



# MORAVIAN COLLEGE

A SMALL NATIONAL TREASURE

Literacy in the Elementary Classroom, Part I  
EDUC 226  
Fall 2011

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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 the process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language acquisition, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, phonics, 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. Comprehensive literacy programs, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistic, learners' abilities, and cultural variations as these factors relate to literacy learning. This will include strategies that meet the needs of linguistic, cultural, academic, and cognitive diversity. One of the underpinning goals is to prepare you to think and respond 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 including English Language Learner and Learners with Special Needs.
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 including parental involvement.
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 plus SAS.

#### Course Materials:

##### Required:

1. Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon. Reading and Learning to Read, 7<sup>th</sup> ed. NY: Pearson.
2. Internet connection because of use of **BlackBoard** program
3. Reading Teacher and/or Reading Teacher online plus other online sites

##### Other Text in Library such as:

- Cooper, J. D. (2000). *Literacy, helping children construct meaning*. NY: Houghton Mifflin.  
Tompkins, G. (2006). *Literacy for the 21<sup>st</sup> century* (4<sup>th</sup> 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) = (30%)**

2. **Professionalism =Class discussion, daily preparedness, and participation: (10%)**

This could include Book Talks, journal article research, 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.

**Technology-** You must sign onto BlackBoard by the end of the first week. All tests are given on BlackBoard.

3. **Author Study Lesson: (20%)**

Author presentations will begin shortly after the course starts. Students will select a non-fiction author that is credited with at least three notable children's non-fiction books. You must select an author that has not been selected by any another student. Written materials due day of presentation. (Lottery sign-up for dates)

4. **Mini Strategy Lesson Presentation: (20%)**

Teams of two will be responsible for presenting a mini strategy lesson.

5. **Field Experience: (20%)**

September 26<sup>th</sup> to December 7<sup>th</sup> 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 1<sup>st</sup>**. You will not write about your last week's experience

### **CLASS TIME ARRANGEMENTS:**

We meet two times a week or once for the evening class. 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.

### **LEARNING ACCOMMODATIONS:**

In accordance with the Americans with Disabilities Act, any student has the right to request reasonable accommodations for a disability. Accommodations can be requested through the Academic Support Services on campus. Please note that you will need to present documentation of your disability to the Disabilities Office. Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided until the instructor has received appropriate authorization. Moravian College does not discriminate in any of its programs on the basis of disability.

Day students who wish to disclose a disability and request accommodations for this course must contact Mr. Joseph Kempfer, Assistant Director of Learning Services for Disability Support, (extension 1510). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact the Dean of the Comenius Center, (extension 1400).

### **TECHNOLOGY STATEMENT:**

Integrated into all coursework are identified competencies in the use of technology. Technology will be used to enhance the learning experience, to address learning modalities, to model good teaching, and to increase content knowledge. Smart Board technology will be available to faculty and students. Most coursework will use *MyEducationLab* to enhance the textbook learning by use of videos, vignettes, study guides, etc. The courses are also dependent on the use of Blackboard. All syllabi, agendas, assignments, assessment tools, videos, and

journal articles will be placed on Blackboard. Students will utilize Discussion Boards, Blogs, and Evaluation Center. Students have access to web searches and library holdings through databases both on and off campus. Computer labs, MAC and PC, are available.

**PDE STANDARDS AND ASSESSMENT ANCHORS STATEMENT:**

PDE has produced Infant/Toddler Standards, Early Learning Standards, Kindergarten Standards, and academic standards for the following content areas: Math, Social Studies, Science/Technology, Language Arts, Health, Safety, and Physical Activities. PDE has also developed Assessment Anchors. These Standards and Anchors inform student about what they need to know and be able to do at the completion of a course at each grade level. Teacher candidates will be aware of and develop lesson plans using the PA Academic Standards.

**REQUIRED TEXT:**

Vukelich, Carol, Christie, James F., & Enz, Billie Jean. (2008). *Helping Young Children Learn Language and Literacy: Birth Through Kindergarten*, 3/E. NY: Allyn & Bacon  
Beaty, Janice. (2009). *50 Early Childhood Literacy Strategies*, 2/E. NJ: Merrill.  
BlackBoard and MyEducationLab are required for this course. Most buildings are wireless.

**FIELD COMPONENT STATEMENT:**

The purpose of the field experiences is to provide students with appropriate classroom experiences in a developmental and sequential manner. All field experiences are directly related to coursework and must be successfully completed to pass the education course. Students are required to follow all the procedures and guidelines as outlined in the field experience handbooks, and course syllabi. Failure to accurately report attendance and performance will be considered a violation of academic honesty policy and will result in appropriate sanctions as outlined in the Student Handbook. The Director of Field Experiences is responsible for securing all field placements. Students will be placed in field experiences only when all required clearances documents are current and indicate, "no record exists". Students are also required to have a negative result on a current tuberculosis test.

**OTHER INFORMATION:**

**Absence Notification** = 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 or e-mail prior to class time will significantly lower your overall grade. If you are ill, you must give me a doctor's excuse for an excused absence. 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. If you text message in class, you will loose all your participation points.

**Expected Work Load** – For this course, it is expected that you will work between 6-10 hours for preparation outside of class for each week. You also may be asked to apply some experiences in a field experience that you will be having during the time of this course.

**References and formatting** = Use the Publication of the American Psychological Association, (Current edition) for references. The formatting of your papers must be in Arial 12 font. You will be expected to provide accurate documentation and proper citations for all your written work.

**Plagiarism**: Always cite your sources if the ideas are not original. If you transcribe words from another work, identify the passage as a quotation and cite the author. If you paraphrase, cite the source. Academic dishonesty will result in notification to the Academic Dean, in accordance with College policy. This will result in a failing grade if rules were broken. This course will follow all the rules for Academic Honesty as found on AMOS.

**Grading:**

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement as stated in the Student Handbook.

94-100 %	A	90-93.99 %	A-
87-89.99 %	B+	84-86.99 %	B
80-83.99 %	B-	77-79.99 %	C+

74-76.99 %	C	70-73.99 %	C-
67-69.99 %	D+	64-66.99 %	D
60-63.99 %	D-	0-59.99 %	F

**F=** This indicates failure.

**D=** 64-67% (D- = 60-64%) (D+ = 67-69%) These grades indicate unsatisfactory work, below the standard expected by the college.

**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.

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. Meaning and mechanics both are graded.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders.**

**Professionalism:**

Since this is a course to prepare students to think and act like professional educators, it is expected that students' attitudes and behaviors reflect those responsibilities. Attendance, punctuality, and coming prepared to learn, and collaborating with others are all professional behaviors. These behaviors are important to acquire and are needed for this course. Each person will need to be actively involved with class discussions, prepared to present given tasks to the whole class and remain engaged while others are presenting. Assignments and readings must be done to develop a community of learners. Attendance and participation will be calculated and averaged. It is worth 10% of your total grade.

**Professionalism Scoring Rubric**

<b>Attendance</b>	Arrived and left on time  50%	Late or left early  40%	Missed class, but called and had legal excuse; also submitted written work 30%	Missed class and did not call, but had a legal excuse  10%
<b>Participation</b>	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared  50%	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work  40%	Participates when called on, supports group projects, comes to class not quite prepared <b>or</b> is occasionally busy eating  20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared <b>or</b> is busy eating  10%

Student and professor will do this.

## 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 Tri-fold Presentation: As part of our general shared knowledge, each person will present a tri-fold about a non-fiction author. You will need **to give everyone** a biographical sketch of your author including a list **at least 20** of the author's major works. You will give me a more comprehensive written document which will include: life story, writing style, awards, published books with **brief story sketch** of each book, and a detailed reflective essay on process of lesson designs. For the reflective essay answer the question: How did I think about and plan my lesson? The essay should include the **reason** for your chosen author, the **process** of creating your tri-fold and the **intent** behind the activities.

The focus or intent of the tri-fold presentation should be to provide an analysis of the author's major works in terms of themes, plot, style, and character development plus information about him or her.

There will be an interactive tri-fold with the activities to be done in smaller peer groups. The interactive tri-fold is a model of a workstation that could be used in a classroom. The activities must develop at least three of the Scientifically Based Research Reading principles or literacy skills: phonics, phonemic awareness, vocabulary (word identification/ word study), comprehension or fluency. You will explain each skill to the **whole group** before the small groups begin to work. Each group (at least three groups) will have a different literacy skill on which to work. The tasks do not need to be completed, but just experienced. Small groups will then share their results.

You will need to create an assessment tool for us to use to evaluate our learning from your entire lesson design. It can be a rap up game or any other form of assessment. Keep it engaging.

Each presenter, for the next class meeting, will need to submit an evaluation of lesson. It should also talk about things that went well and things you would change for the next presentation.

Time for entire lesson equals 20 minutes. See evaluation form.

Mini Lesson Experience: From Valerie Ellery's video series called *Creating Strategic Readers*, which can be found on BlackBoard, **each team of two** will select a skill or strategy that they want to bring to life and become our expert. You will need to identify the skill or strategy used in the video. Then find the same or similar skill or strategy on the Internet. The strategy will focus on one of these Scientifically Based Researched Reading principles: phonemic awareness, phonics, vocabulary, comprehension or fluency. You will use a trade book as the bases for the lesson. Based on the trade book and the literacy strategy, you will develop a mini lesson for us to experience. You should be able to develop a lesson plan that will work for your children's book. You do not need to read the entire book if it is for intermediate level students. You will teach the lesson to us as pre-service educators explaining what you would do. Your task is to teach us how to use the skill or strategy in the context of your children's book and for our future classrooms. Time for entire lesson equals 15-20 minutes. See evaluation form.

## Author Study Tri-fold Presentation

Assessment Form For: \_\_\_\_\_

Author \_\_\_\_\_ Date: \_\_\_\_\_

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

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### Printed work:

Well-written biographical sketch with sources: Write a **section** for each one of the following **seven** categories. To be given to me before your lesson begins.

\_\_\_\_\_ Life story

\_\_\_\_\_ Writing style/ Illustrative style (How does author use words and/or illustrations?)

\_\_\_\_\_ Awards

\_\_\_\_\_ Published books with brief story sketch of book (at least 20 if more published)

\_\_\_\_\_ Reflective on **the process** of lesson design for **each activity**: why, “so what”, authentic experience, etc. Why did you select the activities for the book?

\_\_\_\_\_ Visually pleasing and usable tri-fold

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### Tri-fold Presented to Peers

\_\_\_\_\_ Dressed professionally

\_\_\_\_\_ 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 (have at least 10 books)

\_\_\_\_\_ Give a sense of the author’s books (overview)

\_\_\_\_\_ Share significant excerpts of the author’s book(s)

\_\_\_\_\_ Personalize or make the author real for us

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

\_\_\_\_\_ Management of small groups – getting us into groups, getting our attention, little transition time, etc.

\_\_\_\_\_ Design of the activity lessons for the small groups, which focus on phonics, word identification, and comprehension. (You must address each of the three, but you can do all.)

\_\_\_\_\_ Explanations, **modeling**, and intentional teaching of the small group activity lessons.

\_\_\_\_\_ 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 to assess knowledge about your author

\_\_\_\_\_ Time – Lesson kept to 20 minutes or less.

\_\_\_\_\_ Presenter's **evaluation** of the total presentation - due on the next class

- 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 lesson?
  - Overall emotional feeling about your presentation.

\_\_\_\_\_ **Total points = 50 pts.**

\_\_\_\_\_ **% Score = total pts. / 100%**

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

Lesson Assessment by: \_\_\_\_\_

## Mini Strategy Lesson

Names \_\_\_\_\_

Mini Lesson \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

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### Written and Oral Presentation for Pre-service Teachers

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1. Children's book and Internet resources: Citations (APA) \_\_\_\_\_ / 5 (Written)  
(Printed copy of website pages for skill or strategy included in printed materials.)
  
2. A complete Moravian College Lesson Plan for the mini lesson \_\_\_\_\_ / 40 (Written)
  
3. Explain why or how the skill/strategy connected with PDE's SAS? \_\_\_\_\_ / 5  
(Written)
  
4. The teaching of the mini lesson: Beginning, Middle, End \_\_\_\_\_ / 30 (Oral)
  - a. Focus on which SBRR principle (phonemic awareness, phonics, vocabulary, comprehension or fluency) you are teaching us
  
5. Materials used in lesson: appropriate, creative, well designed, user friendly, supported by technology, and **meets diverse learners needs** \_\_\_\_\_ / 20 (embedded in lesson plans and oral lesson)

Total = 100 points = \_\_\_\_\_

Comments on Oral Presentation: