from summaries (ESOL)
Ethics Panel Writ Assignment and Discussion (ESOL classroom case) due next class
Reading Test 2 (M/F)

Topic # 11 – Professional Development and knowledge of reading instruction
Mar 2-6
PDA DUE (M/F)
Continued discussions on articles/ESOL/articles part of the discussion
Midterm (M/F)

Mar. 9-13
SPRING BREAK

Mar. 16--20
Review for Final
Phonics Book Due (Baer) (M/F)
Vocabulary Test (M/W) ESOL
Student Presentations-ESOL
Topic # 12 – Integration of the Language Arts

Mar. 23-27
Student Presentations
Research Paper Due (M/W) ESOL

Mar. 30-4/3
Student Presentations

Apr. 6-10
Student Presentations/Basal Text Work
Writ Act Due (M/W), ESOL

April 13-17
Student Presentations
Learning Portfolio Due
Contempt Issue Notebook due and discussion (M/F) ESOL
Post Assessment

Apr.13-17
Student Presentations/Strategies Notebook Due

Apr. 20-24
Student Presentations

Apr. 27-May 1
Final Exam (ESOL-includes questions from chapters 7 & on classroom management techniques)

Males wearing baggy pants that fall below the waistline more than once and students who do not produce documentation that an un passed portion of the FTCE has been taken by the deadline established in class will not earn a grade higher than a “D”.

Tasks/Assignments

Please include your assignment here. They need to be clearly described and they must correspond to the matrices for FEAPS, reading and ESOL

Teaching Methods

Lectures, simulations, technology and group work will be used to instruct teacher candidates on how to establish a developmental reading program in the elementary school curriculum.

Course Evaluation

The course will be evaluated by having the final examination worth 50% of the grade. The remaining portion of the grade will be calculated by having each of the following assignments worth an equal amount:
Grading

The method of grading is as follows:

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 and lower = F

Course Policies

Dispositions: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information.

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
Tentative Course Calendar

Jan. 7-9  Orientation/Supplies List
          Pre-Assessment (comprehension & writing)
          Discussion of Conceptual Framework, Accomplished Practices and Sunshine Standards

**Topic # 1 – Class Orientation and Foundation for ESOL work**

Jan 12-16  Orientation & Cornell Not-taking/Florida Consent Decree
          KWL Method on Teaching Reading/Review Features of the Text
          Supplies check/Establish the Learning Portfolio
          Review Course Syllabus

**Topic # 2 – Emergent Literacy**

Jan. 21-23  Lectures: Chapter 1 “The Reading Act” – MLK Holiday
           Chapter 2 “Emergent Literacy”

**Topic # 3 – Decoding /Word Recognition**

Jan. 26-30  Chapter 3 “Word Recognition”
           Review for Reading Test 1 and 2

**Topic # 4 – Meaning Vocabulary**

Jan. 26-30  Chapter 4 “Meaning Vocabulary”

**Topic # 5 – Comprehension or constructing meaning from text and Fluency**

Feb. 2-6  Phonics Work (tape & script)/children’s books (ESOL)
          Behavioral Objectives/Lesson Plans (ESOL)
          Distribute Green BB booklet
          Reading Test 1 (M & F)

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Vocabulary Test (M/W) ESOL
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Mar. 30-4/3
Student Presentations

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Contempt Issue Notebook due and discussion (M/F) ESOL
Post Assessment

Apr.13-17
Student Presentations/Strategies Notebook Due

Apr. 20-24
Student Presentations

Apr. 27-May 1 Final Exam (ESOL-includes questions from chapters 7 & on classroom management techniques)

**References**

Aaron, Ira E., Jeanne S. Chall, Dolores Durkin, Kenneth Goodman, and Dorothy Strickland. "The Past, Present and Future of Literacy Education: Comments from a panel of Distinguished Educators, Part II." The Reading Teacher, 43 (February 1990), 370-380


Come, Martha, and John K. Beach. "Family Literacy in Urban Schools: Meeting the Needs of At-Risk Children." The Reading Teacher, 48 (July, 1990), 480-490.

ESOL READING LIST/ASSIGNMENTS

Assignment

- Develop a Lesson Plan that includes accommodations to assist LEP students in accordance with the elements of a successful ESOL Program.

- Candidates will be given a specific reading strategy to plan and teach. The lesson plan format they use will be the standardized model for the department. Included in this format is a section for accommodations for LEP students. The grading rubric provides points for how well the candidates choose an appropriate accommodation for these students based on the strategy being taught. (RED 3013)

- Electronic portfolio lesson plans which include ESOL artifacts in the context of developmentally appropriate language acquisition and learning processes. Provide reflective statements.

- Create a list of resources (including ESOL Reading List) for teaching ELL's that you would share with parents and volunteers. This assignment is further explained in the ESOL Readings List with activities addendum. The assessment of this project will be based on the number of credible resources that the teacher candidate lists. There must be at least 10 resources and documentation as to where these ideas can be found. How the candidate plans to share this informational guide must be included. At least 2 ideas for disseminating the information must be submitted. (RED 3013)
• Develop a learning activity for ELL's to develop listening, speaking, reading, and writing holistically. Using principles of language acquisition, demonstrate specific steps to assist the ELL's linguistically during the activity. A scientifically based best practice that helps LEP students to develop the language arts is for the teacher to read orally. Doing so provides a model for fluent oral reading and speaking, a chance to practice listening skills, expand vocabularies, build comprehension, and creating a model for writing and developing syntactic knowledge. (RED 3013)

• After reading an article about how to instruct ELL's regarding developing language proficiency, candidates will put the information into the Cornell note taking format, place it in the Contemporary Issues Notebook and orally present the information to the class. The Contemporary Issues Notebook is a graded assignment. (RED 3013)

• Demonstrate knowledge of teaching reading in the elementary schools today -- knowledge of specific reading strategies. Students will be asked to provide the name of specific strategies that they can match and use to teach reading using the 6 reading components. These reading components include oral language, phonemic awareness, phonics, meaning vocabulary, fluency and comprehension. (RED 3013)

• From a list of materials used in the regular classroom, select specific materials deemed most appropriate for ELL's. Students will have to create a reading center and identify the items that should be added including the items for LEP students. (RED 3013)

• Listen to a phonics taped script and develop a lesson plan detailing how you would teach the lesson to ELL's. Students must create a lesson plan and describe how the plan would be adapted to accommodate LEP students. This lesson plan is included in the phonics tape script assignment. (RED 3013)

• In small group of 2-3 students, create a device/activity to give to the parents of ELL's to aid in reading improvement.

• Develop a management plan for the ELL to use the activity in small groups.

• Develop management plan/instructions for the classroom attendant to work with the ELL's and their parents in the activity. Teacher candidates will get with their learning partners and select an instrument that can be used to give to parents to aid in helping LEP students develop their reading skills. Directions will be provided on the instrument for implementation and evaluation purposes.

• Create a plan to provide a device/activity for parents of ELL's to enhance their reading ability.

• Teacher candidates will design a reading lesson plan that shows reading accommodations for ELL's in accordance with current trends for instructional programs in ESOL. These accommodations must be included on all of the lesson plans written for this class.

ESOL Reading List
Below is a list of readings that you should peruse for this course. You may be asked to put these readings into Cornell Summaries, present to the class, apply a reading strategy to it to aid in understanding the content or answer questions give in a test style. To avoid transfer of work, the assessment format will change from semester to semester at the instructor’s discretion. Therefore, make sure these texts are read and comprehended thoroughly. In addition, you are required to find ESOL articles from professional journals and apply the directions for demonstrating that the articles have been read by following the directions provided in class. For example, you will be asked to assemble a listing of activities and resources for culturally and linguistically diverse students to give to culturally and linguistically diverse parents, school administrators or to the community at large. You will even be asked to assemble ways that the personnel can sensitively respond to and engage culturally and linguistically diverse parents and students. Further, you
will be required to design an assessment piece for LEP students using the selected ESOL standards and or indicators. So as you select your own articles and read the ones from the list, keep these ideas in mind.


DOE Teach: Session 3, Chapter 4. Principles of Second Language Literacy Learning.

Florida Consent Decree


McEwan, K. (2001). Teach the Students Who Can't Read How to Read: Raising Reading Achievement in Middle and High School. Pp 31-61

Opitz, M.F., (ED. 1998). Literacy instruction for culturally and linguistically diverse students: a collection of articles and commentaries

<table>
<thead>
<tr>
<th>Requirement Fulfilled</th>
<th>Initial Fall/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective Option Fulfilled</td>
<td></td>
</tr>
</tbody>
</table>

## SECTION II_INSTITUTIONAL MISSION/GOALS CONNECTION

<table>
<thead>
<tr>
<th>Excerpt(s) Citing Linkage to University Mission Statement</th>
<th>FAMU is committed to teaching, research and public and community service through partnerships at local, state, national and global levels. FAMU recognizes that learning should continue throughout life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excerpt(s) Citing Linkage to University Goal(s) Statements</td>
<td>FAMU is committed to producing graduates who are able to pass all required teacher and professional licensure examinations and are prepared to meet the instructional needs of the students they will serve.</td>
</tr>
</tbody>
</table>

### Row 1

<table>
<thead>
<tr>
<th>Expected Course Outcomes</th>
<th>1. Content Knowledge/Subject Matter - Teacher candidates will demonstrate the comprehension of reading theories with their best practices when writing professional development assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Communication – Teacher candidates will demonstrate effective communication skills when writing about reading instruction.</td>
</tr>
<tr>
<td></td>
<td>3. Critical Thinking – Teacher candidates will demonstrate the appropriate thinking skills when analyzing professional education cases.</td>
</tr>
<tr>
<td></td>
<td>4. Diversity – Teacher candidates will demonstrate the ability to select best practices for teaching ESOL students to read or read better.</td>
</tr>
<tr>
<td></td>
<td>5. Role of the Teacher – Teacher candidates will demonstrate the understanding of effective reading instruction when planning and executing a reading lesson plan.</td>
</tr>
</tbody>
</table>

## SECTION IIIEXPECTED COURSE OUTCOMES

### OUTCOME #1

<table>
<thead>
<tr>
<th>Row 2</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Content Knowledge/Subject Matter – Teacher candidates will demonstrate the comprehension of reading theories with their best practices when writing professional development assignments.</td>
</tr>
</tbody>
</table>

Approved/Revised 10/30/07
### Row 3: Criteria for Success & Methods of Assessment

**Direct Measure(s)**
- At least 80% of the teacher candidates will earn a grade of “C” or higher on the Research Paper.
- 80% of the teacher candidates will earn a grade of “C” of higher on the Professional Development Assignment (PDA).

**Indirect Measure(s)**
- 99% of teacher candidates will participate in multiple questions and answer sessions scheduled at the beginning of class.
- Completion of their learning portfolio-100%.

### Row 4: Summary of Results

**Direct Measure(s)**

**Indirect Measure(s)**

### Row 5: Use of Results (Implemented)

### Row 6: Strengthening Course Action Plan

### OUTCOME #2

<table>
<thead>
<tr>
<th>Row 2</th>
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<tbody>
<tr>
<td>2. Communication – Teacher candidates will demonstrate effective communication skills when writing about reading instruction.</td>
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<table>
<thead>
<tr>
<th>Row 3</th>
<th>Criteria for Success &amp; Methods of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure(s)</td>
<td></td>
</tr>
<tr>
<td>• At least 80% of the teacher candidates will earn a score of 70 or higher on the research paper dedicated to explaining how to develop an effective reading program.</td>
<td></td>
</tr>
</tbody>
</table>

| Indirect Measure(s) |
| • 97% of the teacher candidates will demonstrate the appropriate way to answer a question about reading instruction when queried. |
| • 100% of teacher candidates will see samples of well written documents. This opportunity should help them with their own writing skills. |

<table>
<thead>
<tr>
<th>Row 4</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Direct Measure(s)</td>
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<table>
<thead>
<tr>
<th>Row 5</th>
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<table>
<thead>
<tr>
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</table>
### OUTCOME #3

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<td>3. Critical Thinking – Teacher candidates will demonstrate the appropriate thinking skills when analyzing professional education cases.</td>
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<td></td>
<td>Direct Measure(s)</td>
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<tr>
<td></td>
<td>• 85% of the teacher candidates will score an 80 or above on an assignment that requires them to analyze the actions of another teacher and determine what could have been done better (Ethics Assignment).</td>
</tr>
<tr>
<td></td>
<td>Indirect Measure(s)</td>
</tr>
<tr>
<td></td>
<td>• When expressing opinions about education, at least 78% of the students will be able to orally communicate the use of higher order thinking skills.</td>
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<tr>
<td></td>
<td>• 100% of teacher candidates will hear the teacher use critical thinking skills when solving possible classroom situations that should be avoided.</td>
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### OUTCOME #4

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<td>4. Diversity – Teacher candidates will demonstrate the ability to select best practices for teaching ESOL students to read or read better.</td>
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<td></td>
</tr>
<tr>
<td>Row 2</td>
<td>Outcome</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| Row 3 | Criteria for Success & Methods of Assessment | Direct Measure(s)  
- At least 80% of the teacher candidates will score 70 or higher on the Professional Development Assignment.  
Indirect Measure(s)  
- At least 84% of our teacher candidates will earn a letter grade of B or higher on their final grade report for internship.  
- At least 84% of our directing teachers will assign a letter grade of A to our teacher candidates as their final grade for internship.  
- 100% of the teacher candidates will work in groups to determine the most effective lesson plan with activities that should be used to teach a particular reading strategy. |
| Row 4 | Summary of Results | Direct Measure(s) |
|       |                     | Indirect Measure(s) |
| Row 5 | Use of Results (Implemented) | |
| Row 6 | Strengthening Course Action Plan | |