EDEE 377
Teaching Literacies in Grades 2-8
Spring 2013
T/TH 1:40-2:55 EDCTR 215

Instructor: Dr. Margaret Hagood
Office: School of Education, 86 Wentworth St, Room 332
Contact information: hagoodm@cofc.edu
953-3377 (office)
Please use email as a primary form of contact
Office hours: Tuesdays 10:30-12:00 and Thursdays 9:00-11:00
Virtual office hours through email contact M-Th.
Will respond within 24 hours.
By appointment

Course description:
This introductory course provides a study of the fundamentals of literacies, including reading, writing, listening, speaking, viewing, and designing 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 literacies from grades 2-8. Definitions and conceptualizations of “reading,” “literacy,” and “text” will be explored, as well as the relationships between and among identity, teacher, and the teaching of literacies. This course intends to challenge your assumptions in these areas: diverse students, the process of literacy, characterizations and components of literacy 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 designed 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 382 and 384, which focuses on observation, participation, and teaching literacies 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 NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), IRA (International Reading Association), NCATE (National Council for the Accreditation of Teacher Education), ISTE (International Society for Technology in Education), SC (SC Teacher Education Standards), and EHHP (School of Education, Health, and Human Performance). 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; EHHP I, II, III; SC 4 [EEDA]; ISTE 1).

- 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; SC 3 & 4 [EEDA]; EHHP 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; EHHP III & VII).

- Observe, record, and collect data concerning students’ literacy behaviors in a school setting (IRA 1, 3, 5, 7; EHHP VI).

- Describe modifications of methodologies, technologies, techniques, materials, and activities for teaching literacies to children with special needs. (ACEI 3.2; EHHP 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; EHHP V).

- Demonstrate a thorough knowledge of the developmental process of literacy acquisition and all the factors involved in it (NCATE 1, 2b & 3a-e; EHHP 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; EHHP 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; EHHP III, ISTE 1&2).

- 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; EHHP 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; EHHP 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; EHHP V; ISTE 3&4).

- 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; EHHP VI; ISTE 3 &4).

- Specify multiple techniques for determining the reading competencies and needs of students. (ACEI 2.1, 4; EHHP 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 & 4; EHHP III & VI, ISTE 3&4).

UNDERSTANDING SELF AS A PROFESSIONAL:

- View professional development as a career-long effort and responsibility (IRA 5; EHHP IV, V, VII; SC 4; ISTE 5).

Required texts:

Phonics packet provided in pdf online on course google site; please print and bring to class weekly (PP)

**YA texts:**

Whole class reading:
Choice texts:

Outside readings related to chosen topic of multiliteracies text set project

**Required technology:**
Access to google sites course at https://sites.google.com/site/edee377/
Working email address through CoFC
Understanding and use of applications such as gdocs and movie making software (such as iMovie or Movie Maker)

**Assignments**

**Exams:** 30 points total: Midterm: 10 points; Final: 10 points; Final phonics test: 10 points
Two cumulative exams will cover information learned over the course. These exams are content-based analyses exams (from readings, in-class discussions, class notes) and require 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.

One phonics unscored pretest will be given, and a multiple choice, fill-in-the blank, and short answer phonics scored post-test will be given at the end of the semester.

**Literacy lesson plans:** 10 points (Due when noted on syllabus)

Two parts

**PART A:** You will observe your cooperating teacher teach a reading/writing lesson. You will **transcribe** the lesson observed, and then you will analyze it and complete the lesson plan format for that lesson. You must submit it to me, typed, and to your cooperating teacher for feedback on accuracy of information included.

**PART B:** You will teach a reading/writing lesson that the teacher gives you to teach. You must format the lesson plan according to this course’s lesson plan template. You must gather feedback from various folks before you teach your lesson. Drafts with written and **SIGNED** feedback must be obtained from your helpful professor and your cooperating teacher before you teach the lesson. Your lesson plan must be taught and formally evaluated using ADEPT.
Within a week of teaching you must submit the final information your grading (in the order listed below):

1. final approved lesson plan with document of teacher sign off
2. assessments used
3. samples of students’ work (including, proof of approval from your cooperating teacher and from me, the completed ADEPT form
4. one-two paragraph typed reflection of your lesson plan, including discussion of what went well and what you’d change in the future. These will be graded on form and content.

See further information about this project on course gsite: https://sites.google.com/site/edee377/assignments/lesson-plan.

Graphic Organizer: 10 points
The teaching of literacies includes many interrelated concepts. Over the course of the semester, you will create a graphic organizer of the 30 most important terms according to you and visually represent their relationship to one another on a ONE page typed paper. You will also write a one page, single spaced explanation of your rationale for the way that you organized the concepts.

Literature Organizations Project: 20 points
To become familiar with young children’s literature and to experience how different literacy organizations work in classrooms, you will participate in 4 literature configurations including directed reading, book club/literature circles, literature focus unit on bullying, and reading/writing workshop. You will be given assignments throughout the semester related to your work in these configurations. Some of the books read will be assigned, while others you’ll have a choice to read. You must keep a Lit Org project notebook, divided into the four components noted. Assignments given in class must be kept in the notebook. You will submit your final notebook for grading.

See further information about this project on course gsite: https://sites.google.com/site/edee377/assignments/literature-organizations-notebook.

Multiliteracies Text Set: 20 points
This project allows you to demonstrate your understanding of (1) a broadened definition of literacy and text and (2) connections between identity, literacy, and pop culture.

You will choose a subject/area from a list provided that addresses children and adolescents’ uses of texts related to identity development. You will research this subject and explore how children/adolescents use the subject area in their lives. You will use the interactive technological tools in your life (FB, Twitter, Internet) to delve into the children’s meaning and uses of this subject. Your purpose is to develop a well-rounded and balanced understanding of the subject and the pros/cons of students’ interests in it.

You will then create a text set consisting of 20 texts (both print and non print) that you have read and will be able to use in a classroom to explore this subject with students. A criteria list for text set construction will be given to you.

You must present your text set in a multimedia format: an iMovie (no longer than 7 minutes), a glog (such as on glogster.com), an interactive website, or some other multimedia format that you’re learning (NO powerpoints, brochures, photo stories, posters accepted.)

See further information about this project on course gsite: https://sites.google.com/site/edee377/assignments/child-study-pc-project.
Teaching of comprehension strategy using nonfiction texts: 10 points (scored by both peers and professor).

Due one of the days noted as “strategy group instruction”

Working in a group, you will prepare a 25-minute lesson using one of the strategies described in Inside Words and related to the area you’ve chosen (pre, during, post literacy). Your lesson plan must be written and approved for teaching ONE WEEK in advance of your instruction.

You will teach this lesson for the class, demonstrating your (1) knowledge of the nonfiction material 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 instruction MUST model using at least one nonfiction text and connect meaningfully to both pop culture and content area texts appropriate for a standard to be taught.

See related sign up material on course gsite:
https://sites.google.com/site/edee377/assignments/comprehension-strategy-lesson.

Assignment Submissions

Finally, you will have a Student Folder on the gsite. Please submit all work for the following projects there:

1. Lesson Plan Part A named your last name-LPPARTA
   Due after week 5 or 6 (see syllabus)
2. Lesson Plan Part B named your last name-LPPARTB
   Due after week 11 or 12 (see syllabus)
3. Graphic organizer named your last name-GO
   Due April 23
4. Comprehension Strategy Lesson Plan and related materials- see syllabus for various due dates
5. Multiliteracies Text Set Annotated Bibliography named your last name-MLTS-whatever your topic is
   Due April 18

See https://sites.google.com/site/edee377/home/student-work to access your folder.

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; assignments due upon absence may be submitted prior to any planned absence. 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.

Please 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.

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 to 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.
**EDEE 377**

**Bring Inside Words to class every week beginning Week 2**

<table>
<thead>
<tr>
<th>Week</th>
<th>YA Lit Focus</th>
<th>Date</th>
<th>Topic covered on this date:</th>
<th>Assignment due on this date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions and course overview</td>
<td>Jan. 10</td>
<td>What’s the difference between teaching reading and teaching literacies?</td>
<td>L21: Ch. 1 <strong>SKIM</strong>&lt;br&gt;Beers: Ch. 1&lt;br&gt;IW: Introduction&lt;br&gt;PRINT PHONICS PACKET (PP) <a href="http://www.corestandards.org/assets/CCS_SI_ELA%20Standards.pdf">http://www.corestandards.org/assets/CCS_SI_ELA%20Standards.pdf</a> SEE ONLINE WK 1 for pdf. <strong>SKIM</strong> (p.1-33 ELEM) (p. 34-end MG)</td>
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<tr>
<td>Week 2</td>
<td>Overview of literacy organizations Introduction to <em>The Breadwinner</em></td>
<td>Jan. 15</td>
<td>Teaching reading and writing processes</td>
<td>L21: Ch. 10 “Goodbye Round Robin Reading” article-<strong>SKIM FOR GIST</strong> (posted on gsite in week 2)</td>
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<td>Jan. 17</td>
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<td>L21: Ch. 2&lt;br&gt;Beers: Ch. 2&lt;br&gt;<em>The Breadwinner</em>: Ch 1-3</td>
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<td>Week 3</td>
<td>Foundations of literacies: Setting up for success</td>
<td>Jan. 22</td>
<td>Cracking the alphabetic code</td>
<td><strong>Complete Phonics Pretest and bring to class</strong>&lt;br&gt;L21: Ch. 4&lt;br&gt;PP: TOC, Phonics Skills Chart, Phonics VB &amp; phonemes&lt;br&gt;<em>The Breadwinner</em>: Ch 4-6</td>
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<td>Jan. 24</td>
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<td>L21: Ch. 5&lt;br&gt;PP: Consonant &amp; vowel generalizations&lt;br&gt;<em>The Breadwinner</em>: Ch 9-12</td>
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<td>Week 4</td>
<td>Word recognition</td>
<td>Jan. 29</td>
<td>Explicit comprehension instruction</td>
<td>Beers: Ch. 11 &amp; 12&lt;br&gt;PP: Teaching consonants and vowels&lt;br&gt;Finish <em>The Breadwinner</em>: Ch. 12-15</td>
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<td></td>
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<td>Jan. 31</td>
<td></td>
<td>L21: Ch. 9&lt;br&gt;Beers: Ch. 4</td>
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<tr>
<td>Week 5</td>
<td>Lesson planning</td>
<td>Feb. 5</td>
<td>Introduce Multiliteracies Text Set Project Model prereading strategy for <em>Mockingbird</em></td>
<td>Review lesson planning documents online Bring Graphic Organizer project to class</td>
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<td>Feb. 7</td>
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<tr>
<td>Week 6</td>
<td>Teaching vocabulary</td>
<td>Feb. 12</td>
<td></td>
<td>L21: Ch. 7&lt;br&gt;PP: Syllable patterns and accents <em>Mockingbird</em> p. Ch. 1-9</td>
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</tbody>
</table>
| Week 7 | Feb. 14 | Facilitating Student Comprehension: Reader Factors | L21: Ch. 8  
Beers: Ch. 9  
*Mockingbird* Ch. 10-19 |
| --- | --- | --- | --- |
| Feb. 19 | Differentiating reading/writing instruction | L21: Ch. 11  
*Mockingbird* Ch. 20-29 |
| Feb. 21 | *Video*: Subprocesses of Comprehension | Complete subprocesses chart in class |

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<thead>
<tr>
<th>Week 8</th>
<th>Feb. 26</th>
<th>Take-home MIDTERM: to be completed and submitted via email by 12:00 PM on Feb. 28</th>
<th>Finish <em>Mockingbird</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 28</td>
<td>Independent work day</td>
<td>Compile texts for Multiliteracies Text Set Project</td>
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</tbody>
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| Week 9 | Mar. 12 | Introduction to Focus Unit: Bullying  
Hagood model comprehension strategy (IW) | Peruse [http://www.stopbullying.gov](http://www.stopbullying.gov) and bring 3 points of information to class that are new to you about the topic  
Focus group meeting of determined pages  
Beers: Ch. 5  
Focus group meeting of determined pages  
Bring Graphic Organizer project to class |
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<tbody>
<tr>
<td>Mar. 14</td>
<td>Inferencing: Hagood model comprehension strategy (IW)</td>
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</tbody>
</table>

| Week 10 | Mar. 19 | Pre, During, Post strategies | Beers: Ch. 6, 7  
Focus group meeting of determined pages  
Beers: Ch. 8  
Focus group meeting of determined pages  
**PRE strategy group instruction-IW** |
<table>
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<tbody>
<tr>
<td>Mar. 21</td>
<td>Fluency &amp; Automaticity</td>
<td></td>
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</tr>
</tbody>
</table>
| Mar. 26 | IN-CLASS mtg w/ assignment | L21: Ch. 6  
Beers: Ch. 10  
Focus group meeting of determined pages  
**PRE strategy group instruction-IW** |
| Mar. 28 | Watch *Boy in the Striped Pajamas*  
See [http://www.youtube.com/watch?v=tWyEpSk1G4](http://www.youtube.com/watch?v=tWyEpSk1G4) |  |

| Week 12 | Apr. 2 | Content Area/disciplinary instruction | L21: Ch 12  
Meet in Lit Circle  
**DURING strategy group instruction-IW**  
Beers: Ch. 13  
Meet in Lit Circle  
**DURING strategy group instruction-IW** |
| --- | --- | --- | --- |
| Apr. 4 | Literature Circles: 4  
*View from Saturday Number the Stars* |  |
| Week 13          | Apr. 9  | Assessing literacies | L21: Ch. 3
|                 |         |                      | Read Names Test article (on google site)
|                 |         |                      | Meet in Lit Circle
|                 |         | POST strategy group instruction - IW |
|                 | Apr. 11 |                      | Beers: Ch. 3
|                 |         |                      | Meet in Lit Circle
|                 |         | POST strategy group instruction - IW |
| Week 14         | Apr. 16 | Motivation           | Beers: Ch. 14
|                 |         |                      | Read Goldilock’s article online (in wk 14 folder)
|                 |         |                      | Last Lit Circle meeting
|                 | Apr. 18 | Sharing MLTS projects in class | Multiliteracies Text Set Due |
| Week 15         | Apr. 23 | Revisit: Who are effective literacy teachers? | Beers: Ch. 15
|                 |         | Phonics Post Test | Graphic Organizer project Due |
|                 | April 24 |                      | Literacy Organization Project Due |

Tuesday, April 30 12:00-3:00
EDEE 377 Spring 2013 Schedule
POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION*

1. GRADING SCALE:

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

** 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
Charleston, South Carolina  29424
http://www.cofc.edu/SchoolofEducation