MORAVIAN COLLEGE
A SMALL NATIONAL TREASURE
1742

EDUC 333, *Literacy for Middle Level Learners*
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Office: 610-625-7902
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Hours: T & Th 12:00-1:00 & by appointment

EDUC333 is designed to help you help students in grades 4 through 8 learn important literacy concepts, skills, and strategies. The theory of literacy instruction as well as the implications for practice will be explored.	Students in EDUC 333 must have: 1. A minimum grade point average of 2.7 2. Completed EDUC 160 3. Passed the PPST in reading & writing

MEETING THE NEEDS OF STUDENTS IN GRADES FOUR THROUGH EIGHT:

The Pennsylvania Department of Education's *Framework for Grades 4-8 Program Guidelines* (p.6) states that, "The Professional Core courses, competencies and experiences for the grade 4-8 teacher preparation program should be designed to address the broad set of issues, knowledge and competencies that are relevant to middle level teaching and learning. The program must prepare teachers who will be able to ensure students' mastery of academic standards and the content assessment anchors."
In addition the, "Professional Core for middle level teacher preparation must include:
- The organization and philosophy of middle school education.
- Young adolescent development.
- The fourth through eighth grade curriculum.
- Skills necessary for middle level instruction.
- Use of data for assessment.
- Effective classroom management strategies.
- Current skills in the use of education technology.
- Design of successful interventions responsive to the needs of individual middle level students.
- Experience with monitoring the results of interventions designed to address the needs of individual middle level students."

EDUC 333 is a literacy methods course designed specifically to address bullets 3, 4, and 7 above. In addition, bullets 6 and 8 will be introduced and then further developed in field experiences. EDUC 333 is to be taken after students have successfully completed the introductory courses EDUC 100.2: *Introduction to Education of English Language Learners* and EDUC 160: *Culture, Community and Diversity*. These courses include Stage 1 and Stage 2 field experiences. In addition, students should have completed their coursework in Computer Technology, Including Students with Disabilities, Instructional Design, and Methods of Assessment. EDUC 333 will build on the foundations laid in those courses. EDUC 333 is to be taken while students are also taking EDUC 358: *Pre-Student Teaching Field Experience*. EDUC 358 is a Stage 3 field experience where students will be able to begin putting into practice methods and skills they are learning in EDUC 333.

PDE STANDARDS 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. They will also use the information from SAS to inform their planning and instruction.

CANDIDATE COMPETENCIES from the PDE *Framework for Grades 4-8 Program Guidelines*
STUDENTS ARE EXPECTED TO:

1. Implement the middle level curriculum (I.A.3.)
2. Use materials designed explicitly for middle level grades (I.F.2.)
3. Make decisions about curriculum and resources that reflect an understanding of young adolescent development (I.F.5)
4. Integrate technology in curriculum planning and in lesson delivery (I.F.6)
5. Assess and select curriculum materials that are academically challenging and personally motivating for young adolescents (I.F.7.)
6. Integrate a range of technologies in curriculum, instruction, and assessment (I.F.8)
7. Use appropriate organizational techniques for the classroom (I.G.3)
8. Develop, implement, assess and modify curriculum and lessons (II.B.1.)
9. Demonstrate an understanding of Foundations in Research (II.A.1.)
10. Demonstrate an understanding of Word Level Comprehension (II.A.2.)
11. Demonstrate an understanding of Text Level Comprehension (II.A.3.)
12. Demonstrate an understanding of Reading-Writing Connection (II.A.4.)
13. Demonstrate an understanding of Instructional Approaches and Materials (II.A.5)
14. Demonstrate an understanding of Assessment in Literacy (II.A.6.)
15. Implement technology in student assessment measures (III.D.)
16. Design assessments that target academic standards and assessment anchor content standards in subject areas (III.F.)

EXPECTED STUDENT OUTCOMES (ESO):

ESO 1. You will review the content underlying and included in elementary and middle school comprehensive literacy programs.
ESO 2. You will develop an understanding of PA's Standards Aligned System (SAS).
ESO 3. You will develop an understanding of the PA Language Arts Standards and Assessment Anchors.
ESO 4. You will demonstrate competency of basic knowledge of literacy development.
ESO 5. You will develop a comprehensive view of an appropriate middle level literacy curriculum, goals of instruction, and types of literacy learnings.
ESO 6. You will learn specific strategies to teach selected content to specific students as well as general teaching strategies appropriate for differentiating instruction for all middle level learners.
ESO 7. You will develop pedagogical skills: planning, selection of appropriate materials and lessons, managing a literacy classroom, diagnosing, and evaluating.
ESO 8. You will become familiar with a variety of literature.
ESO 9. You will develop an understanding of how to integrate the use of technology into the study of and the teaching of literacy at the middle level.
ESO 10. You will become conscience of equity issues in the study of literacy and types of literature.
ESO 11. You will develop a positive attitude toward teaching literacy.

YOUR PERSONAL GOALS: List 3 or 4 goals of your own.

1.
_____

2.
_____

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.

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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 course is 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***:**
Tompkins, Gail. *(*2013). *Language Arts: Patterns of Practice, Ed. 8.NY: Pearson.*
McAndrews, Stephanie. (2008). *Diagnostic Literacy Assessments and Instructional Strategies.* DE: IRA
BlackBoard is 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. All papers should be word processed with a readable 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.
- Points cam be lost on any written work that is not word-processed.
- **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	Late or left early	Missed class, but called and had legal excuse; also submitted written work	Missed class and did not call, but had a legal excuse
	50%	40%	30%	10%
Participation	Encourages others, strong participant, stays on topic, shares ideas, facilitates activities, mentors others, comes "over" prepared	Collaborates well with others, stays focused, is adequately prepared, actively participates, shares in group work	Participates when called on, supports group projects, comes to class not quite prepared **or** is occasionally busy eating	Talks while others are talking, often not engaged in class discussion or group activities, comes to class not prepared **or** is busy eating
	50%	40%	20%	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%:

Student and professor will do this.

Evidence of Learning:
1. Tests = 35%
2. Read aloud lesson on award winning book = 15%
3. Non-fiction children book author study = 20%
4. Microteaching on chapter of IRA textbook = 20%
5. Professionalism = 10%

Weekly Schedule

Week	Assignment	Topic See weekly agendas for details	Assessments	
Jan 15 Introduction, Assignments, and Text Features	Sign onto BlackBoard Review syllabus & ch. 1	**Read** children's book – Have students select a year for Caldecott books **Overview** of syllabus by using table talk – Whole group review **Laptops** – explore Websites: PA Lang Arts Standards and Anchors, IRA, Read-Write-Think, NEAYC & Nation's Report Card & National Standards **Quickwrite** about memories of learning to read or reading instruction. **Using** their ideas, discuss examples of effective reading and ineffective reading instruction **Table teams** create a comparison chart using ideas from class and text **IRA group selection:** Lottery for chapter to be shared	Professionalism	
Jan 22 Chapters 1 & 2	Read chapters 1 & 2	**Read aloud by:** **Topic: How students learn**		

		language arts? **Topic: teaching and assessing LA**	
Jan 29 Chapters 3 & 4	Read chapters 3 & 4	**Read aloud by:** **Topic: Emergent literacy**	
Feb 5 Chapters 4	TEST Ch. 1, 2, & 3 Read chapter 4	**Read aloud by:** **Author study by:** **Topic: Personal writing**	
Feb 12 Chapter 5 & 6	Read chapters 5 & 6	**Read aloud by:** **Author study by:** **Author study by:** **Topic: Oral language-Listening and talking** **Topic: Written language-Reading and writing**	
Feb 19 Chapter 7	TEST 4, 5 & 6 Read chapter 7	**Read aloud by:** **Author study by:** **Author study by:** **Topic: Visual Language: viewing and visually representing**	
Feb 26 Chapter 8	Read chapter 8	**Read aloud by:** **Author study by:** **Author study by:** **Topic: Building vocabulary**	
Mar 12	Read chapter 9	**Read aloud by:** **Author study by:** **Author study by:** **Topic: Comprehending and composing stories**	
Mar 19	Read chapter 9	**Read aloud by:** **Author study by:** **Author study by:** **Topic: Comprehending vocabulary** **Topic: Investigating Non-fiction**	
Mar 26	Test on chapters 7-9 Read chapter 10	**Read aloud by:** **Author study by:** **Author study by:** **Topic: Non-fiction books**	
April 2	Read chapters 10 & 11	**Read aloud by:** **IRA presentation** **Topic: Exploring poetry**	
April 9	Read chapters 11& 12	**Read aloud by:** **IRA presentation** **The last IRA presentation** **Topic: Leaning to spell conventionally**	
April 16	Read chapter 12	**Read aloud by:** **IRA presentation** **Topic: Ways to teach spelling**	
April 23	Review	**Look at the last two chapters** **Review for Final Test**	
April 30	Final Test		

Diagnostic Literacy Assessments and Instructional Strategies

Micro Teaching

Presentation by_____

Chapter _____

Written requirements: 30 pts.

_____ Objectives – List objectives using PECT Preliminary Standards and Descriptors

_____ Agenda for class and a list of materials used

_____ Copy of PowerPoint used in presentation identify key points of chapter

> 1. Major understandings
> 2. Assessments
> 3. Strategies suggested

_____ Citations for sources

_____ Individual assessment = Due **before** the next class, but after the lesson was taught. You can e-mail your individual assessment, but make sure it is identified on the document written or you can place a hard copy in an envelope in my basket outside my office.

> 1. Highlights and lowlights of the lesson taught
> 2. Describe the interactions of the group working together

Oral requirements of Micro Teaching: 35 pts.

General overview and contents of chapter

_____ Professional attire

_____ Attitude towards teaching the lesson to us
- Demonstrate belief in the contents of chapter
- Enthusiastic
- Passionate
- **Add a touch of theater**

_____ Overview of total lesson= Tell us your agenda for the whole lesson (can be part of PPT)

_____ PowerPoint and other technologies used to help and support concepts beginning taught
> 1. Major understandings
> 2. Assessments
> 3. Strategies suggested in chapter

_____ All voices heard equally

Each Person Brings One Strategy to Life: 20 pts.

Strategy =

_____ Well-stated **introduction** so we know exactly what the strategy is (You might use a visual for help) and why
     we use it (purpose)

_____ Clear explanation or procedure of your strategies from your chapter with samples or how to apply (do)
     concept (step by step)

- Give us the experience of doing a strategy from your chapter
- Make sure you explain step by step
- Have all materials ready
- Let us try the strategy, but we don't have to finish it
- How do we assess the strategy

_____ **Closure of entire learning from your chapter – Summary of what we learned:** 5pts.

Advising before lesson: 10 pts.

_____ Meet with me to share your draft ideas for teaching your chapter – **one month** before presentation

     DATE:

_____ Bring in draft of the agenda, PPT's and sample of strategy lesson – **one week** before your presentation

     DATE:

Total Points _____ (Individual scores may vary according to the quality of your individual assessment after the lesson was taught.)

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
_____

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 10 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

Author, Books and Tri-fold Presented to Peers

_____ Dressed professionally

_____ Used technology to support the learning about your author and his/her books

_____ 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 of each one)

_____ Share by reading 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.

Lesson for class: Age appropriate for your author

_____ 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 phonemic awareness, phonics, word identification, fluency, and comprehension. (You must address each of the three, but you can do all.)

_____ Explanation of the small group activity lessons

_____ Modeling and intentional teaching of small group activity lessons (each team will begin the lesson, but they don't have to finish it: it is a taste of the experience)

_____ Time – Lesson kept to 30 minutes or less.

_____ **Total points = 100 pts.**

_____**% Score = total pts. / 100%**

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

Read Aloud Award Winning Book Presentation
Twenty minute Mini-lesson

Author Facts: 10 pts

_____ Background about author
_____ Use technology to share information or somewhere in your mini-lesson

Oral Reading of Book: 60 pts

Before reading: Introduce book by:
　　　_____ Building background knowledge
　　　_____ Set a clear purpose for listening
　　　_____ Preview book
During reading
　　　_____ Read book fluently and with expression
　　　_____ Read at appropriate speed
　　　_____ Kept us interested as you read
After reading
　　　_____ Involve us in after-reading discussion with well thought out line of questions

Book Structure: Select one: **10 pts**

Fiction:
　　　_____ Explanation of story structure
　　　_____ Story genre
　　　_____ Narrative Devices

Non-fiction
　　　_____ Expository text structure
　　　_____ Non-fiction features

Share your Tri-fold that is about your book and author: You will just show and explain: 20 pts

_____Appearance
_____Usefulness- some kind of student learning will occur using the tri-fold
_____User friendly- students will be able to use tri-fold independently once it is modeled
_____Informative – new learning and exploration can occur – open ended activities
_____Book Facts:
　　　*Title, Author, Illustrator, Year of the award, copy of cover of book

Points = _____

_____%