

EDEE 377
Teaching Literacies in Grades 2-8
Spring 2012
T/TH 12:15-1:30

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Office hours: Tuesdays 1:45-2:45 and Thursdays 11:00-12:00
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Will respond within 24 hours.
By appointment

Course description:

This introductory course provides a study of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing relevant to learners in grades 2-8. Course topics include literacy processes, factors affecting those processes, and the principles and skills involved in the development of literacy within elementary/middle school students. New definitions and conceptualizations of “reading” and of “text” will be explored, as well as the relationships between and among identity, teacher, and the teaching of reading. This course intends to challenge your assumptions in these areas: diverse students, the process of literacy, characterizations and components of reading instruction, and the roles/responsibilities of students’ and teachers’ teaching and learning. This course also intends to PUSH you outside your comfort zone. It is not intended to confirm what you know. It has been created so as to help you question what you know and to force you to be able to articulate what you learn about BEST PRACTICE in literacy instruction. This course works in conjunction with EDEE 384, which focuses on observation, participation, and teaching across the content areas.

Course Outcomes: All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency, which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, helping you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Course outcomes are derived from the standards set forth by several areas. The standards listed in parentheses at the end of each course outcome relate to those of **ACEI** (Association for Childhood Education International), **IRA** (International Reading Association), and **NCATE** (National Council for the Accreditation of Teacher Education), and **SOE** (School of Education). These standards define the expectations for highly qualified teachers of literacy instruction. The following outcomes are organized by the Elements of Teacher Competency:

UNDERSTANDING AND VALUING THE LEARNER:

- Demonstrate knowledge and understanding of first and second language development to design literacy programs and strategies that build on students’ skills and various backgrounds and are effective (NCATE 1, 2b & 3a-e; IRA 1, 9, 10; ACEI 3.2; SOE Standard I, II, III).

- Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that student may exhibit and how these should be addressed instructionally (NCATE 1, 2b, 4; SOE Standard V).
- Identify and use children's own literacies as a means of developing knowledge of diverse cultures, lifestyles, occupations, and ways of being (NCATE 4; IRA 1, 9, 10; ACEI 2.1, 3.4; SOE Standards III & VII).
- Observe, record, and collect data concerning students' literacy behaviors in a school setting (IRA 1, 3, 5, 7; SOE Standard VI).
- Describe modifications of methodologies, technologies, techniques, materials, and activities for teaching literacies to children with special needs. (ACEI 3.2; SOE Standard VI)

KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE ENVIRONMENTS IN WHICH LEARNING OCCURS:

- Model effective use of the English language (NCATE 2b; IRA 1, ACEI 2.1; 3.3; SOE Standard V).
- Demonstrate a thorough knowledge of the developmental process of literacy acquisition and all the factors involved in it (NCATE 1, 2b & 3a-e; SOE Standard II).
- Demonstrate the integration of language/reading activities throughout the curriculum to extend achievement and interest in all phases of learning. (ACEI 3.3, 3.4; SOE Standard III)
- Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children's literature) to help students become strategic readers and respond to what they have read (NCATE 2b & 3a-e; IRA 1; ACEI 2.8; SOE Standard III).
- Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; IRA 5, 10; ACEI 2.1; SOE Standard II).
- Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students (NCATE 2b & 3a-e; IRA 2 and 4; SOE Standard III).
- Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; ACEI 5.3; SOE Standard V).
- Design formative and summative assessments to determine the level of students' competence in their understanding and use of language and use the results of such assessments to design instruction (NCATE 4 & 3a-e; IRA 3; SOE Standard VI).
- Specify multiple techniques for determining the reading competencies and needs of students. (ACEI 2.1, 4; SOE Standard VI)
- Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in literacy activities (NCATE 3a-e & 5b, 5d; IRA 2 and 4; SOE Standard III & VI).

UNDERSTANDING SELF AS A PROFESSIONAL:

- View professional development as a career-long effort and responsibility (IRA 5; SOE Standard IV, V, VII).

Required texts:

Beers, K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann. (WKCR)

Hagood, M. C., Alvermann, D., & Heron-Hruby, A. (2010). *Bring it to class: Unpacking pop culture in literacy learning*. New York: Teachers College Press. (BitC)

Tompkins. (2010). *Literacy for the 21st century*. Upper Saddle River, NJ: Pearson. (L21)

Assigned articles
Outside readings related to chosen topic of popular culture

Recommended text:

Harvey, S., & Goudvis. (2007). *Strategies that work: Teaching comprehension to enhance understanding (2nd ed.)*. New York: Stenhouse.

Required technology:

Access to google sites

Working email address

Understanding and use of applications such as gdocs and movie making software (such as iMovie or Movie Maker)

Assignments

Exams (35 points total: Midterm: 15 points; Final: 20 points)

Two exams will cover information learned over the course. These exams are content-based (from readings, in-class discussions, class notes), cumulative, and require that you use your knowledge of research, theory, and practice of information specific to EDEE 377. NEITHER STUDY GUIDES NOR MAKE-UP EXAMS WILL BE GIVEN.

Online Discussion (15 points): Due throughout the semester

The study of literacies includes many content-specific terms. To assist in your growing knowledge and use of these terms as educators and to build a community of learners, you will be expected to post ideas from the chapters read in an online learning community. These ideas could include the following: clarification of definitions, application of terminology to your own learning experiences, or connections to field experiences with young children. They might include pictures you take on your phone of literacy examples you see, links to useful websites, or Youtube videos that connect to literacies.

Original Posting: AT LEAST EIGHT POSTS

An original idea is a posting that begins a new thread of discussion and assists others in understanding, synthesizing, and/or analyzing material that has been read.

Response Posting: AT LEAST SEVEN POSTS

A response is a posting that adds onto and furthers the thinking/comments of an original idea posting. IT IS NOT A COMMENTARY OF SUPPORTIVE REMARKS.

Discussion postings will be graded on relevancy, accuracy, helpfulness, and contribution to the learning community OVER THE SEMESTER. Please note that QUESTIONS POSED (both Original and Response Postings) are important BUT DO NOT COUNT TOWARD THE TOTAL NUMBER OF POSTINGS.

Child Study and Popular Culture Project (25 points)

During your field experience, you will identify a child who is struggling with school-based literacy tasks. Working through a series of assignments (outlined further in additional document), you will design a literacy unit that is relevant to students' life experiences and popular culture interests while connecting to foundational literacies that need to be developed. It will include assessment material, a text set, and strategies for instruction. The final product will be submitted as a movie. More information to follow.

Literacy lesson plans (10 points):

You will develop ONE lesson plan that will be sequenced with your partner intern and taught in your field experience ON THE SAME DAY. The writing and teaching of this reading lesson plan must specify and focus on AT LEAST ONE of the five areas of reading instruction pertinent to NCLB and Reading First Act: phonics/decoding, vocabulary, fluency, comprehension, phonemic awareness. Lesson plan development will be discussed extensively in this course. Time is built in for you to submit and to receive feedback on your lesson plans before teaching them. It is expected that you will gather feedback from various folks before you teach your lesson. Drafts with written and SIGNED feedback must be obtained from your (1) partner intern, (2) helpful professor, and (3) cooperating teacher before you teach the lesson. You must submit all drafts of your lesson plan with your final copy. Your lesson plan must be taught and formally evaluated as one of your three lesson plans using ADEPT.

You must upload your lesson plan to our google site and receive online comments from your teaching partner. You must then make appropriate changes to your lesson plan, and upload the revised lesson to the discussion board. **I will only work with you on your lesson plan once I have seen that you have worked cooperatively with your partner.**

It is expected that you will gather feedback from various folks before you teach your lesson. Drafts with written and SIGNED feedback must be obtained from your (1) cooperating teacher and (2) your helpful professor ☺ before you teach the lesson.

You must have signed approval from your cooperating teacher and from me **THAT YOU SUBMIT TO YOUR FIELD SUPERVISOR** before teaching your lesson. You must submit your final approved lesson plan and any accompanying assessments used, samples of students' work, proof of approval from your cooperating teacher and from me, and a final reflection of your lesson plan within 24 hours of teaching. Your lesson plan must be formally evaluated using ADEPT.

Teaching of comprehension strategy (15 points): Due one of the days noted as “Strategy Modeling Lesson”

You will prepare a 25 minute lesson with a team that illustrates one of the strategies from a list provided to you. You will model this lesson for the class, demonstrating your (1) knowledge of the content from the chapter and (2) application of the strategy as if you were working with your designated age group (2-6) or (6-8). Your demonstration of strategy use **MUST** connect meaningfully to both pop culture and to content area texts appropriate for a standard to be taught.

General tidbits:

EDEE Attendance Policy

- Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will not be allowed to enter and will be considered absent. Leaving class prior to dismissal is considered an absence. Three absences for ANY reason will be allowed; however, you may not submit assignments if you are absent. Upon a fourth absence, the student will automatically be withdrawn from a course with the grade of WA. *WA becomes an F on a transcript.*
- If a student exceeds allowable absences due to extenuating circumstances beyond the student's control, a panel of professors from that semester will review the circumstances and make a final decision about the student's continuation in the course.
- *SNAP students* must see the professor within the first two weeks of the course *if they wish special accommodations.*

- *Athletes* who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission-- is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the *Student Handbook* at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Grading

** Late submissions of assignments are *unacceptable* under normal circumstances. Please do not attempt to submit any assignments after the due date. I will NOT accept any late work.

Any written assignment submitted is considered a final product that will be graded on both **what** is written (clarity, depth, insight) and **how** it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, adherence to assignment guidelines, and neatness will affect your grade. As an educator, you will be expected to demonstrate competency not only in verbal but also in written communication with parents, administrators, and other educators. Please use the resources around you to proofread and to edit your work.

Miscellaneous

I do not hear very well. So if you ask me a question and I don't answer, please ask again. Likely it is because I didn't hear you the first time.

Please be attentive to the environment and print responsibly.

Class always begins with Announcements. Please wait until class starts and share questions and comments during this allotted time.

Everyone is busy. Let's spend our time working through solutions rather than complaining.

Week	Date	Topic to be discussed on this date	Assignments due on this date
Week 1	Jan. 10	Introductions and course overview	
	Jan. 12	What's the difference between teaching reading and teaching literacies?	L21: Ch. 1 BitC: Foreword
Week 2	Jan. 17	Effective literacy instruction	BitC: Introduction Beers: Ch. 1
	Jan. 19		BitC: Ch. 1 L21: Ch. 2
Week 3	Jan. 24	Teaching reading and writing processes	Beers: Ch. 2
	Jan. 26	Teaching literacies	BitC: Ch. 2 & 3
Week 4	Jan. 31	Foundations of literacies: Setting up for success Phonemic Awareness, phonics, sound it out?	L21: Ch. 4
	Feb. 2		L21: Ch. 5 Strategy Instruction:
Week 5	Feb. 7	Word Study	Beers: Ch. 11 & 12 Strategy Instruction:
	Feb. 9	LESSON PLANNING	
Week 6	Feb. 14	Comprehension processes	Beers: Ch. 5 BitC: Ch. 4
	Feb. 16	Processes of comprehension WATCH VIDEO	L21: Ch. 8 (SKIM) Beers: Ch. 4
Week 7	Feb. 21	Literacies: Pre, During, Post Text	Beers: Ch. 6, 7, 8
	Feb. 23	MIDTERM EXAM	
Week 8	Feb. 28	Text factors that affect comprehension and motivation	L21: Ch. 9 Strategy Instruction:
	Mar. 1		Beers: Ch. 14 BitC: Ch. 5 Strategy Instruction:
Week 9	Mar. 13	Teaching Vocabulary	L21: Ch. 7 Strategy Instruction:
	Mar. 15		Beers: Ch. 9 Strategy Instruction:
Week 10	Mar. 20	Developing fluency	L21: Ch. 6 Strategy Instruction:
	Mar. 22		Beers: Ch. 10 Strategy Instruction:
Week 11	Mar. 27	Assessing literacy development	L21: Ch. 3
	Mar. 29		Beers: Ch. 3
Week 12	Apr. 3	Content area/disciplinary instruction	L21: Ch 12
	Apr. 5		Beers: Ch. 13

Week 13	Apr. 10 Apr. 12	Reading and writing (listening, speaking, viewing, and designing)	L21: Ch. 11 BitC: Ch. 6
Week 14	Apr. 17 Apr. 19	Organization of instruction Revisit: Who are effective literacy teachers	L21: Ch. 10 PC PROJECT DUE Beers: Ch. 15

Final Exam: Th. April 26 12:00-3:00

POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION*

1. GRADING SCALE:

<u>Letter Grades</u>	<u>Percentage Range</u>	<u>Grade Points</u>
A	93 – 100%	4.0
A-	91 – 92%	3.7
B+	89 – 90%	3.3
B	86 – 88%	3.0
B-	84 – 85%	2.7
C+	82 – 83%	2.3
C	79 – 81%	2.0
C-	77 – 78%	1.7
D+**	75 – 76%	1.3
D	72 – 74%	1.0
D-	70 – 71%	0.7
F	0 – 69%	0.0

** A grade of 76 or below is considered a failing grade for all graduate courses. No D's are given in graduate classes.

2. PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus.

4. MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

5. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

6. FINAL EXAMS: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.)

Graduate students have their own schedule and they need to go through the Graduate Dean for changes.

* Applies to all EDEE and EDFS courses and all HHP teacher education courses above the 200 level.

Revised and approved by SOE faculty 3/31/06

7. **PAPERS:** Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

8. **HONOR SYSTEM:** All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of "XF" for the course.

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to "reasonable accommodations." The instructor must be notified during the first week of class of any accommodations needed.

MISSION

The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can **MAKE THE TEACHING - LEARNING CONNECTION** through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

MAKE THE TEACHING AND LEARNING CONNECTION

The mission is further defined through elements of teacher competency that organize standards of effective teaching.

Element of Teacher Competency 1: Understand and value the learner

Standard I: Evidence theoretical and practical understanding of the ways learners develop

Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.

Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.

Standard III: Evidence a variety of strategies that optimize student learning

Standard VI: Demonstrate an understanding of the continuous nature of assessment and

its role in facilitating learning

Element of Teacher Competency 3: Understand oneself as a professional

Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession

Standard V: Communicate effectively with students, parents, colleagues, and the community

Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston

School of Education

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