

Literacy in the Elementary Classroom, Part I
EDUC 226
Fall, 2006 ABCZ

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This course is designed to introduce the literacy process as it relates to children in the primary, intermediate, and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of this process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, and language systems along with phonemic development, and assessment forms will be a significant part of this course. This course also emphasizes the incorporation of technology and information management. A comprehensive literacy program, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistic and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare you to think like a teacher.

Course Goals and Objectives:

The student will:

1. Develop a personal and professional understanding of teaching and literacy.
2. Examine the most recent thinking about the nature of reading/writing and language development.
3. Develop a critical awareness of available current trade books and library skills.
4. Establish a sound theoretical basis for the teaching of a comprehensive literacy program.
5. Understand the cognitive and affective processes involved in making meaning from text.
6. Incorporate technology into the information management of the teaching/learning process.
7. Understand the contexts in which literacy develops.
8. Learn a variety of instructional strategies and assessment procedures useful in the teaching of literacy.
9. Select, design, and use appropriate materials for a comprehensive literacy program.
10. Understand and use Pennsylvania initiatives and standards in the development of literacy.
11. **Personal goal or outcome for this course: Write it in this space for our next class.**

Course Materials

Required:

Ruddell, R. (2006). *Teaching children to read and write: Becoming an effective literacy teacher* (4th ed). Allyn & Bacon.

Internet connection because of use of BlackBoard program and MyLabSchool (code in textbook)
Reading Teacher and/or Reading Teacher online

Other Text in Library:

Cooper, J. D. (2000). *Literacy, helping children construct meaning*. NY: Houghton Mifflin.

Tompkins, G. (2006). *Literacy for the 21st century* (4th ed). Upper Sadder River, NJ: Merrill Prentice Hall.

Children's literature: Available from a library. You should be starting a personal library.

Course Requirements:

1. **Major examination/** quizzes/ other assessments (self, your response to peer assessments) = **(40%)**
2. **Class discussion, mini presentations, daily preparedness, and participation: (10%)**
This could include Book Talks, journal article, double journal entries, and special assignments.

Class readiness and preparation – This is a concern about others' interests and welfare; helpfulness/support to others; and becoming part of a community of learners. Preparation for class as reflected in your participation and discussion of the readings, small group projects, and individual written assignments is essential. Class participation is valued and will be based on the readings and applied course experiences especially in your field experience.

Videos/CD's/web pages - Some videos, webpages, and CD's will be watched in class, while others will be done at "choice" time.

Double journal entry sharing

Professional Development Experience – Two page write-up plus hand-outs is due one week after event. You can do more than one experience for extra credit.

3. PowerPoint Author Authority Lesson: (20%)

Author presentations will begin shortly after the course starts. There will be two each session. Students will select authors from a list that I will give you. You must select an author that has not been selected by another day student in any of my classes. Written materials due day of presentation. (Lottery sign-up for dates)

4. Research and Practice Mini Presentation: (10%)

Each person will be responsible for presenting the information from their assigned research article.

5. Field Experience: (20%)

(September 25th to December 8th are your field experience dates. You will have a minimum of 40 hours in the field.)

- A detailed handout will follow.
- All field journals are due on December 8th. You will not write about your last week's experience.

Other Information:

Academic Honesty = I will follow the academic honesty policy as stated in the 2005-2006 Student Handbook on pages 44-46. Failure to follow these guidelines may result in failing this course.

Attendance = Attendance in class is very important. Should a personal emergency arise it is important that you let me know this as soon as possible. This will assist me in the design of small group team projects. Please call when you are going to be absent for that day. Missing any class without a phone call will significantly lower your overall grade. Arriving late or leaving early will also be noted. If you do not have an acceptable reason, your final grade will reflect it. Attendance is of critical importance in order for you to participate actively in discussions, etc.

Food = Water is allowed, but we will be moving around too much to be eating.

Cell Phones = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

Expected Work Load – For this course, it is expected that you will work between 8-12 hours weekly outside of class in preparing and studying for this course.

References and formatting = Use the Publication of the American Psychological Association, fifth edition, (2001) for references and formatting of your papers. This reference system is used throughout the Ruddell text being used in this class.

Grading:

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.

Check your student handbook for more specific grade percent ages.

It is within the instructor's purview to apply qualitative judgment in determining grades for all of your assignments and your final grade for this course.

Late work :

- A written explanation handed in on due date; the "Work" will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

Written work requirements:

- All handed in written work needs to be done on a computer. Use your spell checker.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders.**

Class Time Arrangements:

We meet two times a week for classes (Section Z will meet once a week). For part of our time together, I will lead a reading demonstration lesson. Some of the time, we will review our text. Other times, we will interact with mini lessons about authors. Some class time will be for group work or to view teaching videos. Weeks may vary, but I will normally give you an advanced weekly schedule.

Class Work Explanations:

Class Interactions: You will need to demonstrate readiness or preparation, concern about others' interests and welfare, helpfulness/support to others and become part of a **community of learners**.

Author Authority Presentation: As part of our general shared knowledge, each person will present a PowerPoint about a non-fiction author that you really like. You will need to give everyone a biographical sketch, unique contributions to the field, an analysis of author's major works in terms of theme, plot, or style, and a list of major works for children. Your author should become as real as possible to us by samples of books, readings, and visual supports (the author's picture, etc.). Also remember to include some sort of assessment tool for our class to give you feedback about the PowerPoint and your self-reflection. **No note cards** will be used when sharing your report. (Estimated time = 15 min.) You will give to me a **printed** copy of your PowerPoint and one of your author's biographical sketch. To our class, you will give one copy of your PowerPoint. Make sure you cite your sources for all information including web sites using APA style.

Research and Practice Mini Presentation: The requirements for this written assignment are the following:

1. Title /Citation
2. Attached copy of the article
3. Summary of key points of the article
4. How does the article connect with this chapter? If the article represents "practice" then give examples. If it represents "research" then what is the projected impact on teaching?
5. Closing should be a critical assessment of the article.
6. As a hand-out for your peers, you will need title/ citation and bulleted highlights of the article.

Author Authority PowerPoint Presentation

Assessment Form For: _____

Author _____ Date: _____

5 = Outstanding **4= Exceeds Competency** **3= Meets Competency**
2= Emerging Development **1= Inadequate/deficient** **0= Not observed**

Printed work:

Well written biographical sketch with sources: Write a section for each one of the following **seven** categories.

- _____ Life story
- _____ Something special, interesting about author
- _____ Inspiration to write
- _____ Writing style
- _____ Awards
- _____ Published books with brief story sketch of book
- _____ Anything else you want to add about your author

PowerPoint Presented to Peers

- _____ Dressed professionally
- _____ Technologically prepared (no time wasted in powering up, getting on the Internet, etc., Recommend the use of flash drive or CD)
- _____ Introduction to your author
- _____ Motivation or the “so what factor”
 - Make us want to know about your author
 - Hook us into your lesson
- _____ Books on display and/or other visuals to set the tone
- _____ Give a sense of the author’s books (overview of genre, etc.)

_____ Share significant excerpts of the author's book(s)

_____ Personalize or made the author real for us

_____ Author's craft – writing style, word usage, illustrations, etc.

_____ Interactivity of PowerPoint presentation

_____ Student assessment of what you presented

- How do you know we learned what you shared about your author?
- Design an assessment tool for your peers

_____ Time – Lesson kept to the correct amount of time

_____ Presenter's **evaluation** of the total presentation

- Self- evaluation handed in the next class meeting
- Reflect on the positive teaching points, the things that didn't work the way you wanted them to, and the interesting things that happened during your presentation.
- What would you change the next time you presented this PowerPoint?
- Overall emotional feeling about your presentation.

_____ **Total points = 100 pts**

_____ **% score = total pts / 100**

_____ The assessor's personalized comments about the lesson taught and how it was taught.

Lesson Assessment by: _____



Literacy in the Elementary Classroom, Part 1
Ed. 226 - Field Experience Requirements
Due Date for Field Journal Notebook = December 8, 2006

Your task during your field placement is two-fold. 1).You are there to observe and to assist your cooperating teacher. You are not to be in charge of the entire class, although you may instruct a small group or work with individuals. 2).You are expected to teach a literacy and science framework lesson to a group or to the class as a minimum requirement. The written lesson plan should be included in your field journal notebook.

If it is possible, you should teach a reading lesson to the whole class or a small, guided reading group.

The first step is to write a brief letter of introduction for your cooperating teacher. Have someone proofread it before you send it. It is the first impression. Send it as soon as possible with your phone number and e-mail address included.

When reporting to your assignment, remember that you are a professional. Dress accordingly. Check in at the office. Follow sign-in procedures. Introduce yourself to the principal and the secretary. If you have any school related questions, ask them. You also will be required to sign out when you leave the building.

For your Field Journal Notebook, you need to include complete copies of your literacy and Science Framework lesson plan that you have taught. This would be a good time to **ask your cooperating teacher to write an evaluation on your lessons along with your students**. Add their responses to your field journal. Please send me e-mails telling me when you plan to do your literacy lessons. I will try to join you.

At the end of your field experience, I would like you to take some time and reflect back on your entire experience. Give an overall impression of your experience (PMI) and discuss how you think it will impact on your career as a teacher. Consider the following questions: For example: What kind of instruction is going on in writing? How were you able to help? How did the children respond to your help? These are just a few of the suggested questions to ponder. You should also consider the classroom environment for learning. What was conducive to learning? What was distracting? How about the classroom management? What techniques did you observe? Did you see a guided reading lesson? How did the teacher handle incorrect answers? **How does your field experience relate to the ideas and philosophy in your text?** ETC.! This will be included in your field journal notebook. It should be at least two to three pages.

Do not be presumptuous enough to critique your cooperating teacher in any way. You are not there to judge, but to observe, learn, and assist. Do not write your journal notes while in the classroom.

Remember that this experience is part of your grade for this course. Your grade will be determined by your field journal notebook and an evaluation by your cooperating teacher. So have fun, look good, and take your "JOB" seriously!

There are four parts to your field journal notebook.

1. **Introduction:** A copy of your letter of introduction.
2. **Literacy Classroom** (refer to chapter 12 in your text): A description of placement which includes the name of your teacher, the grade level, the school, subject taught while there, and a floor plan with explanation of how this layout helped or hindered the literacy.
3. **Literacy Lesson Plan or Plans:** Literacy lesson plans with students' and co-operating teacher's evaluation. Add students' samples when ever possible. Add pictures if allowed. (Permission from principal)
4. **Experience Reflection:** Overall reflection of experience in at least two to three pages. Base your reflections on **content of course** and not just feelings.

Good Luck! Have Fun! Keep thinking that this is what you will be doing in your teaching career!

Literacy in Elementary Classroom Field Journal Evaluation Form

For: _____

- 5 = Outstanding – Meticulously organized and detailed
4 = Exceeds Competency -- Evidence of care taken in choosing items and higher order thinking skills used.
3 = Meets Competency - Items meet criteria of assignment and has been enhanced by personal creativity
2 = Emerging Development – Student shows evidence of working towards goals, but does not meet standards/criteria
1 = Inadequate/Deficient -- Does not meet the required criteria
0 = Missing -- Could not find items

Included in the field journal notebook will be the following:

1. Overall presentation

_____ Table of contents and tabbed sections

_____ Demonstrate your use of technology including formatting of text with double spacing and Arial 12 font

2. Letter of Introduction

3. Literacy Classroom:

_____ Description of placement which includes:

- the name of your teacher
- the grade level
- the school
- subject taught while there

_____ floor plan with explanation of how this layout helped or hindered the literacy

_____ the literacy approach used in the classroom as described in chapter 12 of text

4. Literacy and Science Framework Lesson Plan or Plans:

_____ Literacy and Science Framework completed including summary of book

_____ Literacy and Science Framework lesson plans with students' and co-operating teacher's evaluation

_____ Add students' samples and pictures (Permission from principal)

5. **Experience Reflection:** Make sure the reflection has positive, minus and interesting aspects of the experience as it reflects on the **information taught** in the course. This should be 2-3 pages. (Base your reflections on content of course and not just feelings.)

Presenters

Non-fiction Author

Sept. 26

Sept. 28

Oct. 3

Oct. 12

Oct. 17

Oct. 19

Oct. 24

Oct. 26

Nov. 2

Nov. 7

Nov. 9

Nov. 14

Nov. 16

Nov. 28

Nov. 30

Dec. 5

Section Z

Presenters

Non-fiction Author

Sept. 27

1.

2.

Oct. 4

1.

2.

Oct. 11

Oct. 17

Oct. 19

Oct. 24

Oct. 26

Nov. 2

Nov. 7

Nov. 9

Nov. 14

Nov. 16

Nov. 28

Nov. 30

Dec. 5