EDEE 377
Teaching Reading in Grades 2-8
Spring 2010
Section 001 T/TH 12:15-1:30 pm
ECTR 217

Instructor: Dr. Emily Skinner
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Office hours: Tuesday: 9:00 a.m. – 11:30 a.m.
Thursday: 9:00 a.m. – 11:30 a.m.
By appointment

Course Description:
This introductory course provides a study of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing 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 literacy within elementary/middle school students. New definitions and conceptualizations of “reading” and of “text” will be explored. This course intends to challenge your assumptions in these areas: what counts as literacy, diverse students, characterizations and components of reading 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 created so as 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 EDEE 384, which focuses on observation, participation, and teaching 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 the SOE, IRA (International Reading Association), and NCATE (National Council for the Accreditation of Teacher Education). 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; SOE Standard I, II, III).
- 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; SOE Standard 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; SOE Standards III & VII).
- Observe, record, and collect data concerning students’ literacy behaviors in a school setting (IRA 1, 3, 5, 7; SOE Standard VI).
- Describe modifications of methodologies, technologies, techniques, materials, and activities for teaching literacies to children with special needs. (SOE Standard 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, SOE Standard V).
- Demonstrate a thorough knowledge of the developmental process of literacy acquisition and all the factors involved in it (NCATE 1, 2b & 3a-e; SOE Standard II).
- Demonstrate the integration of language/reading activities throughout the curriculum to extend achievement and interest in all phases of learning. (SOE Standard 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; SOE Standard III).
- 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; SOE Standard 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; SOE Standard III).
- Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; SOE Standard V).
- 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; SOE Standard VI).
- Specify multiple techniques for determining the reading competencies and needs of students. (SOE Standard 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 and 4; SOE Standard III & VI).

UNDERSTANDING SELF AS A PROFESSIONAL:

- View professional development as a career-long effort and responsibility (IRA 5; SOE Standard IV, V, VII).
Required Texts:


EDEE 377 Course Pack will be provided

Recommended author and graphic novel of your choice (in agreement with your book club)

Projects and Assignments:

Comprehension Strategy Group Presentation (5 points)

Working in groups of three, you and your partner will prepare a 15 minute lesson that illustrates one of the strategies described in your designated strategy chapter in STW. You will model this lesson for the class, demonstrating your (1) knowledge of the content from the chapter and (2) application of the strategy as if you were working with your designated age group (2-6) or (6-8).

Due: February 9th

Reading Lesson/Reflections (15 points)

You will develop ONE lesson plan on comprehension that will be sequenced with your partner intern’s lesson plan and taught in your field experience. As you and your partner plan your lessons, you should draw upon Strategies that Work (Harvey & Goudvis, 2007) as a resource. After you teach your comprehension lesson plan, you will reflect upon your teaching and your students’ learning. Furthermore, one of the objectives of this assignment is to practice thinking about ongoing instruction and sequencing of lesson plans. As such, it is optimal that you and your partner teach your lesson plans ON THE SAME DAY if your host teacher is amenable. Your lesson plan must comply to the lesson plan format used in this class, which is an adapted version of the lesson plan used with TEDU. Time is built in for you to submit and to receive feedback on your lesson plans before teaching them. It is likely that you will need to revise your lesson plan more than once, and your lesson plan must be approved by me before you teach it, so plan accordingly. If your field experience host teacher is not amenable to you teaching a reading comprehension strategy lesson plan, as your literacy content area instructor, I still need to approve the lesson you actually teach in the field, but for this class you will be evaluated on the reading comprehension lesson that you plan for this course.

Due: First draft for feedback due February 16; Final lesson plan with reflections due class after you teach.
Writing Process Project (15 points)

This writing process piece will include a “published” writing project in whatever genre you choose to write, textual evidence of the work you did throughout your writing process (e.g. notebook entries, drafts) and an explanation of how you used your mentor text. Due: April 6

New Literacies Struggling Reader or Writer Case Study (35 points)

You will conduct a new literacies portrait case study of a student who you (with the help of the student’s teacher) identify as struggling with reading in your internship placement. This new literacies portrait case study will include a number of literacy assessments that you implement in conjunction with course content throughout the semester. You will be expected to turn in separate pieces of your case study for feedback throughout semester (see case study assignments calendar/checklist). Then, drawing upon what you have learned from your observations and assessments of your case study student, you will construct an instructional plan. The complete literacy portrait study that you turn in during the final exam period will begin with a sociocultural profile of your case study student, then include all of the separate assessments, and then present an instructional plan for your case study student’s literacy development. Due: Separate pieces throughout semester as designated on course calendar; Complete project to be turned in at Final Exam

Midterm Exam (15 points): March 4

Short answer and essay questions that will require you to synthesize and apply material presented in class meetings and course readings. We will discuss format and preparation further in class.

Attendance, preparedness and participation (15 points)

Literacy and teaching are a social process. You will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing your reflections and responding to and building upon your classmates’ ideas.

Book/Graphic Novels Clubs (included in participation grade)

For April 8th, along with your book club, you will need to select and read one graphic novel, popular series book or popular magazine. The following list includes recommendations:

**Graphic Novels, Magazines or Series List:**

*Elementary:*

- Magic Tree House (SC)
- Magic School Bus (chapter books) (SC)
- Katie Kazoo Switcheroo
- A to Z Mysteries
Junie B. Jones (SC)
Captain Underpants (CL)
Nancy Drew graphic novels
Diary of a Wimpy Kid
Sports Illustrated for Kids
Nick Jr. Magazine
American Girl Magazine

Middle School:
Diary of a Wimpy Kid
Persepolis- The Story of a Childhood- Marjane Satrapi
Ultimate Spider Man: Power and Responsibility Volume 1
Maus I: A Survivor’s Tale, My Father Bleeds History- Art Spiegelman
American Born Chinese
Bluford series
PUSH book
JET Magazine
VIBE Magazine

For April 13th, along with your book club, you will select and read one chapter book written by an author from the following authors’ list:
Authors’ List: See curriculum lab books

Middle-Upper Grades Literature:
Gary Paulsen- Hatchet or Nightjohn (CL)
Christopher Paul Curtis- The Watsons Go to Birmingham (SC)
Jerry Spinelli- Maniac Magee (SC)
Louis Lowry- Number the Stars (CL)
Rodman Philbrick- The Mighty (SK)
Susan- Patron- The Power of Lucky (CL)

Adolescent Literature:
Lois Lowry- The Giver (SC)
Jerry Spinelli- Stargirl
Walter Dean Myers- Monster (CL)
Laurie Halste Anderson- Speak
Louis Sachar- Holes
Sharon Draper- Tears of a Tiger

Course Grade Breakdown:

Writing Process Project 15
Midterm Exam 15
Group Teaching of Comprehension Strategy 5
Reading Lesson/Reflection 15
New Literacies Portrait Case Study 35
Attendance, Preparedness, and Participation 15

Total 100
Tentative Course Calendar

Week 1/January 12 & 14: Introductions and Overview of Course/Syllabus; Overview of Literacy Theory, Recent Educational Policy, and Practice; Reading Process Teaching; Reading and Writing Workshop Teaching

- Tompkins, Chapter 1
- NCTE/IRA Standards (course pack)
- Five Pillars editorial- Allington (course pack)

Week 2/ January 19 & 21: Facilitating Students’ Comprehension: Reading Process; Action Strategies for Reading Response

Readings:
- Tompkins, Chapter 2 (Reading Process)- pp. 42-57
- Tompkins, Chapter 13 (Reading Workshop)- pp. 400-416

Week 3/January 26 & 28: Facilitating Students’ Comprehension: Reader Factors

Readings:
- Tompkins, Chapter 7
- Strategies that Work (Chapters 1-3)

Week 4/: February 2 & 4 Facilitating Students’ Comprehension: Text Factors

Readings:
- Tompkins, Chapter 8
- Strategies that Work (Chapters 4-5)
- Case Study Assignment: Identify a student to study for your case study and conduct literacy interviews with your case study student (February 3 in field)

Week 5/: February 9-11 Reading Comprehension Strategies/New Literacies Interview

Readings:
- Strategies that Work Selected Strategy Chapter (Read one of chapters 6-11 and prepare class presentation on that chapter)

Assignments:
- Present Group Reading Comprehension Strategy (Harvey & Goudvis) to class
Week 6/February 16 & 18: Assessing Students’ Literacy Development: Running Records and Miscue Analysis; Explicit Comprehension Strategy Lesson Planning

Readings:
- Tompkins, Chapter 9 (Chapter 3 in 5th Edition)
- Taberski “Running Records” chapter (course pack)

Assignments:
- Reading strategy lesson plan first draft due- email to me by 12:15 on Feb. 16. Please include your name in the file name and what day you are signed up to teach in the subject line of the email.
- Second draft is due at your discretion- if you have lots of revisions to make, please send me revisions at least a week before you teach. If you’re revisions are minor, please send me revisions at least two days before you teach. I will not review lesson plans the day before you teach.

Week 7/February 23 & 25: Developing Fluent Readers and Writers;

Readings:
- Tompkins, Chapter 5 (Feb. 23)
- Tompkins, Chapter 4 (124-147) and Chapter 6 (Feb. 25)

Case Study Assignment: Two running records and miscue analysis for each running record (Turn in hard copy on February 25)

Week 8/March 2 & 4: Reading Strategy Lesson Plan Conferences/Midterm

Reading:
- Review readings so far in preparation for midterm

Assignments:
- Midterm (March 4)
- Designated students will sign up for reading strategy lesson plan conference with Emily for Tuesday, March 2.

Week 9/Spring Break: NO CLASS

Week 10/March 16 & 18: Writing Workshop: Keeping a Writer’s Notebook; Setting up and Managing a Workshop; Writing Process: Notebook writing, selecting a topic, nurturing topic

Reading:
Davis & Hill, Chapters 1-5 (pp. 3-72; 83-86)

Assignments:
- Bring writer’s notebook (a basic composition book will do just fine) (March 16)
- Write 5 writer’s notebook entries (March 18). We will get started on these in class on the 16th.
**Week 11/March 23 & 25: Writing Workshop & Writing Process Teaching: Drafting & Conferring; Six Traits + 1 Writing**

*Readings:*
  - Davis & Hill, Chapters 6-8

*Assignment:*
  - Form Book Club and decide on books with club members

**Week 12/March 30 & April 1: Writing Workshop & Writing Process Teaching (Revising)**

*Readings:*
  - Davis & Hill, Everyone will read Chapter 9
  - Davis & Hill, Choose to read either chapter 10, 11 or 12 and share what you learned in small groups

*Case Study Assignment: Running Record/Reading Conference OR Writing Conference (April 1)*

**Week 13/April 6 & 8 Writing Project Celebrations; Popular Culture Series, Magazines and Graphic Novels Book Clubs/Literature Circles**

*Readings:*
  - Tompkins, Chapter 12
  - Graphic novel, popular series book or popular magazine (April 8)

*Assignment:*
  *Turn in your “Published” Writing Project and Artifacts of Writing Process (April 6)*

**Week 14/April 13 & 15 Recommended Author Book Clubs/Literature Circles; Graphic Novels/Magazine Book Clubs; Differentiated Reading Instruction; Critical Media Literacy and Teaching for Social Action in the Literacy Classroom**

*Readings:*
  - Tompkins, Chapter 11 (5th Edition- pdf on WebCT for those who have 4th edition)
  - Recommended author book (April 13)

**Week 15/April 20 & 22: Content Area Literacies**

*Readings:*
  - Tompkins, Chapter 14
  - Strategies that Work, Chapters 12-15
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 be considered absent. Leaving class prior to dismissal is considered an absence as well. Three absences for ANY reason will be allowed; however, assignments submitted after class when you are absent will be considered late. 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.
  - 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.

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 that will 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. A packet about writing and proofreading tips has been provided on WEBCT to assist you. The Writing Lab (Education Center, Room 216) also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.
1. GRADING SCALE:

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<th>Grade Points</th>
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<td>A</td>
<td>93 – 100%</td>
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<tr>
<td>A-</td>
<td>91 – 92%</td>
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<td>B+</td>
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<td>B</td>
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<td>D+**</td>
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<td>D-</td>
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** 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.

7. PAPERS: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition).

* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level. Revised and approved by SOE faculty 12/05 (over)

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
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