Foundations of Literacy in the
21st Century Elementary Classroom
EE 309 (70)
Fall 2023 Syllabus*

Professor: Dr. Nancy Carr
Office Location: Stevens 215
Office Hours: Tuesday and Thursday (4:15 p.m.– 6:15 p.m.) and virtually via Zoom by appointment, email CarrN@carolinau.edu
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*The syllabus is subject to change. Any changes will be notified on the CU eLearning course platform and via email. This course is a Session I course held in Deeds D201 on Tuesday & Thursday from 2:40-4:10 p.m. from August 7th – September 24th.

Carolina University Mission Statement

Carolina University is a Christ-centered University committed to educating aspiring leaders worldwide through exceptional teaching, scholarly research, creative innovation, and professional collaboration.

Course Information

COURSE DESCRIPTION
This course explores the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension with a strong focus on the first three. Students learn the structure of the English language and evidence-based strategies for teaching based on student needs as informed by data. Methods of assessment are discussed and practiced. The importance of listening and oral language skills, integrating writing and reading instruction, and teaching students using high leverage practices that are effective for all students is integrated throughout the learning process.

This course will utilize textbook readings, academic journal articles and blogs, online modules and videos, professor-led discussions, and student collaborations.

Required Course Text & Articles:
Literacy for the 21st Century: Balancing Reading, Writing, and Instruction-8th edition by Gail E. Tompkins and Emily Rodgers

Recommended Resources (for Writing Guideline Reference):
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.
* It is also available on
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for mat.html

Objectives

In this course, the professor will demonstrate and cover the following:

1. Students will gain an understanding of the five components of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension with a strong focus on the first three.
2. Students will learn the structure of the English language and evidence-based strategies for teaching based on student needs as informed by data. Methods of assessment are discussed and practiced.
3. The importance of listening and oral language skills, integrating writing and reading instruction, and teaching students using high leverage practices that are effective for all students is integrated throughout the learning process.

COURSE LEARNING OUTCOMES (CLOs)
Upon completion of this course, students will be able to:
1. Explain and evaluate the five components of reading.
2. Apply evidence-based strategies for teaching literacy.
3. Demonstrate knowledge and skills to teach effective reading and literacy instruction strategies through differentiated instruction and motivational strategies.
4. Demonstrate professionalism throughout the course

Course Requirements and Assignments

I expect all students in this class to become highly knowledgeable, skillful educators who are life-long learners and activists for social justice. In addition, I hope you will:

- demonstrate professionalism as educators, each student should: -
- be responsible for submitting assignments in a timely manner and contacting me, if you are not able to follow the course schedule for any reason.
- work hard on assignments to develop knowledge, skills, and attitudes to be competent, skillful, and responsive educators.

Assignments:*

Reflection Paper: Applying Literacy Instruction in Today's Global Society – 20 points

Learning Community Collaboration: 8 x 10=80 points

Final Presentation: 100 points

Attendance: 7 x 5=35 points

*For rubrics and a complete description of assignments please check the CU eLearning Platform

Course Schedule

Course Schedule*
This is a Session I course, which runs from 8/7/2023-9/24/2023

	Course Schedule
Week 1	**Class Agenda:** Review Syllabus Lecture **Homework:** Welcome Post Submission Learning Community Collaborations Readings
Week 2	**Class Agenda:** Lecture **Homework:** Learning Community Collaborations Readings

Week 3	**Class Agenda:** Lecture **Homework:** Learning Community Collaborations Readings
Week 4	**Class Agenda:** Lecture **Homework:** Learning Community Collaborations Readings
Week 5	**Class Agenda:** Lecture **Homework:** Learning Community Collaborations Readings
Week 6	**Class Agenda:** Lecture **Homework:** Learning Community Collaborations Readings
Week 7	**Class Agenda:** Lecture **Homework:** Learning Community Collaborations Readings

Course Grading

Assignment Type	Assignment (points)
Reflection Paper	20
Learning Community Collaboration (8 total x 10 points each)	80
Final Presentation	100
Attendance (7 x 5 points each)	35
TOTAL	**235**

Course Assessment Mapping

Assessment	Course Learning Outcome(s) Met
Reflection Paper	CLO 1
Learning Community Discussions	CLO 1, 2, 4
Final Presentation	CLO 1, 4
Attendance	CLO 1, 2

University Policies

Late Assignment Policy

- Students are expected to inform professors prior to a scheduled absence and understand work may be made up at the professor's discretion to ensure full credit.
- Upon an unexpected absence from class, the student should contact the professor immediately to discuss make-up work and submit such work in a timely manner.
- Students should not wait until the end of the session to deal with concerns about absences.

Grading Scale

Grade	Point Value	Range	
		Undergraduate	Graduate
A	4	94-100	96-100
A-	3.7	90-93	93-95
B+	3.3	87-89	90-92
B	3	83-86	87-89
B-	2.7	80-82	85-86
C+	2.3	77-79	82-84
C	2	73-76	79-81
C-	1.7	70-72	77-78
D+	1.3	67-69	74-76
D	1	60-66	70-73
F	0	<60	<70

Instructor Student Interaction & Communication

- Please use email whenever possible.
- Faculty should respond to all emails and voicemail messages within 1 day.
- Grading of assignments is to be done within 3 days for regular assignments (this includes attendance) and 7 days for larger assignments.
- Some assignments may require additional time to grade due to the length of the project and the directive to provide substantive feedback that will assist you throughout the learning process. In cases where the assignment is not returned with feedback within the stated period, refer to communication from your professor to facilitate expectations on subsequent assignments. Students are not expected to apply adjustments on subsequent assignments in advance of returned grading and feedback.

All CU faculty and students are provided means of electronic communication (e.g. email, video conferencing, chat features, discussion boards, etc.) All employees and students are required to use official university electronic accounts for official university correspondence. This policy is meant to include both synchronous and asynchronous communication. **Faculty and staff are not obligated to read, receive, or respond to communications where these guidelines are not followed.** Email must be checked regularly, especially when enrolled in an active course. Adhere to the following guidelines when communicating online with professors, university employees, and other students.

- Accounts: Only university email and related systems should be used for institutional communications. Do not use personal email or video conferencing accounts.
- Names: Refer to professors and CU employees by their last names with appropriate honorifics (e.g., "Dr." or "Prof."). For professors, if you cannot easily verify their degree or

status, "Prof." is most appropriate—not "Ms." or "Mr." *Under no circumstance should you use first names unless given explicit permission.*

- Introductions: Use subject lines appropriately and begin any course-specific email with your first and last name, the course number, and your exact section number or meeting time (e.g., "101-05," "9 am MW," but not "this morning").
- Grammar and Style: All written communications must conform to standard English. Emails and discussion board posts should not resemble text message, chat, or social media posts. Use complete sentences with correct capitalization, spelling, punctuation, and grammar.
- Coordination: All members of a synchronous, online interaction should participate by the same mode of interaction when possible. For example, join video conferences with video. This is especially true for one-on-one meetings with your professor and small group video discussions in or outside of class.
- "Class" Conduct: When participating in synchronous classes or meetings (especially when using video), conduct yourself as if in the classroom. Be on-time and mentally present. Be seated at a desk or table. Dress according to classroom standards. Do not introduce distractions into the interactions and be prepared to stay for the duration of the session per normal classroom behavior.
- Complexity: In general, asynchronous communication is appropriate for simple questions and activities. Complex questions that require more than one simple response should be addressed synchronously—during class is often best. If you are unable to ask your question during class, or it is too personal to do so, use an asynchronous method to arrange a synchronous meeting.
- Boundaries: Synchronous communication is less formal than asynchronous. However, the appropriate use of names, language, acronyms, and emojis must still conform to classroom standards. Since we do not all share the same online culture, be prepared to explain yourself if your acronym or emoji is not understood. Be polite and respectful when asking for clarification, and gracious when misunderstandings occur.

Course Attendance and Participation

All courses follow specific attendance policies found in the [Academic Catalog](#) for that course level and format. It is the student's responsibility to be familiar with these policies and to keep track of their own attendance. Per the university attendance policy, accrued absences may contribute negatively toward a student's final grade.

Carolina University faculty will assess course participation and may assign grade points as deemed appropriate for the course and subject matter. Participation may be gauged by attending online or in-person classes, lectures, or labs, submitting coursework, engaging in workshops or other interactive computer-assisted teaching activities, engaging in group study or online discussions curated by the instructor, or otherwise interacting with an instructor about academic matters by Zoom or other means. Students should refer to the assignment weighting table and course specific policies for details on participation assessments.

Disability Assistance

Carolina University welcomes students, faculty, staff and visitors with disabilities to our campus and to our programs. Our goal at CU is to ensure an accessible, inclusive welcoming learning and working environment for individuals with disabilities while complying with federal and state regulations.

Students with disabilities are encouraged to reach out to University Accessibility Services (UAS) as soon as possible to explore possible accommodations. UAS serves as a central resource on disability-related information, procedures and services for the university community and partners will work with the student and any other campus partners to identify barriers and implement plans for access. More information about UAS can be found at https://carolinau.edu/university-accessibility-services

Academic Integrity and Misconduct

The Student Handbook has a detailed list of different ways students show a lack of academic integrity, including academic technology misuse, cheating, complicity, fabrication or invention, falsification, forgery, multiple submissions, plagiarism, and sabotage.

Academic integrity is the honest and responsible conduct of studies, scholarship, research, information collection, and presentation. The university expects students to submit assignments that are original to them and to properly cite and reference other peoples' ideas using the prescribed style guide. The very foundation of a good university education is academic integrity. Learning how to express original ideas, cite sources, work independently, and report results accurately and honestly are skills that carry students beyond their academic careers. If a student is uncertain about an issue of academic honesty, they should consult the faculty member to resolve questions in any situation prior to the submission of the academic exercise.

Maintaining your academic integrity involves:
- Creating and expressing your own ideas in course work.
- Acknowledging all sources of information including verbal, written, digital, and graphic.
- Completing assignments independently or acknowledging collaboration.
- Attending classes, exams, and required academic events.
- Accurately reporting results when conducting your own research.
- Honesty during examinations.
- Not tampering with or misusing technology.
- Not aiding or abetting other students in violating any academic rules or policies.

Courses at Carolina University will utilize proctoring for select exams to ensure exam integrity. Per Carolina University directives, all exams that represent 25% or more of a course grade are required to be proctored. Instances of cheating or inappropriate behavior will be considered violations of the Academic Integrity policy and will result in disciplinary action.

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. All researchers are expected to acknowledge the use of another author's words by the use of quotation marks around those words in the text of a paper and by appropriate citations. Plagiarism can occur in an oral, written, or media project submitted for academic credit or for some other benefit. Examples of plagiarism include (but are not limited to), the following:
- Word-for-word copying of another person's ideas or words;
- Mosaic (interspersing of one's own words here and there while, in essence, copying another's work);
- Paraphrasing without citation (the rewriting of another's work, yet still using their fundamental idea or theory);
- Submission of another's work as one's own;
- Having another person write a paper;
- Buying or procuring a ready-made paper from a research paper "service" on the Internet or from another such service;
- Neglecting quotation marks on material that is otherwise acknowledged;
- Fabrication of references (inventing or counterfeiting sources)