

**APPENDIX D:**

**Sample Syllabus with FIP-M Chart**

**ELE/EMG 445**

**1. Eastern Kentucky University**

Department of Curriculum and Instruction

**ELE/EMG 445 (with ELE/EMG 445 – Writing Intensive):** Foundations of Reading/Language Arts

Credit Hours: 3

**2. Course Description:** Prerequisites: Junior standing and 2.7 GPA; EDF 203.

Prerequisite/Corequisite: EDF 319 and EDF 310 for transfer students who have credit for EDF 203. An overview of reading/language arts components P-9, teacher competencies, organization and planning for instruction. Field/Clinical Experiences: 20 hours. Credit will not be awarded to students who already have credit for ELE 445, EMG 445, ELE 445W or EMG 445W.

**3. Text:**

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

Instructor specific (check with instructor before purchase): *Zaner-Bloser Handwriting Correspondence Course*.

**4. Student Learning Outcomes:** The education candidate completing this course will be able to:

1. Describe the interrelatedness of the six areas of language arts (reading, writing, speaking, listening, viewing, visually representing). (R.1, R.2, R.3, R.4, R.5, R.7, R.8, R.9, R.10) (W.1, W.2, W.6, W.10) (S.1, S.2, S.3, S.4, S.5) (L.1, L.2, L.3, L.4, L.5, L.6)
2. Identify the developmental stages of reading/writing and describe the applications to classroom practice. (R.1, R.2, R.3, R.4, R.7, R.8, R.9, R.10) (W.1, W.2, W.4, W.6, W.10) (S.1, S.2, S.3, S.4, S.5) (L.1, L.2, L.3, L.4, L.5, L.6)
3. Describe the theories (cognitive, social, and affective) that affect literacy development. (R.1, R.2, R.3, R.4, R.7, R.8, R.9, R.10) (W.1, W.2, W.4, W.6, W.10) (S.1, S.2, S.3, S.4, S.5) (L.1, L.2, L.3, L.4, L.5, L.6)

Writing Intensive SLOs:

4. Demonstrate the writing process and to produce effective documents appropriate to the course level. (W.1, W.2, W.4, W.5, W.6, W.7, W.8, W.9, W.10)
5. Recognize effective writing strategies. (W.1, W.2, W.4, W.5, W.6, W.7, W.8, W.9, W.10)

Field Work Reflections	<ul style="list-style-type: none"> <li>• Assignment reflections narrative feedback</li> <li>• Self-assessment using patterns of reasoning symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation log</li> <li>• Task Stream log submission</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 13
Handwriting exercises	<ul style="list-style-type: none"> <li>• Models of strong exemplar work provided for small group analysis</li> <li>• Models of student work provided for practice with assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Grades assessed using scoring guide</li> </ul>	1, 2
Lesson Plan	<ul style="list-style-type: none"> <li>• Models of both strong and weak exemplar work provided for whole and small group analysis</li> <li>• Self-assessment using scoring guide required prior to assignment submission for grading</li> </ul>	<ul style="list-style-type: none"> <li>• Grades assessed using scoring guide</li> </ul>	1, 2, 5, 6, 8, 9, 10, 11, 12
Writing Tasks – (Research Paper for Writing Intensive sections)	<ul style="list-style-type: none"> <li>• Mini-lessons arranged to scaffold content knowledge with individual feedback with each lesson</li> <li>• Focused revision using models of strong and weak work provided</li> <li>• Thesis statement submitted for descriptive feedback; multiple revisions (re-drafting) accepted</li> <li>• Peer-review of drafts required by multiple sources (NOEL Studio, trusted peer, and instructor) using a feedback form (min. 3 required)</li> <li>• Engagement in self-reflection using scoring guide prior to final submission</li> </ul>	<ul style="list-style-type: none"> <li>• Grades assessed on final draft using scoring guide</li> </ul>	13, 14, 15, 16
Quizzes/Final	<ul style="list-style-type: none"> <li>• Answers to checkpoint quiz questions available during assessment w/feedback provided that</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz/Exam Scored</li> </ul>	1, 2, 3, 4, 6, 7, 8, 10, 11, 13

	references text page numbers and key information; individual consultation available with instructor		
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**6. Student Progress:**

Students are responsible for monitoring their own progress and computing their grades continually as each graded assignment and quiz is returned by the instructor through Blackboard or during class. Point values listed on the syllabus are tentative; class cancellations, inclement weather, etc. can affect the number of available assignments in some categories.

**7. Attendance Policy:**

Attendance at all class sessions is expected! **Two (2) absences of any class meetings will result in automatic failure.** Class sessions missed because of late entry into the class are considered absences. The student is responsible for presenting the instructor with a reason for absence in order to be considered for an opportunity to make up missed work. Adequate reasons for class absences include personal illness, death or serious illness in the immediate family, or participation in an approved University activity.

All assignments are due as posted on the course calendar. Only those students who are absent from class with an excused absence will be permitted to make up missed work. *Participation online does not replace attendance at face-to-face class sessions. Nor, should students consider online sections as independent study courses. Online, blended, and ITV sections require the same level of class participation as face-to-face sections. They also require competency in using technology tools and Blackboard.*

**8. Notification of the last day to drop the course is included in the university schedule.**

**9. Disabilities Statement:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

**10. Academic Integrity Statement:**

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

**PLAGIARISM:**

Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source. In short, to plagiarize is to give the impression that you have

written or thought something that you have, in fact, borrowed from someone else. Plagiarism is not tolerated by the College of Education. To borrow the ideas or works of ECU students, past or present, without the proper citation, is one common example of plagiarism.

### 11. Course Requirements:

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

### Special Instructions:

1. For the individual writing project (Writing Intensive sections), you must send your final electronic copy in Blackboard Safe Assign by the deadline posted in the course calendar. Several review checkpoints are required before submission of a final draft.
  - o All documents must be in MS WORD; students without knowledge of MSWord Review Comment functions should watch the Microsoft video tutorial.
  - o You must include your ID number (not your name) on the title page of the document. A copy of this document will be sent to a committee (TCAC) to evaluate the overall success of writing-intensive courses. Your ID number will allow the University to track students' progress over time, without seeing your name. Very rarely, a paper may be printed to use for training purposes. When this occurs, the ID number is removed before printing. *Your participation in this course signifies your permission for release of your writing developed during this course for training and assessment purposes at ECU.*
2. You are required to submit your field experience signature log to your Task Stream Field Evaluation Portfolio. Submit a scan of the signed log for each school to a Field Experience folio and complete the school demographic data for the school in which you observed. If you work in three (3) schools, you will submit three (3) field logs with school demographic data. Submit to your instructor through Task Stream for evaluation.

### 12. Course Outline:

- a. Approaches to Reading Instruction
- b. Handwriting Development
- c. Five Areas of Language Arts
- d. Handwriting
- e. Meeting Diverse Learning Needs
- f. Field and Clinical Experiences
- g. Lesson planning
- h. Appropriate dispositions (attitudes, beliefs, and/or perceptions)
- i. Stages of Receptive and Expressive Language Development
- j. Content and Pedagogy of an Effective Reading Program
- k. Phonemic awareness

- l. Phonics
- m. Fluency
- n. Vocabulary
- o. Comprehension
- p. Writing
- q. Assessment
- r. Programs/Materials for Reading Instruction
- s. Grouping and Classroom Organization
- t. Home/School Connections

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

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

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

PLC

Revised Summer, 2011 by Eastern Initiative

(Blakely, Deters, Ecton, Fair, & Madden)

Course P/N	Course Title
ELE/EMG 445 (with/without W)	Foundations of Reading/Language Arts

**RELATIONSHIP TO:**  
**College of Education Conceptual Framework**

✓	<b>CF1:</b> Knowledge Element - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
✓	<b>CF2:</b> Pedagogical Skills - Enables the professional educator to facilitate learning for all students.
✓	<b>CF3:</b> Dispositions - Includes the professional attitudes, values and beliefs that support student learning and development.
✓	<b>CF4:</b> Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.
✓	<b>CF5:</b> Diversity - Reflects the Unit's commitment to preparing candidates to support learning

for all students
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**Kentucky Teacher Standards – Initial**

Initial	
	<b>STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE</b>
✓	1.1 Communicates concepts, processes, and knowledge.
✓	1.2 Connects content to life experiences of student.
✓	1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
Initial	
	<b>STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION</b>
✓	2.1 Develops significant objectives aligned with standards.
✓	2.2 Uses contextual data to design instruction relevant to students.
✓	2.3 Plans assessments to guide instruction and measure learning objectives.
✓	2.4 Plans instructional strategies and activities that address learning objectives for all students.
✓	2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.
Initial	
	<b>STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE</b>
✓	3.1 Communicates high expectations.
✓	3.2 Establishes a positive learning environment.
✓	3.3 Values and supports student diversity and addresses individual needs.
✓	3.4 Fosters mutual respect between teacher and students and among students.
✓	3.5 Provides a safe environment for learning.
Initial	
	<b>STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION</b>
✓	4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
✓	4.2 Implements instruction based on diverse student needs and assessment data.
✓	4.3 Uses time effectively.
✓	4.4 Uses space and materials effectively.
✓	4.5 Implements and manages instruction in ways that facilitate higher order thinking.
Initial	
	<b>STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS</b>
✓	5.1 Uses pre-assessments.
✓	5.2 Uses formative assessments.

	5.3 Uses summative assessments.
✓	5.4 Describes, analyzes, and evaluates student performance data.
	5.5 Communicates learning results to students and parents.
	5.6 Allows opportunity for student self-assessment.
Initial	
	<b>STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY</b>
✓	6.1 Uses available technology to design and plan instruction.
	6.2 Uses available technology to implement instruction that facilitates student learning.
	6.3 Integrates student use of available technology into instruction.
	6.4 Uses available technology to assess and communicate student learning.
✓	6.5 Demonstrates ethical and legal use of technology.
Initial	
	<b>STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING</b>
✓	7.1 Uses data to reflect on and evaluate student learning.
✓	7.2 Uses data to reflect on and evaluate instructional practice.
✓	7.3 Uses data to reflect on and identify areas for professional growth.
Initial	
	<b>STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS</b>
✓	8.1 Identifies students whose learning could be enhanced by collaboration.
✓	8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
	8.3 Implements planned activities that enhance student learning and engage all parties.
	8.4 Analyzes data to evaluate the outcomes of collaborative efforts.
Initial	
	<b>STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT</b>
✓	9.1 Self assesses performance relative to Kentucky's Teacher Standards.
✓	9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
	9.3 Designs a professional growth plan that addresses identified priorities.
	9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
Initial	
	<b>STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION</b>
✓	10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
	10.2 Develops a plan for engaging in leadership activities.
	10.3 Implements a plan for engaging in leadership activities.
	10.4 Analyzes data to evaluate the results of planned and executed leadership

efforts.
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**EKU GOALS**

✓	<b>EKU-G1.</b> To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
✓	<b>EKU-G2.</b> To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
✓	<b>EKU-G 3.</b> To promote learning through high quality programs, research, and support services.
✓	<b>EKU-G4.</b> To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
✓	<b>EKU-G5.</b> To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

**EPSB Themes**

Diversity	Assessment	Literacy/Reading	Closing Achievement Gap
✓	✓	✓	✓

**SPA's IDENTIFIED BY NCATE**

List the standard number(s) used as identified by the SPA		
	ISTE	Computer Science
✓ (1, 4b, 4c, 4d)	NAEYC	Early childhood Education
	ELCC	Educational Leadership
	ISTE	Educational Technology Facilitation
	ISTE	Educational Technology Leadership
✓ (1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 4.0, 5.1)	ACEI	Elementary Education
✓ (1, 3, 4, 5, 6, 7, 8, 9, 11, 12)	NCTE	English Language Arts – Secondary
	NAAEE	Environmental Education
	ACTFL	Foreign Language
	NAGC-CEC	Gifted and Talented Education
	AAHPERD & AAHE	Health Education
✓ (1, 2, 3, 4, 5)	IRA	International Reading Association
	NCTM	Mathematics Education
✓ (1, 3, 5)	NMSA	Middle School (NMSA)
	AAHPERD & NASPE	Physical Education
✓ (1, 2, 3.1, 4.3)	IRA	Reading Professional



	ALA	School Library Media Specialist
	AECT	School Media and Educational Technology
	NASP	School Psychologist
	NSTA	Science Education
	NCSS	Social Studies
	CEC	Special Education
	TESOL	Teaching English as a Second Language
	ITEA/CTTE	Technology Education

**College and Career Readiness Anchor Standards Alignment**

**F** = Factual – Instructors expect students to identify and explain what is expected by the standard.

**I** = Interpretive – Instructors prompt (through an assessment) students to apply the standard effectively in the context of the course / discipline.

**P** = Procedural – Instructors expect students to apply the standard strategically and intentionally in the context of the course / discipline without prompting.

**M** = Metacognitive- Instructors expect students to articulate how the standard affects learning for themselves or others. (Think about their own knowledge, thinking and learning and the knowledge, thinking and learning of their students)

<b>Reading</b>	<b>R - 1</b>	<b>R - 2</b>	<b>R - 3</b>	<b>R - 4</b>	<b>R - 5</b>	<b>R - 6</b>	<b>R - 7</b>	<b>R - 8</b>	<b>R - 9</b>	<b>R - 10</b>
Using standards as a learner	F I 1,2,3, 4, 5, 7, 8, 9, 10,13 P 1,2,3, 4, 5, 10, 13 M	F 1, 2, 3, 4,7, 8, 9, 10, 13 I 1, 2, 3, 4, 5, 13 P M	F 1, 2, 3, 4, 7, 9, 10, 13 I 1, 2, 3, 4, 10, 13 P M	F 1, 2, 3, 4, 8, 13 I 1, 2, 3, 4 P M	F 5 I P M	F 8 I P M	F 1, 2, 3, 4, 8 I 1, 2, 3, 4, 5 P M	F 1, 2, 3, 4, 7, 8, 13 I 1, 2, 3, 4, 5 P M	F 1, 2, 3, 4, 5, 7, 8, 9, 13 I 1, 2, 3, 4, 5 P M	F 1, 2, 3, 4, 7, 8 I 1, 2, 3, 4, 5 P M
Using standards as a teacher	F 9 I P M	F 9 I P M	F 9 I P M	F I P M	F I P M	F I P M	F 6 I 6 P M	F 6 I 6 P M	F 6, 9 I 6 P M	F 6 I 6 P M
<b>Writing</b>	<b>W - 1</b>	<b>W - 2</b>	<b>W - 3</b>	<b>W - 4</b>	<b>W - 5</b>	<b>W - 6</b>	<b>W - 7</b>	<b>W - 8</b>	<b>W - 9</b>	<b>W - 10</b>
Using standards as a	F1, 2, 3, 4, 9,14,	F1, 2, 3, 4, 5, 9,	F I P	F 5, 14, 15,	F 14, 15, 16	F 1, 2, 3, 4, 5, 11,	F 14, 15, 16	F 14, 15, 16	F 6, 14, 15,	F 1, 2, 3, 4, 14,

learner	15,16 I 1,2,3, 4,14,15, 16 P M	14,15, 16 I 1,2, 3,4,14, 15,16 P M	M	16 I 1, 2, 3, 4, 14, 15, 16 P 1 M 14, 15, 16	I 14, 15, 16 P M	12, 14, 15, 16 I 11, 12,14, 15, 16 P M	I 14, 15, 16 P M	I 14, 15, 16 P M	16 I 6, 14, 15, 16 P M	15, 16 I P M
Using standards as a teacher	F I P M	F I P M	F I P M	F I P M	F 5 I P M	F I P M	F I P M	F I P M	F 6 I 6 P M	F 6 I 6 P M
<b>Speaking and Listening</b>	<b>S/L - 1</b>	<b>S/L - 2</b>	<b>S/L - 3</b>	<b>S/L - 4</b>	<b>S/L - 5</b>	<b>S/L - 6</b>				
Using standards as a learner	F1, 2, 3, 4, 5, 6, 10 I P M	F1, 2, 3, 4, 5, 6, 10, 13 I P M	F1, 2, 3, 4, 5, 6, 10 I P M	F1, 2, 3, 4, 6, 10 I 1, 2, 3, 4 P M	F1, 2, 3, 4, 6, 10, 11, 12 I 11, 12 P M	F 6, 11, 12 I 11, 12 P M				
Using standards as a teacher	F 6 I 6 P M	F 6 I 6 P M	F 6 I 6 P M	F 6 I 6 P M	F 6 I 6 P M	F 6 I 6 P M				
<b>Language</b>	<b>Lang.-1</b>	<b>Lang.-2</b>	<b>Lang.-3</b>	<b>Lang.-4</b>	<b>Lang.-5</b>	<b>Lang.-6</b>				
Using standards as a learner	F I P 1, 2, 3, 4 M	F I P 1, 2, 3, 4 M	F 1, 2, 3, 4, 6, 13 I 6 P M	F 5, 6 I 5 P 1, 2, 3, 4, 6 M	F 1, 2, 3, 4, 5, 6 I 5, 6 P M	F 1, 2, 3, 4, 5, 6 I 5, 6 P M				
Using standards as a teacher	F I P M	F I P M	F 6 I 6 P M	F 6 I 6 P M	F 6 I 6 P M	F 6 I 6 P M				