Fall 2016

EDEE 640: Instructional Strategies for Emergent Literacies (01)
ECTR 216
Thursday: 4-6:45 p.m.

Instructor: Dr. Jennifer Barrett-Tatum
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843-953-5821 (office)
Please use email as a primary form of contact

Office hours: Tuesday: 9:30 a.m.-10:30; 1-1:30
Thursday: 9:30 to 10:30 a.m.; 1 to 3:30 p.m
Virtual office hours (Skype/FaceTime/Phone) M-F

Course Description
This course explores theories of language and literacies development. This course outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing). Candidates will also develop an advanced understanding of factors such as family, community, culture, and dialect upon language and literacies development.

This course is intended to question what you know, expand your current thinking about language and literacy, and force you to be able to articulate what you learn about RECOMMENDED PRACTICE in literacy instruction.

Course Objectives: 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; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

UNDERSTANDING AND VALUING THE
LEARNER
1.) Describe the models of language acquisition as well as the many theories concerning language development (INTASC 1; NAEYC/EC 1; ACEI 1; NMSA 1; SOE Standards I & II, R2S 1.1, R2S 2.11, R2S2.16, R2S 7.1, R2S 7.2, R2S 7.3, R2S 7.4, R2S 7.5).
2.) Appreciate the impact of family and community upon language and literacy development and identify ways to include families and local communities within the classroom (INTASC 1, 5c; NAEYC/EC 1, 2; ACEI 1 & 5.2; NMSA 1; SOE Standard V, R2S 5.1, R2S 5.6, R2S 7.6, R2S 7.8, R2S 8.1, R2S 8.2).
3.) Recognize differing language patterns and dialects and develop strategies for incorporating these patterns into a systematic program of language expansion. (INTASC 1 & 3a, 3b; NAEYC/EC 1 & 4a, 4; ACEI 1 & 3.2; NMSA 1; SOE Standards I & III, R2S 2.8, R2S 2.9, R2S 5.1, R2S 5.5)
4.) Recognize the importance of story/narrative in communication within every culture and every classroom (INTASC 1, 3b, & 5b, 5c; NAEYC/EC 1, 4, & 2; ACEI 1, 2.1, & 3.5; NMSA 1; SOE Standards III, V, VII, R2S 2.8, R2S 5.1).
5.) Appreciate personal storytelling as an effective teaching tool for communication with students and parents and for incorporating the local community within the classroom (INTASC 1, 3b, 5b, 5d; NAEYC/EC 1, 4, 5, 2; ACEI 1, 2.1, 3.5, & 5.2; NMSA 1 & 6; SOE Standards I & II, R2S 2.17, R2S 5.1).
6.) Describe the patterns of child growth and development in language and literacies (INTASC 1; NAEYC/EC 1; ACEI 1 & 2.1; NMSA 1; SOE Standard 1, R2S 2.17, R2S 5.4).
7.) Identify the scope and sequence of competencies necessary for appropriate language and literacies development (INTASC 2b; NAEYC/EC 4b; ACEI 1 & 2.1; NMSA 1; SOE Standard II, R2S 2.10, R2S 2.11, R2S 2.16; R2S 3.1).

UNDERSTANDING YOURSELF AS A PROFESSIONAL
1.) Model effective use of the English language (INTASC 1, 2b; NAEYC 6; ACEI 5.1; NMSA 7; SOE V; SC 5).
2.) Develop personal and class definitions of language and literacy (INTASC 1; NAEYC/EC 1; NMSA 1; SOE Standards I & II, R2S 1.2).

*Working syllabus and subject to change
3.) Evaluate changing self-perceptions about language and literacies, including the use thereof in teaching and learning (NCATE 5; NAEYC/EC; ACEI 2.1, NMSA 1; SOE Standards I, IV, V, VI, VII, R2S 1.2).
4.) Collaborate and cooperate with other course participants in class and in the evaluation of course projects(NCATE 5; NAEYC 5 & 6, R2S 6.2)
5.) Use technology to optimize instruction (NCATE 5; NAEYC/EC; SOE I, II III, V).

Course Text/Materials:
E-reserve readings available through the OAKS system.


**Required technology:**
Digital Device (iPad, tablet of any kind, laptop)
OAKS
Word
www.kahoot.it.com

**Additional Resources:**
Using Educational Wikis-
http://www.wikispaces.com/content/classroom
https://www.pbworks.com/education.html

Assignments:

**Quizzes: (5 points each= 20 points)**
Four quizzes will cover information learned over the course. All assessments are content-based (from readings, in-class discussions, class notes). Quizzes are 15 minutes in length. They are intended as quick snapshots of your understanding of language and literacy development.

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Requests for any make-up assessments must be sent to teacher in writing prior to beginning of missed class period.

Professionalism (Attendance, Preparedness, Demeanor, and Participation-15 points)
Prepare for the class, contribute, and ask questions. Be thoughtful and respectful. Class attendance is expected in both body and mind. There are 15 weeks of class; each week’s professionalism behaviors will determine points awarded.

Examples of quality professionalism:
- Bringing required readings and reflections submitted before class
- Asking questions
- Answering questions/responding to another student
- Active listening
- Making comments (should relate to material in the text)
- Making comments that reflect connections between course content and relevant field experiences
- Collaborating well with peers

Things to avoid:
- Turning in assignments late, or failure to submit assignments. This includes Reading Responses (unless you have a situation that has gained written approval from instructor)
- Multiple tardies/absences (detailed below)
- Repeated refusal to participate in class activities
- Texting, spending time online for non-class related browsing, working on coursework or reading for another class
- Isolating peers or avoiding collaboration
- Unprofessional comments in class towards another person (classmate, instructor, mentoring teacher, student)

Attendance Policy
- Class attendance is expected. Students are responsible for all content and assignments for each class. Two absences for any reason are allowed, but you WILL NOT receive participation credit for that class (no matter what the reason for your absence). Upon a fifth absence, the student will be automatically withdrawn from a course with the grade of WA. WA becomes an F on a transcript.
- Students who qualify for SNAP must present their official letter from the SNAP office to 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 the 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.
- Students who miss more than 2 classes (one week) will receive a one point deduction for each additional missed class session.

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- Multiple tardies will also result in loss of professionalism points (after 2 tardies, a point is deducted for each following tardy). If you know that you will miss a class or be late for class, please notify me via email or text as soon as possible.

Students exhibiting unprofessional behaviors are subject to loss of a professionalism point per incident. Students will rate their own professionalism a minimum of twice during the semester as a means of reflection of their professional behaviors.

**Reading Response Reflections (2 pts each=24 points):**
Language and Literacy learning is an active and social process. How we interpret texts varies based on our own personal beliefs and experiences. Individualized responses to readings will be recorded.

Reading responses should include your personal reflections on the main concepts for learning in the readings. The logs may also include key professional vocabulary, concepts, or theories covered in the readings, and your own personal response and connections to these concepts. All responses are due in Oaks.

Clear connections to the readings must be made. It is not simply a reading summary. It is a deeper reflection of critical ideas and questions you have about the reading.

Responses May Take the Form of the Following:
- A blog post
- A podcast
- A wiki page
- A graphic organizer
- A 2 page summary
- A kahoot you create for the class
- Lead a 10 minute class discussion/activity with visuals

***Class discussion points from each reading will be covered in the next class session’s Power Point. Please consider these points as areas of reflection.***

**Mini Literacy Ethnography and Reflective Paper (5 points):**
To recognize the broad scope of daily literacy events in which you engage and reflect upon what these literacy events indicate about your literate and social identity, you will document all literacy events over a 24 hour period. During this period you will record when, how, with whom, and for what purposes you engage with both the print and non-print texts in your life (e.g. tweets, texts, traffic signals, pictures/images/icons). You will receive a chart in class that will serve as the template for your literacy ethnography. You will turn in your completed 24 hour chart in Oaks. After documenting the literacy events you engage in during this period, you will construct a response concerning your literacy practices & purposes behind. You will state and defend your developing definition of literacy, what it is to be literate, and the influence this has on one’s social identity through

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a narrative format of your choice (e.g. essay (2 pages), digital story, blog, audio podcast, other pre-approved formats). See the rubric at the bottom of the syllabus.

Language and Literacy Theory Presentation (5 points):
You and a partner will select a theory for language and literacy to read and become the specialist. You will provide a multimodal presentation of your choice for the class. The class will be using your information for their resource portfolio and course quizzes. It is important to give your peers accurate and descriptive information so that they not only understand the theory and the theorists who support it, but how it is applied in education. The class should be active participants within the presentation (graphic organizer, fill in the blank, game, discussion, etc.). Readings may not include all the information needed for presentation. It is suggested you find one other professional resource to support basic reading. Presentation should highlight professional and leadership skills seen in course and program objectives. A list of theories and possible theorists will be provided.

Language and Literacy Theory Philosophy Paper (40 points):
You will submit a 6-8 page language and literacy theory philosophy paper that details how you believe individuals develop and use language and literacy during their lifespan. Paper will clearly link how you believe this relates to children learning in the classroom and how you prefer to teach literacy (including multiple disciplines). You must use at least 10 professional references in APA formatting. This means you will need to find readings on your own outside of class (consider books and articles from the library or interlibrary loan). You should frame your philosophy with a specific conceptual framework and supported with named theorists and theories. References to these should be cited within the paper. Please see the APA 6th edition manual or the online websites provided at the end of the syllabus.

Resource Portfolio (25 points):
For the resource portfolio (digital), you will include literacy resources under the appropriate content heading. These resources include strategies, sample lessons, graphic organizers, student examples, articles, websites, and other information you use or gathered from others. The purpose is to expand your repertoire of instructional strategies and resources for your own teaching and as a resource to others. At the end you must have at least 5 resources per section. You may make the portfolio using a wiki, a teaching webpage, or another pre-approved digital format of your choosing. Final submission of link or file due to Oaks.
Make each section clear and distinct:
- Language and Literacy Theories (due @ midterm)
- Language (L1 and L2) and Vocabulary Development (due @ midterm)
- Phonology System (due @ final)
- Technology and Literacy (due @ final)
- Professional Development: Literacy area of interest (You may add any resources you found useful)

Literacy lesson plan (5 points):

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Using lesson plan provided in class, write a description for each section within the lesson plan. Provide the definition of what the section means in your own words. Provide lesson plan(s) that contain examples of the same sections with sections labeled to match that provided in class. If you find one plan that meets all that is fine. If you need to put together a small packet of lessons to meet all the criteria that is also good.

***Lesson plan development will be discussed in class***

**New Literacies Project for building Foundational Skills (42 points):**
You and a partner will create one digital activity for students, grades prek-3, to engage in to learn more about a foundational literacy skill of your choosing (only foundational standards: phoneme segmentation, blending, identification, etc.). This activity must be age appropriate and meant as a station or activity for students to complete without the teacher. The activity must involve new and critical literacies. (See Lapp article). The activity must cover one ELA CCSS skill/objective which is clearly written/stated, and defined within the activity (Name the standard and objective and then say what it means in “kid speak”). The activity must be interactive, engaging, and developmentally appropriate. It is not a “sit and see” activity.

Activity may be in a Point Point, iMovie, Voicethread, etc. (your choice for medium selection but it must be multimodal). As critical literacies involve promoting and building upon local knowledge, this presentation will use local locations, landmarks, wildlife, famous people, etc. for your project (ex. use a series of video clips of well-known places around Charleston to teach a lesson on vowels “e” is for Edisto, “a” is for Atlantic, etc. in an easy to use PP or Voicethread). In other words your local “theme” must be related to the Low Country. Please see rubric for more details. See Oaks for project examples.

*** Critical partnerships will be assigned. Submit to critical partners by Friday at 6 p.m. in Google Drive (instructor will check for timely submission, failure to submit in Google Drive by deadline will result in the loss of points per the rubric). Use rubric to score and provided feedback. Critical partners must provide graded feedback rubrics to partners at least 48 hours in advance of due date. Also submit the critical form you completed for your peer in YOUR dropbox 48 hours in advance of due date.
DUE IN OAKS: 1) the graded rubric you created for your peer 48 hours in advance, 2) the graded rubric you received from your peer, 3) your project or a link to your project -Failure to meet the required submission times outlined in the syllabus will result in the immediate loss of points (see rubric).
Contact instructor if you have not received critical feedback within 48 hours of due date.***

**Phonics exam (100 points):**
It is crucial as a literacy instructor of young children in this country to be able to understand the phonological and alphabetic relationships of the English language.

The exam must be completed online for your midterm exam. For anyone who does not score 84% or higher at the midterm, an alternate phonics exam will be available online as a final exam. Both exams are timed. Those who score an 84% or higher at the midterm may retake the phonics final to improve their final grade.

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You must show proficiency on mastery of phonics skills necessary for teaching young children to read and write. Failure to make an 84% or higher on the phonics exam will result in the completion of a disposition form due to lack of content knowledge.

Assignments/Grading Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>20</td>
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<tr>
<td>Professionalism</td>
<td>14</td>
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<tr>
<td>Reading Response</td>
<td>24</td>
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<tr>
<td>Literacy Ethnography and Reflection</td>
<td>05</td>
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<tr>
<td>Resource Portfolio</td>
<td>25</td>
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<tr>
<td>Literacy Lesson Plan</td>
<td>05</td>
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<tr>
<td>New Literacies Project</td>
<td>40</td>
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<tr>
<td>Lang/Lit. Theory Philosophy</td>
<td>40</td>
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<tr>
<td>Phonics Exam</td>
<td>100</td>
</tr>
</tbody>
</table>

Total: 274

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF 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 XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission— is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the

*Working syllabus and subject to change
assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, 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 instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

What is the official College language about classroom disruption?

Code language that guides our responses to classroom disruption can be found in the Student Handbook: A Guide to Civil and Honorable Conduct.

The Student Code of Conduct specifically forbids disruption or obstruction of teaching, research, administration, disciplinary proceedings other college activities, including its public-service functions on or off campus, or other authorized non-college activities when the act occurs on college premises. (Student Handbook, p.11 - 14)

The Classroom Code of Conduct (from the President’s Advisory Committee) covers specific principles of civil conduct expected in a college classroom:

- Do not cut classes, come in late or leave early.
- Never leave during class unless you absolutely must. Leaving for a short break and then returning is not acceptable.
- Turn off cell phones, pagers and all other electronic devices.
- It is rude and unacceptable to talk with classmates while the professor (or another student who has the floor) is talking.
- Visible and noisy signs of restlessness are rude as well as disruptive to others.
  (Student Handbook, pp. 58-59)


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

ASSIGNMENTS SHOULD BE TURNED IN COMPLETE AND ON TIME IN OAKS. ALL GRADED RESPONSES ARE DUE IN OAKS. **DO NOT EMAIL FINAL VERSIONS OF ASSIGNMENTS THAT ARE SUPPOSED TO BE SUBMITTED**

*Working syllabus and subject to change*
ON OAKS, ASSIGNMENTS ARE CONSIDERED LATE IF THEY ARE NOT SUBMITTED WHEN CLASS BEGINS. FAILURE TO SUBMIT ASSIGNMENTS ON TIME WILL RESULT IN THE LOSS OF ONE PROFESSIONALISM POINT. EACH DAY PAST THE DUE DATE RESULTS IN A REDUCTION OF 10% OF THE TOTAL EARNED POINTS.

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. The Writing Lab also provides FREE, INDIVIDUALIZED help on all parts of the writing process. See www.cofc.edu/~csl/ for further information.

### Course Calendar

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic to be discussed</th>
<th>Reading/Assignment due</th>
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</table>
| Class 1  | Aug 25 | • Introduction & course overview  
• What is language and literacy?  
• Critical Friends | *Bring print or digital copy of syllabus to 1st class (email if unable)  
Outline of basic theories  
Timeline of basic theories |
| Class 2  | Sept 1 | Language and Literacy Frameworks | 1) Essential Linguistics (File in Oaks: Ch. 2: 23-32)  
2) Otto Ch.2  
RR DUE  
In class: https://docs.google.com/document/d/1oD8DgtzbWAOUfMMbfH9fizKodvZyAtMg_AdKxb0jqc/edit?usp=sharing |
| Class 3  | Sept 8 | Family and Culture influence on Language; Heath and Bruner  
How to Search for | (Files in Oaks)  
Ch. 14 Otto  
RR DUE  
Literacy Ethnography Due |

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| Class 4 | Sept 15 | Language and Literacy Development Birth-Preschool L1 and L2; theories Emergent (Clay) vs. Stage (Ehri/Chall) | 1) Otto ch 3 and 4  
RR DUE  
Quiz 1 |
| --- | --- | --- | --- |
| Class 5 | Sept 22  
-last day to withdraw | Language and Literacy Development Prek and K in L1 and L2; sociocultural Vygotsky and Cole/Engeström theories  
Critically examining research in education | Otto, Literacy development in early childhood Ch. 6 and 8 RR due  
640 students: break into groups to split a professional readings of articles  
1) Interrelationships among prereading and oral language by Dickinson and Snow  
2) Relationship between Emergent Literacy and Invented Spelling in Spanish Speaking Children by Pendergast  
3) Uninvited Guests: Teachers’ Roles and Pedagogies with English Language Learners by Yoon  
4) Teacher epistemologies by Powell  
*groups will present major take away learning from the reading along with Knowing if it is qualitative or quantitative, knowing if it has generalizability and power, understanding rigor and quality (we will meet beforehand to discuss)* |
| Class 6 | Sept 29 | Language and Literacy Development in L1 and L2 in primary years; Chomsky and Cummins theories | (In Oaks)  
1) Tompkins pp 45-68  
Examining Children’s Literacy Dev.  
2) Early Writing and Spelling Development by Kadaverak  
RR DUE |

In class: Understanding Bilingual Children’s Literacy Development | Rubin and Carlan |

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<table>
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
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<tbody>
<tr>
<td>7</td>
<td>Oct 6</td>
<td>Language and Literacy Development in L1 and L2 in intermediate grades; Goodmans vs. Adams</td>
<td>(Files in Oaks)</td>
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<tr>
<td></td>
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<td>1) Ages 6-11: Wang Understanding language and literacy development pp.181-200</td>
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<td>2) Ages 12 and up: Wang pp. 291-305</td>
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<td>RR DUE</td>
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<td>Quiz 2</td>
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<td>8</td>
<td>Oct 13</td>
<td>Language and Dialect; psychosociolinguistic Literacies; Gee, Koda, and Luke</td>
<td><strong>Midterm</strong></td>
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<tr>
<td>9</td>
<td>Oct 20</td>
<td>Language and Communicative Disorders</td>
<td>Resource Portfolio Parts 1,2, and partial 5 due</td>
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<tr>
<td>10</td>
<td>Oct 27</td>
<td>Emergent Stage: Phonological awareness Literacy Lesson Plan Format</td>
<td>(On Oaks) Hallahan Ch. On Language Disorders</td>
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<td>Read New Lit Project Info.</td>
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<td>(designate partners and critical partners, create a list of ?’s you may have)</td>
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<td>RR DUE</td>
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<tr>
<td>11</td>
<td>Nov 3</td>
<td>Beginner’s Stage: Phonemic Awareness</td>
<td>(On Oaks) Beck Ch.4 Devries Ch. 12</td>
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<td>RR due</td>
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<tr>
<td>12</td>
<td>Nov 10</td>
<td>Transitional Stage: Phoneme Manipulation Vowels R-controlled Digraphs/Diphthongs Consonant Blends</td>
<td>(In Oaks)</td>
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<td>RR DUE</td>
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<td><strong>Quiz 3 (Phonological and Phonemic Awareness)</strong></td>
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<td><strong>In class work on new lit project</strong></td>
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*Working syllabus and subject to change*
Intermediate Stage: affixes/suffixes
Morphemes
Open/Closed syllables
Syllabication
Compound Words

Baer 241-263
Review pages and RR due

Quiz 4
In class: Work on new lit project

Advanced Stage: Accented/unaccented Roots-Greek/Latin
Course Evals

Baer pp 277-295
Play Day for Literacy Projects/New Literacy Projects Due

Resource Portfolio parts 3, 4, and completed 5

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>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
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<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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<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>
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<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
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<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0 – 69%</td>
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*Working syllabus and subject to change
**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 in writing with the professor 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 or on the google site. 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 SOEHP 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).

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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. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

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.

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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

### Reading Responses

<table>
<thead>
<tr>
<th>Reflection Components</th>
<th>0-1 point (One or more of the following categories may result in the loss of a full point)</th>
<th>2 points (All of the following categories must be met to receive full credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Connection</td>
<td>Connections to readings are not obvious or explicit</td>
<td>Clear connections are made to assigned text readings</td>
</tr>
<tr>
<td>Professional Language</td>
<td>Reflection does not use the professional language and terminology presented in the class texts</td>
<td>Reflection clearly contain the professional language and terminology presented in class texts</td>
</tr>
<tr>
<td>Application Connections</td>
<td>Reflection do not relate to observed, experienced, or considered literacy learning and instruction</td>
<td>Reflection relates to observed, experienced, or considered literacy learning and instruction for the future.</td>
</tr>
</tbody>
</table>

### Literacy Ethnography and Reflection (5 points)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hour record of literacies observed or experienced in their multiple forms is present</td>
<td>0.5</td>
</tr>
<tr>
<td>Summarize the purpose for which these patterns of literacy events occur (e.g. think about how, with whom, and for what)</td>
<td>0.5</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Purposes you engage with both the print and non-print texts</th>
<th>0.5</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does the pattern of literacy events indicate about you?</td>
<td>Vague or partial description</td>
<td>Complete description</td>
</tr>
<tr>
<td>Define your current belief about what counts as “literacy” and what it means to be “literate”</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Narrative is well organized with few conventional errors and is supported by evidence from course readings and/or discussions</td>
<td>0.5</td>
<td>1</td>
</tr>
</tbody>
</table>

### Literacy Lesson Plan Rubric

<table>
<thead>
<tr>
<th>Lesson plan components</th>
<th>Partial Points</th>
<th>Complete Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete descriptions, defining what each section means in your own words</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Example(s) that provide evidence of all sections of literacy lesson plan</td>
<td>1-2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

### Theory Presentation Rubric

<table>
<thead>
<tr>
<th>Theory presentation includes an overview of all the major concepts</th>
<th>0.5</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory presentation includes major theorists who contribute</td>
<td>0.5</td>
<td>1</td>
</tr>
</tbody>
</table>

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connects theory to literacy and language instruction (application) |  |  
| Theory presentation engages the audience | 0.5 | 1 |  
| Theory presentation is professional and equitably division of responsibilities | 0.5 | 1 |  

### Resource Portfolio

<table>
<thead>
<tr>
<th>Electronic portfolio was complete with each clearly labeled:</th>
<th>0-2 Three or fewer clearly pertinent resources per section</th>
<th>3-4 Less than 5 directly related educational language and literacy resources per topic section</th>
<th>5 Five or more resources per section that are clearly related to language/ literacy and topic section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literacy Theories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonology System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development and Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### New Literacies Project for learning Foundational Literacy Skills

**NEW LITERACIES PROJECT RUBRIC**

<table>
<thead>
<tr>
<th>Project was presented in a multimodal format (3 or more modes: picture, sound, text, moving pictures, links to activities, manipulation)</th>
<th>____/8</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project is engaging and</td>
<td>____/6</td>
<td>Comments:</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>interactive (children are expected to interact and not just watch)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project is child-friendly and age appropriate/developmentally</td>
<td>____/4</td>
<td></td>
</tr>
<tr>
<td>appropriate</td>
<td></td>
<td>Comments:</td>
</tr>
<tr>
<td>Project clearly states a specific grade level state standard and the</td>
<td>____/4</td>
<td></td>
</tr>
<tr>
<td>learning objective (What is the standard? What is it you are going</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to learn by doing this activity? Standard can be small as a subtitle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>with child friendly learning objective stated up front)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project defines and provides examples of a specific foundational</td>
<td>____/6</td>
<td></td>
</tr>
<tr>
<td>literacy skill (Describe the skill in child friendly language, give an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>example of it)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The project is centered around a theme specific to the local</td>
<td>____/8</td>
<td></td>
</tr>
<tr>
<td>community to highlight and build on students’ local (Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>involves local setting, objects, or characters)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided critical feedback to peers that included a rubric based</td>
<td>____/6</td>
<td></td>
</tr>
<tr>
<td>grade (1 points), rationale for grading choices (2 points), and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>was submitted to your partner and in your Oaks dropbox no less than</td>
<td></td>
<td></td>
</tr>
<tr>
<td>48 hours of assignment due date (3 points)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College of Charleston
School of Education
Charleston, South Carolina 29424
http://www.cofc.edu/SchoolofEducation

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Helpful Resources

Academic Support Services—The Center for Student Learning
The CSL, located on the first floor of the library, offers a wide variety of tutoring and other academic resources that support many courses offered at the College. Services include walk-in tutoring, by appointment tutoring, study strategies appointments, Peer Academic Coaching (PAC), and Supplemental Instruction (SI). All services are described and all lab schedules are posted on the CSL website [http://csl.cofc.edu/](http://csl.cofc.edu/), or call 843.953.5635 for information.

For College Success:
[http://paws.kettering.edu/~ktebeest/courses/studytime.html](http://paws.kettering.edu/~ktebeest/courses/studytime.html)

Literacy Education
www.readingrockets.org
[www.colorincolorado.com](http://www.colorincolorado.com)
[http://www.sesamestreet.org/games](http://www.sesamestreet.org/games)
[www.storylineonline.com](http://www.storylineonline.com)
[www.readingrecovery.org/professional-learning](http://www.readingrecovery.org/professional-learning)
[http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html](http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html)
[www.starfall.com](http://www.starfall.com)

SC STATE STANDARDS:

Writing Resources:
[http://vanderbilt.edu/writing/resources/](http://vanderbilt.edu/writing/resources/)
[https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

On-campus Writing Lab

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