A. Description:  

On-line Course

Comprehensive study of the teaching materials and strategies that are appropriate for teaching reading in grades five through eight. Special emphasis will be placed on reading instruction in the content areas. Prerequisite: ELE/EMG 445 or ESE 574 or comparable course.

On-line Chats for EMG 806.003 will meet on WebEx Five (4) times throughout the semester.

**EMG 806.001 will meet on the following Monday dates:**
6:30-8:30 Tuesday
6:30-8:30 Tuesday
6:30-8:30 Tuesday
6:30-8:30 Tuesday
6:30-9:00 Tuesday

**EMG 806.002 will meet on the following Thursday dates:**
6:30-8:30 Thursday
6:30-8:30 Thursday
6:30-8:30 Thursday
6:30-9:00 Thursday
6:30-9:00 Thursday
Other Text: You will choose one text from the list below for your professional literature study. Do not order until we meet the first week. You will choose books and professional literature club members during the WebEx sessions. After you have your book and group then order.

1. Evidence-Based Instruction in Reading A Professional Development Guide to Family Involvement
3. Teaching Middle School Writers, Laura Robb Heinemann, 2010
4. Literacy Remix Bringing Adolescents In and Out of School Literacies, Jesse Gainer & Diane Lapp, IRA, 2012
6. Mathematical Literacy in the Middle and High School Grades by Faith Wallace and Mary Anna Evans 2013

Student Learning Outcomes: Students completing this course will:

1. Identify and describe cognitive bases of the reading process.
2. Describe stages of reading and writing.
3. Demonstrate knowledge of the major factors that influence pedagogical literacy skills for teaching.
4. Select effective strategies and instructional materials that promote reading and writing development.
5. Demonstrate knowledge of skills in all basic areas of literacy (reading, speaking, listening, and writing) and ability to develop a systematic approach to their development.
6. Evaluate research, commercial materials, student content textbooks and strategies concerned with reading instruction.
7. Adapt instruction for students with diverse linguistic or cultural backgrounds and/or ability levels.
8. Observe lessons and develop materials which will encourage appreciation of the enjoyment of reading.
9. Develop plans for grouping children for reading instruction based on needs and interests.
10. Develop and demonstrate activities for developing a lifelong interest in language and reading.
11. Evaluate technology to enhance the development of literacy.
12. Plan strategies for team teaching and collaboration in primary and intermediate programs.
13. Review state, national and professional learned societies’ standards for teaching language arts and utilize these in developing their own curriculum for the P-5 programs.
14. Define strategies for creating professional collaboration projects and parent/community partnerships in reading programs.
1. **Evaluation Method:**

   (92-100%) = A  
   (83-91%) = B  
   (74-82%) = C  
   (65-73%) = D  
   (0-64%) = F

2. **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.

3. **Attendance Policy**
   Absences equating 20% of class meetings will result in automatic failure. Class sessions missed as a result of late entry will be counted as absences. For an online course, this translates into no more than 3 missing chats, discussion board posts, or assignments. The student is responsible for presenting adequate reason for absences for assignments, discussion boards and/or chat sessions to the instructor in order to be given an opportunity to make up missed work. Adequate reasons include personal illness, death or serious illness in the immediate family, or participation in an approved university activity. A one-hundred percent online course requires students to be “active” and “productive” in the Blackboard course site multiple times/days each week. This Online Course will meet five times during the semester. The on-line meetings will be hosted through WebEx. You will receive information from Erika Larson on instructions on how to log onto WebEx. The final two meeting time will be student presentations. WebEx chats will be posted on the Announcements page. You will also find WebEx discussion date in your syllabus.

   Students are responsible for arriving, attending, and participating in the WebEx chats at the schedule times. If a student has an adequate reason for missing chats, assignments or discussion board posts, then the student is required to send justification to the instructor via e-mail within 48 hours of the occurrence. If the justification is approved by the instructor according to University guidelines, arrangements for late assignments, discussion board posts, and/or chats will be made.
Arriving late for a chat will be counted as one-half absence. Arriving 30 minutes after the start of the chat will result in an absence.

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

5. **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 directly either in person on the first floor of the Turley House or by telephone at (859)622-1500 V/TTY. Upon individual request, this syllabus can be made available in alternative forms.

6. **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 EKU students, past or present, without the proper citation, is one common example of plagiarism.

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

7. **Course Requirements:**
   1. Attendance and participation in on-line discussion via WebEx and Blackboard.
   2. Complete on-line modules that include: readings, responses, activities and reflections
   3. Develop group/individual Literature Study Club Libguide Projects and peer presentation, activities, written and /or oral WebEx (On-line) presentations
   4. Actively participate in the Literature Study Club discussion board and activities.
5. Conduct individual research on topics related to middle school students' reading needs and interests in content areas
6. Key Assessment: Professional Literature Study (see template in Blackboard)

Assignments/Evaluation Methods:

Course Outline:
Create individual Professional Literature/Content Presentation Project
1. Libguide Project 150 points
2. WEBEx Presentations (100 points)
3. 4 research article critiques (40 points)
4. Complete all modules (20 points x 9 modules = 180 points)
5. Actively participate in WebEx discussions and presentations (50 points)
6. Actively participate in the Professional Book Club Discussion and activities (100 points)
7. Textbook Critique (30 points)
8. Taskstream KA Professional Book Club Summary (100 points)
9. Checklist and Reflection Classroom Teacher Observation (50 points)
10. Professional Book Club Strategies included on libguide: Vocabulary, Comprehension, Writing, Reading (10 x 4 = 40 points)
11. Voki or Xtranormal (30 points)
12. Family Literacy Newsletter (30 points)
13. Digital Professional Book Talk (50 points)
14. Final (50 points)

Libguide and Presentation Includes:

Examine 4 current research articles and regarding best practices in your chosen content area/professional book group topic using reading and/or language arts strategies. The articles will be summarized and used as research for your Libguide Book Club Presentation. The Articles will be highlighted on your libguide.
(10 points each 40 article)
Due by midnight Articles:

Libguide Project and Presentation Includes:
4 Picture books
4 Fiction Books
4 Non-fiction Books
4 Computer software programs
   Teacher Help Website
   Student Use Website
4 Websites
   Teacher Help Website
   Student Use Website

Professional Literature Study Circles: Googledocs
Topic chosen by end of week one
Book Literature Group Chosen with Book Title: Week One
Literature Circle Group Discussion Written Responses due each week on Thursday evenings by midnight.
One page summary from literature group leader for the week is due on Thursday evening by midnight. (Due Dates are on class schedule)
Professional Book Club weekly roles, summaries of your book club meeting and discussion will be posted on your group’s googledocs weekly. 100 pts.
Digital Book talk: The final presentation should share the information gained from reading your professional book, the findings of your action research, and an explanation of how the book talk and book club approach aligns with current theories of adult learners. The book talk will be constructed on a Web 2.0 platform and will be placed on the libguide. 50 points

Modules 1-9 are due according to the Weekly Schedule.
(20 points x 9 modules = 180 points)
DUE: Modules and Other Assignments are due midnight Sunday
BB Safe Assignments

Final Exam
(50 points)
BB Assignments

Actively participate in WebEx on-line chats and discussion boards. This means adding to all WebEx discussions. You must be actively engaged in the on-line discussions to receive points.
(50 points)

New Assignments and Modules will be posted by 12:05 am Saturday Mornings

Professional Literature Study Assignment Guide
Within this performance assessment, the candidates are taught how to implement a book study as that could be used as part of a school-wide professional development program. With funds being cut, many teachers will no longer have the opportunity to attend PD events, and this is a way to assure that learning and growth continue. Using grade-level appropriate books written by leaders in the field of middle school literacy to address major theories of the reading and writing processes, candidates assume roles and work within small groups to read and critically evaluate the information.
The roles are as follows:

1. First responder: This role is the person who "kicks off" the discussion by telling how many and which pages their group has chosen to read for the week. Then, they should respond on the first available day to one or more of the questions that the professor has posted. This person should also pose some further questions to their group to get the discussion started.

2. Connector: This role needs to make personal/professional connections between the readings and self/text/world. In other words: your own life/another book you've read, our text, or a movie you've viewed/events that are occurring in our world today. They should invite the other members to do the same.

3. Questioner: This role should pose some higher-level questions to the group. These would be at the level of analysis, synthesis, and/or evaluation. They should really get the group thinking critically!

4. Final responder: This role will clarify and extend the contributions of the other group members and invite their fellow group members to do the same. Then, they will provide a brief summary of the points covered and offer clarification on any issues that seem to remain unanswered. The person assuming this role should draw the discussion to a close near the final day that the post is open for discussion.

Personal, critical, and creative prompts guide the candidates’ interpretations of the ideas presented and help focus the book club discussions. These prompts are answered in writing prior to the oral discussion to provide reflective thinking that has been proven to be an effective scaffold for subsequent oral speaking/listening engagement.

Professional Literature Club Requirements:
2. Work with your small group to get roles assigned and rotated and a schedule of readings established.
3. Read the book and complete strongly supported written responses in accordance to assigned rotating roles. These will be submitted for evaluation following each discussion.
4. Provide detailed/thoughtful discussion to extend the thoughts of peers. Answer and create critical, creative, and personal prompts.
5. Take leadership to share one of the sections of your book with your peers who are reading other books in EMG 806. This will give you practice in leading a book club discussion that can be transferred to a book club within your school.
6. Select an idea(s) from the book read and complete instructional plans to implement the book in your own or a selected classroom. These plans must include pre, during, and post reading strategies that can be implemented from the knowledge gained.
7. Conduct action research on your idea implemented by gathering student work and analyzing data.
8. Prepare a Digital book talk using Web 2.0 to motivate your peers to join in a book club in which this book will be read and use it as the opening for your final presentation.
9. The final presentation should share the information gained from reading your professional book, the findings of your action research, and an explanation of how the book talk and book club approach aligns with current theories of adult learners.