



**Eastern Oregon University  
Course Syllabus  
Elementary Education Undergraduate  
Fall, 2021**

**Number of Course:** EDU 314 001

**Name of Course:** Introduction to Elementary Literacy

**Catalog Description:** Introduction to Elementary Literacy provides a framework for the current context of elementary literacy, including values inherent in standards and accountability expectations for elementary students and pre-service teacher candidates. The course provides a foundation for learning theories relevant to literacy development and instructional support.

**Credit Hours:** 3

**Instructor:**

**Ronda Fritz**

**Zabel 234**

[rfritz@eou.edu](mailto:rfritz@eou.edu)

**541-962-3380**

**Office Hours: Mondays 11-12:30 and Thursdays 2-3 PM (in-person or via Zoom @ <https://eou.zoom.us/j/5419623380>) AND by appointment.** If you wish to book a zoom meeting or appointment outside of regular office hours, please visit my youcanbookme to find an available time: <https://fritz-education.youcanbook.me>. Once you have made an appointment, I will send you a calendar invitation--**please note, appointments must be made at least 24 hours in advance.**

**Time and place of the course:** This is a hybrid course that will utilize online and face-to-face instruction.

Students in the La Grande cohort (EDU 314-001) will meet 9-10:50 a.m.

Mondays and Wednesdays in Zabel, 108

**Text:** Candidates are encouraged to keep all literacy texts throughout the program as instructors will be making intentional connections across courses.

All course texts are available as an OER or as selected chapters provided to students.

Munger, K. A. (Ed.). (2016). *Steps to success: Crossing the bridge between literacy research and practice*. [OER link](#).

Assessing, Preventing, and Overcoming Reading Difficulties webinar:

<https://sitesed.cde.state.co.us/course/view.php?id=132>

**Prerequisites:** Admission to program

### Course Outcomes

Upon completion of the course, candidates will be able to:

1. describe scientific findings as they specifically relate to literacy development and application to literacy instruction;
1. describe the components of a comprehensive literacy framework for early literacy development;
2. describe why the role of assessments are critical in literacy instruction;
3. describe the current language arts standards, ELA Common Core State Standards, including the inherent values, organization and sequence of support;
4. Create a lesson focus aligned to a standard, objectives, and assessment.

Alignment of course outcomes to required standards

<b>Course Outcome</b>	<b><u>EOU Program Outcomes</u></b>	<b><u>Multiple Subjects Standards (TSPC)</u></b>	<b><u>InTASC</u></b>	<b><u>Reading by 3rd Grade (TSPC)</u></b>
1	1	1	8	
2	1, 2, 4	2	8, 3, 7	
3	1	14	8	
4	3	9	4, 5	(3)(a)
5	3	9	4, 5	(3)(a)
6	3	9	4, 5	(3)(a)

## **Course Requirements/Assignments/Attendance Expectations**

### **Applications**

Throughout the term you will complete a series of applications in order to apply course content knowledge. Some applications will be in-class activities, while others will also require some preparation outside of class, including coming to class prepared to discuss the readings. Applications can be considered as practice or opportunities with scaffolded support toward other course assignments.

### **Quizzes (common assignments)**

Throughout the term you will take a series of short quizzes to gauge how well you are independently understanding and able to apply knowledge. Course text readings and active involvement during application activities will support your preparation.

### **Lesson Initial Planning Framework and Rationale (common assignment)**

You will create the initial plans for a lesson sequence, including a central focus, standards, objectives, and assessments. You will demonstrate an ability to align all components. You will include a rationale to explain how your skill(s) support your strategy and work toward comprehension or composition and how you selected your standards.

### **Grading Policies:**

This is a professional program. All policies related to late work and resubmission of assignments are determined by the instructor.

### Assignment Submission

All assignments and class activities are due by the date and time specified on Canvas. It is your responsibility to ensure that you have properly submitted all requirements via Canvas and to email prior to the due date with the assignment if you have any glitches with Canvas to verify that you have completed the assignment. You will still have to submit the assignment via Canvas for scoring.

### Attendance

Attendance is required for in class applications unless you are absent for an EOU-sponsored activity. Those who are absent for EOU-sponsored activities

need to request an alternate assignment 3 school days in advance of the class session they are missing via email. The alternate assignment needs to be completed by the end of the missed class session in order to earn credit for the applications for the missed session.

### Late Assignments

**I am under no obligation to accept late assignments.** No late assignments will be considered without communication via the comments feature on Canvas for the individual assignment to request consideration. In your communication, you need to include: 1) why the assignment is late, 2) what you will do in the future to avoid having late assignments, and 3) if applicable, any support you may need (either with individual assignment or with general time management). I will also take into consideration how late the assignment is and whether previous assignments have been submitted late or not. Any late assignments that are accepted will earn a minimum of 10% score deduction from the earned score per day, unless I have approved an extension prior to the due date. Unless there are extenuating circumstances, no late work will be accepted the last week of the term.

### Emergencies/Special Situations

If you have an emergency or out of the ordinary circumstances during the term, please communicate with me as soon as you are able to and let me know which support you might need.

### Grading Scale:

93-100% A; 90-92.9% A-; 87-89.9% B+ 83-86.9% B; 80-82.9% B-; 77-79.9% C+, 73-76.9% C, 70-72.9% C-; 67-69.9% D+; 63-66.9% D; 60-62.9% D-; Under 60% F

Assignments will be weighted as follows:

Applications	50%
Quizzes	25%
Lesson Initial Planning Framework & Rationale	25%

### **Means of Assessment:**

Alignment of Assignments and Course Outcomes	
Assignment	Course Outcome(s)
Applications	1, 2, 3, 4, 5, 6
Quizzes	1, 2, 3, 4, 5, 6

Lesson Initial Planning Framework & Rationale	4, 5, 6
---	---------

**Brief Outline of Course:**

This course will be a face-to-face course that will combine outside readings, lecture, and in-class application activities.

Course Outline: *Modifications to the course outline are at the instructor's discretion.*

Course Modules	Topic	Readings and Assignments.	Outcomes	Assignments Due
Week 1, Session 1	Course overview, research to practice gap & introduction to learning theories	No prior readings/assignments for in-person cohort	1	N/A
Week 1, Session 2	Learning frameworks, & reading research	<a href="#">Steps to Success, Chapter 1 (Perusall reading)</a> <a href="#">Module 2.1. Current Approaches to Reading Instruction: Assess., Prevent., Overcoming Reading Difficulties</a> <a href="#">Module 2.2: Why current research instruction doesn't work well for struggling learners (APORD, Kilpatrick)</a>	1, 2	S2S, Ch. 1 and Mod.2 APORD DUE Nov 1 @ 11:59 p.m.
Week 2, Session 3	The Big 5 & The Simple View of Reading	<a href="#">Module 3. The Simple View of Reading: Assess., Prevent., Overcoming Rdg. Difficulties</a>	1,2	Mod. 3 APORD DUE 8 am, Nov. 6 @ 11:59 pm
Week 2, Session 4	Word recognition & the Simple View	<a href="#">Steps to Success, Chapter 3 in Perusall</a>	1, 2	S2S, chapter 3 DUE Nov. 8 @ 11:59 pm
Week 3, Session5	Language Comprehension	<a href="#">Steps to Success, Chapter 4 in Perusall</a>	1,2	S2S, Chapter 4 DUE Nov. 13 @ 11:59 pm
Week 3, Session 6	Intro to Literacy Assessment & Article Share (101 only)	<a href="#">Steps to Success, Chapter 5 in Perusall</a>	3	S2S, Chapter 5 DUE Nov. 15 @ 11:59 pm
Week 4, Session 7	Intro to Writing in the Elementary Classroom & Article Share (101 only)	<a href="#">Steps to Success, Chapter 6 in Perusall</a>	1,2	S2S, Chapter 6 DUE Nov. 27@ 11:59 pm
Week 4, Session 8	Literacy Considerations for ELLs & Article Share (101 & 102)	<a href="#">Steps to Success, Chapter 8 in Perusall</a>	1,2	S2S, Chapter 8 DUE Nov 29 @ 11:59 pm; Article Share DUE Dec. 4
Week 5, Session 9	ELA Common Core State Standards	<a href="#">CCSS: What do teachers need to know? Article via Perusall</a>	4, 5	CCSS article: Due Dec 6 @ 11:59 pm
Week 5, Session 10	Writing objectives related to CCSS; choosing assessments to align to objectives	N/A	5, 6	Lesson Initial Planning Framework & Rationale DUE Dec. 11 @ 11:59 p.m.

**General Education Category and Outcomes:** NA

**University Writing Requirement Outcomes:** NA

### **For on-campus courses**

#### **Writing Center**

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU's undergraduate and graduate students who are writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to [eou.mywconline.com](http://eou.mywconline.com) to schedule an appointment in the Writing Center (Loso Hall 234).

### **For online or on-site courses**

#### **Writing Center**

The Writing Center provides a place — physical or virtual — where every EOU writer can find an interested, responsive reader. Writing tutorials are free of charge for EOU students writing for any course at any level, or who are writing resumes, job letters, graduate applications, and more. Go to [EOU's eTutoring page](#) to submit a paper to a writing tutor.

### **Academic Misconduct Policy:**

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found responsible for an act of academic misconduct (including but not limited to cheating, unauthorized collaboration, fabrication, facilitation, plagiarism or tampering) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or a combination of these. (Please see the Student Handbook online at <http://www.eou.edu/sse/student-handbook/>).

### **Accommodations/Students with Disabilities policy:**

Any student who feels he or she may need an accommodation for any type of disability, please make an appointment to see me during my office hours or contact the Disability Services Office in Loso Hall, Room 234. Phone: [541-962-3081](tel:541-962-3081).

Master Syllabus developed by A. Evans, R. Fritz, A. Villagómez, W-SU 2017  
Master updated by R. Fritz, B. Monroe, A. Villagómez W-S 2020  
Revised by R. Fritz, Fall, 2021