

MORAVIAN COLLEGE

Literacy for the Elementary Classroom, part 2
Education 326 A, B & Z

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Education 326 is a four-credit course. It is designed to introduce the pre-service teacher to the theory and practice of literacy instruction including current research in language and cognition, and the implications for teaching listening, speaking, reading, writing, and visual representation. The structure of the class will enable everyone to actively participate in classroom teaching. An equally important purpose is to open up the world of children's books to the prospective teacher, and to show how literature may be used to facilitate and extend language development.

Course Goals and Objectives:

1. To find pleasure and enjoyment in children's literature through reading many children's books.
2. To show familiarity with the various genres of children's literature and how each might be integrated into the k-8 school curriculum.
3. To identify and understand the values of using children's literature in diverse environments.
4. To design and use a variety of reading strategies.
5. To show familiarity with emergent readers and writers who are breaking the alphabetic code.
6. To be able to design, role play, and teach literature/language arts lessons, which encompasses a variety of literature-related activities and purposes.
7. To show awareness of the way culturally diverse populations are portrayed in children's literature.
8. To begin to build a personal library of children's books and professional books in this field.
9. To understand and teach reading and writing in a classroom including developing comprehension, fluency, vocabulary, and text structure
10. To continue to understand the components of a comprehensive, balanced reading program, which includes literature circles, reading and writing workshop, literature focus units and reading/writing across the content areas.

Write your **personal pledge** for this course in the remaining space.

Required text and other resources:

Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon. (2008). Reading and Learning to Read, 7th ed. NY: Pearson.

Strategy Lesson Book: One of the following or other approved strategy book:

Johns, Lenski & Bergland. (2006). *Comprehension and Vocabulary Strategies for Primary Grades*, Iowa: Kendell Hunt.

Johns, Lenski & Bergland. (2006). *Comprehension and Vocabulary Strategies for Elementary Grades*, Iowa: Kendell Hunt.

Johns & Bergland. (2006). *Strategies for Content Area Learning*, Iowa: Kendell Hunt.

Internet connection because of use of Black Board
Reading Teacher and/or Reading Teacher online

Course Requirements:

1. Quizzes & Chapter tests = 30%
2. Professionalism Rubric (class participation, comments & attendance) along with presentation evaluations, read alouds, professional development activities, and Black Board usage = 10%
3. Children's Literature = Newbery Book Fair = (February 20th and 27th) You will select a medal winning book that you did not read in your elementary classroom. You will design two lesson plans for your book. One strategy will be from our book and the other needs to be a new, novel strategy and not one shared in class during our strategy presentations. Detail information is found in the section on assessment tools. = 20%
4. **Partner** Strategy Presentations = (February 6th and 13th) (Written materials due day of presentation) Strategy lesson cannot be selected by another team and must be selected from a strategy book from above section. The strategy **cannot** be found in our textbook. Carefully check this. If you are having problems working with your partner, both of you should meet with me immediately so other arrangements can be made. Additional information is found in the section on assessment tools. = 15%
5. **Pre-student teaching portfolio**, college supervisors' assessments, and cooperating teacher's response (Pre-student teaching will be from 3/19 to 4/27.) Pre-student teaching journals are **due on April 27th**. Pre-student teaching is a 90-hour experience in an assigned classroom environment. To student teach, you must successfully complete all 90 hours of pre-student teaching. We will have a special pre-student teaching meeting to go over your handbook and requirements. = 25%
6. Sign up to take your last two Praxis tests before the end of the school year. Best time is right in March or April. If you want to student teach in the spring, your application is due on April 15th.

Other Information:

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. 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, SAS, AND ASSESSMENT ANCHORS STATEMENT:

PDE has produced 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 and SAS.

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 lose 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

Attendance	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%
Participation	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 or is occasionally busy eating 20%	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared or is busy eating 10%

One idea that was important for you to remember:

One or more ideas that you shared with the class:

One way you encouraged others if scored 50%:

Missed Scheduled Presentations:

If you miss your scheduled presentation date for any reason, it will be rescheduled for a special Friday class. The presenter will immediately have 10 points deducted from their final grade on the presentation.

Class Structure: The spring session will be divided into several parts to correspond to different focuses. Concepts from chapters will be modeled, but much of the reading will be done independently or in a study group. In Literacy I we worked through some of the chapters. In Literacy II different concepts will be demonstrated, but we will not touch on all the important points because of the time issue. It will be important that you work in a study group to discuss points from the chapters. Class time will be to expand concepts found in text. Class time for Literacy II will be focused more on application of content that you have learned from reading, webbing, and/or discussing. The main part will be discussion from Vacca, et al.'s book. Another part will focus on children's literature and sharing of our Book Fair. Class will end on **March 12th**. On **March 19th** you will report to your assigned pre-student teaching placement until **April 27th**. During that time, a field supervisor will visit you in your elementary classroom.

March 27th from 8:30-12:00 you will attend an Opportunity Day (Job Fair) at Moravian College.



I. Overview of the lesson:

- A. Date of lesson
- B. Expected length
- C. Your name
- D. Grade, discipline, and topic

II. Big Idea (major understanding): What is the larger idea associated with this lesson that transcends grade level?

III. Essential Questions: Questions that are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

IV. Pennsylvania State Standards/Eligible Content

V. General Objectives: Referred to as *concepts* on SAS/PDE website. Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

VI. Behavioral Objectives: Referred to as *competencies* on the SAS/PDE website. Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

VII. Instructional Materials

VIII. Vocabulary: Tier 3; words and language specific to the content area

IX. Instructional Procedures:

- A. Introduction
- B. Motivation
- C. Development
 - a. What does the teacher do?
 - b. What do the students do?
 - c. Does my procedure thoroughly describe the steps so that another teacher could replicate them?
- D. Strategies for diverse learners
- E. Summary and Closure
- F. Assignment

X. Assessment:

- A. Formative
 - a. Describe the student products or performances you will look at and how they will be evaluated.
 - b. What tools will be used to document student progress? Submit blank copies of these tools.
- B. Summative – How will you assess whether or not the objectives were met?

XI. Reflection & Self-Evaluation:

- A. What worked?
- B. What did not work?
- C. How can the lesson be improved?

XII. Suggested Instructional Strategies – What instructional practices or strategies will be used?

- W:** How will you help your students to know where they are headed, why they are going there and what ways they will be evaluated along the way?
- H:** How will you hook and hold students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?
- E:** What experiences will you provide to help students make their understandings real and equip all learners for success throughout your course or unit?
- R:** How will you cause students to reflect, revisit, revise, and rethink?
- E:** How will students express their understandings and engage in meaningful self-evaluation?
- T:** How will you tailor (differentiate) your instruction to address the unique strengths and needs of every learner?
- O:** How will you organize learning experiences so that students move from teacher-guided and concrete activities to independent application that emphasize growing conceptual understandings as opposed to superficial coverage?