

Chaminade University of Honolulu
ED 415 Teaching Reading in the Elementary School
Winter 2011

INSTRUCTOR:	Kathleen Evans Kathleen.evans@adjunct.chaminade.edu 808.497.7505
OFFICE HOURS:	By appointment
TIME and LOCATION:	Hybrid: 1/3/11 - 3/3/11 Four on-ground face to face meetings on 1/6/11, 2/3/11, 2/17/11 and 3/3/11 and Online: http://www.chaminade.ecollege.com
WEB BASED COURSE:	Go to: http://www.chaminade.ecollege.com Login: using your CUH student id (7 digit) Password: Last 4 digits of your SSN Click on the Academics tab, choose ED415. If you do not see your course listed or have difficulty logging in please contact Jon Nakason at 808-739-8327 or email him at jnakason@chaminade.edu
TEXT:	Tompkins, Gail E (2010). <i>Literacy for the 21st Century: a balanced approach. 5th ed.</i> Upper Saddle River, NJ. Merrill Prentice Hall. ISBN-10 0-13-700518-t The textbook's companion website, www.prenhall.com/tompkins This text may be available for purchase as an electronic e-book for 180 days at a lower purchase fee. Please inquire with instructor for details.
CATALOG DESCRIPTION:	The goal of this course is to develop competence in teaching reading at the elementary level using an integrated model which links reading to other literacy processes of writing, listening, speaking and thinking.
MAJOR COURSE TOPICS	What literacy is, how it is learned and how literacy is taught through research-based practices. The use of supportive technology in teaching reading. History and trends in teaching literacy and the role of culture in

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	literacy development.	
PROGRAM OUTCOMES:	The successful teacher candidate plans (designs meaningful learning experiences that incorporate knowledge of content, students, learner outcomes pedagogy and assessment of literacy development) and adapts (evaluates elements of change in the classroom and the wider world, actively bringing this awareness to work with students, faculty and other members of the community).	
STUDENT LEARNING OUTCOMES:	Outcomes	How will outcomes be achieved?
	<p>Students will articulate their understanding of reading and the interrelated literacy processes of writing, speaking and thinking. HTSB 5</p> <p>Students will engage in learning research-based methods for teaching reading to diverse students HTSB 1, 3</p> <p>Students will examine history, issues and trends in reading instruction. HTSB 5, 10</p> <p>Students will demonstrate an understanding of the links between academic work and real-life</p>	<p>Discussions/ responses/ and weekly journals; in class assignments; Observation assignment and reflection paper, final paper on teaching reading,</p> <p>Signature Assignment on lesson planning.</p>

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	situations.	
ACADEMIC REQUIREMENTS:	Participation in four on-ground and ten online class discussions is a mandatory requirement of this course. In addition, there are four assignments that are described in detail in ECollege. This includes one signature assignment that will be your final exam.	
Signature Assignment	Lesson Planning and Implementation - Submit an exemplary lesson plan that you will develop and implement as your final presentation to the class.	
Assignments	<p>Welcome Introduction 1 @ 5 pts ea = 5 points</p> <p>Discussions 10 @ 2 pts ea x 10 = 20 points</p> <p>Responses to Classmates @ 1 pt ea x 10 = 10 points</p> <p>Weekly Journals @ 1 pt ea x 10 = 10 points</p> <p>Observation 1 @ 15 pts ea = 15 points</p> <p>Reflection Paper 1 @ 10 pts ea = 10 points</p> <p>Final Paper 1 @ 10 pts ea = 10 points</p> <p>Signature Assignment 1 @ 20 pts ea = 20 points</p> <p>-----</p> <p>Total Possible Points = 100</p>	
Grading Scale	<p>93-100: A</p> <p>85- 92: B</p> <p>77-84: C</p> <p>69-76: D</p> <p>68-0: F</p>	
UNIVERSITY, DIVISION and INSTRUCTOR POLICIES:	<p>Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following: (1.) Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory. (2.) Paraphrasing the work of another without proper author</p>	

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acknowledgment. (3.) Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Incomplete: An incomplete may be given to a student who did not complete a portion of the work or final examination due to circumstances beyond the student's control. The incomplete contract must be signed by the student and the instructor before the course ends, and all work must be completed in 90 days or the incomplete will revert to the grade that the student would have earned. This grade and the date the work is due will be specified on the incomplete contract.

Please refer to your Student Handbook, General Catalog, and the Education Division Policy Manual for other important institutional and academic policies including more detail information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.

Education Division's Attendance Policy: Absences totaling more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should drop the class. DUG TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than 6 classes results in failure or withdrawal Tardy: 10% of class time is equivalent to $\frac{1}{2}$ class absent; 8 min. = $\frac{1}{2}$ class absence. Exceptions arranged via email for valid reasons.

Other: Parts of your work may be used by the Education Division for accreditation purposes unless otherwise noted by you at the time documents are submitted.

Support our classroom learning community by NOT using any electronic devices during class time.

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**Chaminade University
Mission Statement:**

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, work and service. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade University of Honolulu encourages the development of moral character and personal competencies, and the commitment to build a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims. Five characteristics of the Marianist approach to education are: Educate for formation in faith; provide an integral, quality education; educate in family spirit; educate for service, justice and peace; and educate for adaptation and change. These values should be kept central to meaningful literacy teaching both in this class and your future classrooms.