EDEE 375: Instructional Strategies for Emergent Literacies  
ECTR 215  
Tues/Thur: 10:50 a.m.-12:05 (01)  
12:15-1:30 p.m. (02)

Instructor: Dr. Jennifer Barrett-Tatum  
Office: School of Education, 86 Wentworth St, Room 218  
Contact information: barrettmynesj@cofc.edu  
865-405-8266 (cell-text before calling and during professional hours)  
843-953-5821 (office)  
Please use email as a primary form of contact

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

Required Readings:  

Required technology:  
Digital Device (iPad, tablet of any kind, laptop)  
OAKS  
Word  
Understanding and use of digital applications such as Power Point, imovie, Voice Thread, or MovieMaker.  
www.kahoot.it.com

Scope:  
This course provides a study of the fundamentals of literacy, including reading, writing, listening, speaking, viewing, and designing relevant to learners from Pre-K through 3rd grade. It emphasizes the literacy process, factors affecting that process, and the principles and skills involved in the development of literacy within young children. (NCATE 1, 2b, 3a-e; NAEYC/EC 1, 4, 4a-c & 3; ACEI 2.1)

This course is intended to question what you know and to force you to be able to articulate what you learn about RECOMMENDED PRACTICE in literacy instruction.

Course Outcomes:  
All teacher preparation programs in the School of Education (SOEHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency, which are at the heart of the SOEHHP 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
(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 organizations. The standards listed in parentheses at the end of each course outcome relate to those of the SOEHHHP (School of Education, Health and Human Performance), IRA (International Reading Association), NAEYC (National Association for the Education of Young Children), ACEI (Association for Childhood Education International), NCATE (National Council for the Accreditation of Teacher Education), and the required South Carolina Standards (EEDA- South Carolina Education and Economic Development Act-SC 4), Safe Schools Climate Act/Bullying - SC 6), and ISTE (International Society for Technology in Education).

These standards define, respectively, expectations for the School of Education Health and Human Performance, early childhood teachers, and literacy instruction. The following outcomes are organized by the Elements of Teacher Competency:

(1) UNDERSTANDING AND VALUING THE LEARNER:
- Demonstrate knowledge and understanding of first and second language development to design emergent literacy programs and strategies that build on students’ skills and backgrounds and are effective (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4 & 4a-c; SOEHHHP Standard I, II, III, R2S 7).

- 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; NAEYC/EC 1, 4b, 3; SOEHHHP Standard V, R2S 2, R2S 3).

(2) 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; NAEYC/EC 4b; ACEI 2.1; SOEHHHP Standard V).

- Demonstrate a thorough knowledge of the developmental process of emergent literacy and all the factors involved in it (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; SOEHHHP Standard II; SC 4, R2S 1).

- 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 beginning readers and respond to what they have read (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 3.1; IRA 1; SOEHHHP Standard III; ISTE, R2S 2, R2S 4).

- Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 2.1; SOEHHHP Standard II; SC 4, R2S 5).

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• 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; NAEYC/EC 4b & 4a-c; IRA 2 and 4; SOEHHP Standard III, R2S 1).

• Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEYC/EC 5 & 2; ACEI 5.3; SOEHHP Standard V, R2S 5).

• 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 beginning instruction (NCATE 4 & 3a-e; NAEYC/EC 3 & 4a-4b; ACEI 4; IRA 3; SOEHHP Standard VI, R2S 3, R2S 4).

• Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in emergent and early literacy (NCATE 3a-e & 5b, 5d; NAEYC/EC 4a-c & 5, 2; ACEI 1, 3.2; IRA 2 and 4; SOEHHP Standard III & VI; SC 6, R2S 5).

(3) UNDERSTANDING SELF AS A PROFESSIONAL:
• View professional development as a career-long effort and responsibility (IRA 5; SOEHHP Standard IV, V, VII, R2S 6).

Assignments:

Quizzes: (10 points each= 40 points)
Four quizzes will cover information learned over the course. All examinations are content-based (from readings, in-class discussions, class notes) and cumulative. Quizzes are 15 minutes in length and are intended to be quick snapshots of your understanding of foundational literacy components. Requests for make-up exams must be sent to teacher in writing prior to beginning of 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

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• 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.
• 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 (18 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 written in a 1-2 page Word file (APA format) and submitted before the class period in which the reading is due into the assigned Dropbox file on Oaks.
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.

Literacy learning experiences includes what you experience in your field experiences, experiences with children outside of the classroom, and your own personal literacy learning experiences. To include both technical information gleaned from text and personal response, please use the t-chart provided (See below).

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. These reading logs will be viewed daily by the instructor and used in the first five minutes of each class for group discussions to help stimulate conversations and questions.

***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.***

**Phonics Work Stations (40 points):**
Phonics is an important part of early literacy instruction. Opportunities to learn phonics should take place in a variety of settings, including learning work stations. Stations should be **phonics** based (No sight words). Stations must be engaging and interactive. No worksheets. You will plan and create **four** work stations that will each cover a different phonics lesson and activity. Teachers are not part of phonics work stations as they are monitoring the class and working with small groups of individuals. Do NOT include the teacher as an active member of the station.

Each work station should have a brief definition and description of the phonics skill, an example of the skill, and an activity for **up to four children** (may be group, partner, or individual with peer interactions). You will photograph all four stations and upload these to Oaks with your plans. You may work in groups of 2. While the project is collaborative, **each individual must turn in all 4 lessons and photos of activities to Oaks to receive a grade.** One person **may not** turn it in for both due to grading records. See rubric.

Each station should have a learning objective. Behavioral objectives are different and should be included in the procedure. The procedures are NOT the student directions. See examples in Oaks.

*A graded copy of the rubric from a critical peer (not your partner) is due at the time of your submission. Both names (yours and critical peer) must be on the graded rubric. Failure to submit graded rubric will require a conference with both partners during office hours.*

*Submit your 4 stations to your critical partners 48 hours before due date/time
Send graded rubric with feedback to the designers of the stations 24 hours before due date.*

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**Literacy lesson plan (40 points): One week prior to teaching lesson**

Each person needs to teach either the reading or writing/word study section of a lesson plan. Each person is to plan his/her section and reflect on the section he/she taught individually. In the lesson plan name who has planned and is teaching what. Partners may provide feedback but one person is not to write the whole lesson/both sections.

Your lesson plan must comply with the lesson plan format provided on Oaks. The lesson must begin with a piece of quality children’s text to introduce the learning objectives. Your learning objective should be directly related to the ELA standard that has been selected to teach.

Lessons must include student practice of these standard-based objectives both individually and in a group/partner setting. Lesson plans must include a way to assess the children’s understanding of objectives. This assessment should be something tangible which you will look back on to help you understand how many children learned the objective at a proficient level, and how many would need further experience and support. It will also help to reflect on how you might do the lesson differently in the future with another group of students. **You must include a copy of any assessments and handouts you will use in your lesson plan for approval.**

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

**Lesson Plan Approval:**

A back and forth cycle of reflection and edits is designed to promote personalized scaffolding. Instead of performing the lesson and then rewriting the lesson, we will work one-on-one (one in person meeting you schedule and then virtually) to perfect your lesson plan before trying it out in the field. Set up your meeting with the instructor as soon as you have a draft. To have time to successfully complete this reflection cycle, lesson plans are due 5 days in advance of the day in which you are scheduled to teach. Lesson plans must be organized in the required format for me to be able to review and provide feedback. For efficiency and accuracy, please leave in the instructor comments and make all revisions in a different font color. Once the final lesson plan has been approved by the instructor, you may delete comments and make font uniformly black.

Your final lesson plan must be approved two days before you are scheduled to teach (this means I will not be rereading and approving edits the night before you are scheduled to teach). If lesson plan is not approved 2 days before teaching, late penalties for the assignment will be applied. The lesson plan needs to be approved by both your instructor and your cooperating teacher.

**Lesson Reflection:**

Your lesson plan must be taught and formally evaluated by your mentoring teacher, or your CofC supervisor, (not a peer) using some form of written feedback (ADEPT form is accepted).

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A reflection of what worked, didn’t work, and what you might change is due within 48 hours of completing your approved lesson. This should include your thoughts as well as address any feedback provided by the cooperating teacher. If your teacher is late in providing the written feedback, then reflect within 48 hours, submit, and then create a new file and resubmit on Oaks with the information included (don’t save on top of your old file because then I can’t see you submitted on time). I encourage you to take a picture of whatever they have written the day of your lesson.

You will be graded on your planning and reflection. The feedback form and reflection count as 10 of the 40 overall points. See Rubrics.

***If you are having difficulty scheduling your lesson or gaining the standards/objectives for the lesson from your cooperating teacher, meet with me during my office hours.***

Due: (initial draft due a minimum of one week prior to teaching and must be approved 48 hours before your scheduled date-varies by person)

**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, JiMovie, 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).

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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. To complete this course you must pass a twenty five question multiple choice phonics exam with a score of 84% (B level) or higher.

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.

You may not make higher than a C in this class if you are unable to show above C level proficiency on mastery of phonics skills necessary for teaching young children to read.

**Assignments/Grading Breakdown:**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<td>Quizzes</td>
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<td>Professionalism</td>
<td>15</td>
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<tr>
<td>Reading Logs</td>
<td>18</td>
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<tr>
<td>Phonics Work Stations</td>
<td>40</td>
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<tr>
<td>Literacy Lesson Plan, Evaluation, and Reflection</td>
<td>40</td>
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<tr>
<td>New Literacies Project</td>
<td>42</td>
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<tr>
<td>Phonics Exam</td>
<td>100</td>
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<td><strong>Total</strong></td>
<td><strong>305</strong></td>
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</table>

**Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of the College of Charleston 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

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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.

It is important for students to 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 cell phones), copying from another’s exam, fabricating data, and giving
unauthorized assistance.

Remember, 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.

What is the official College language about classroom disruption?
Code language that guides our responses to classroom disruption can be found in

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)

The material below comes directly from Gary Pavela, ed., "Questions and answers on

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

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ASSIGNMENTS SHOULD BE TURNED IN COMPLETE AND ON TIME. **DO NOT EMAIL FINAL VERSIONS OF ASSIGNMENTS THAT ARE SUPPOSED TO BE SUBMITTED 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| Jan 7  | Introduction & course overview  
What is literacy?  
Syllabus Scavenger Hunt  
Critical Friends                                                                 | *Bring print or digital copy of syllabus to 1st class (email if unable) |
| Class 2| Jan 12 | Literacy Frameworks  
What the literature says about literacy success                                              | Essential Linguistics (Ch. 2; 23-32)  
(RR due)  
INCLUDES-Chapter 1 Savage’s Sound It Out (Oaks) |
| Class 3| Jan 14 | Approaches to Reading and Reading Instruction                                          | RLR: Ch 1 AND 2  
https://www.youtube.com/watch?v=frMZr8tJGI&list=PLF12B19E9577296CA (watch)  
(RR due) |
| Class 4| Jan 19 | Early Literacy Learning: Ages 3-5                                                     | LB: Ch. 3 (Oaks) 57-63; 67-72                                |

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<table>
<thead>
<tr>
<th>Class 5</th>
<th>Jan 21</th>
<th>Phonological Awareness</th>
<th>RLR Chapter 4 pp.79-102 (RR due)</th>
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<tr>
<td>Class 6</td>
<td>Jan 26</td>
<td>Phonemic Awareness and Letter Identification: Early Reading/Writing Stages</td>
<td>RLR Ch. 5 pp.125-140) (RR due) Bring a sample of child’s writing to class Quiz 1</td>
</tr>
<tr>
<td>Class 7</td>
<td>Jan 28</td>
<td>Phonics: Phonemes Activities/Stations</td>
<td>All Oaks: 1) Fox Phonemic Awareness pp. 112-119 2) WIS: Ch.2 23-30; 40-43; 49-50; 53-54 3) Explaining Reading 18 &amp; 19 in Oaks Reading Section (RR due)</td>
</tr>
<tr>
<td>Class 8</td>
<td>Feb 2</td>
<td>Phonics Review Part 1, Phonics Workstations</td>
<td>Classrooms That Work pp. 61-78 (RR due) Quiz 2</td>
</tr>
<tr>
<td>Class 9</td>
<td>Feb 4</td>
<td>Phonics Review Part 2</td>
<td>2) Word Study Work Stations by Diller (pp 75-90) (Oaks)***workstations info Phonics Workstation Outlines due</td>
</tr>
<tr>
<td>Class 10</td>
<td>Feb 9</td>
<td>Phonics Jeopardy and Phonics Workstation</td>
<td>Phonics Workstations Due</td>
</tr>
<tr>
<td>Class 11</td>
<td>Feb 11</td>
<td>UD and differentiation in instruction LESSON PLAN REVIEW (Don’t forget to set up a conference)</td>
<td>Universal Design and Multiliteracies by Michael (OAKS) (RR due) APP Hunt (Use the link below to find a literacy App for $5 or under-free is best-to present to your group) <a href="https://docs.google.com/document/d/1e9ZUoP2Iqgh-KP0et6m-xfMMMzJR6Nv37CTFj8-l0s/edit?usp=sharing">https://docs.google.com/document/d/1e9ZUoP2Iqgh-KP0et6m-xfMMMzJR6Nv37CTFj8-l0s/edit?usp=sharing</a></td>
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<tr>
<th>Class 12</th>
<th>Feb 16</th>
<th>Literacy Dev. And Instruction Ages five to seven</th>
<th>LB: CH. 4 pp. 89-108; 285-289 on Oaks (RR due)</th>
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<tr>
<td>Class 13</td>
<td>Feb 18</td>
<td>Accuracy and Fluency</td>
<td>RLR Ch.8 (RR due)</td>
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<tr>
<td>Class 14</td>
<td>Feb 23</td>
<td>Fluency; Vocabulary; Comprehension</td>
<td>1) RLR Ch.9 2) Classrooms That Work 83-97 (RR due)</td>
</tr>
<tr>
<td>Class 16</td>
<td>March 1</td>
<td>Story Retell: Comprehension (Story Basket)</td>
<td>MIDTERM COMPLETED IN CLASS *Bring 7 random objects from home</td>
</tr>
<tr>
<td>Class 17</td>
<td>March 3</td>
<td>Guided Reading</td>
<td>Guided Reading (Oaks) (RLR Ch.12 pp. 359-end) (RR due)</td>
</tr>
<tr>
<td>Class 18</td>
<td>March 15</td>
<td>Read Alouds Pre/During</td>
<td>1)Rigorous Reading pp. 52-67 2)Bennett Ch.4 (75-83 only) (RR due)</td>
</tr>
<tr>
<td>Class 19</td>
<td>Mar 17</td>
<td>Post Read Alouds/ Reading Centers Graphic Organizers (pt1)</td>
<td>1)Barrett-Mynes article on R.A. and Graphic Organizers 2) RLR Ch.10 pp. 297-305 (RR due)</td>
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<tr>
<th>Class</th>
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<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>20</td>
<td>Mar 22</td>
<td>Post Read Alouds/Reading Centers Graphic Organizers (pt2)</td>
<td>Rigorous Reading pp.22-37 (OAKS) (RR due) Quiz 3</td>
</tr>
<tr>
<td>Class 21</td>
<td>Mar 24</td>
<td>Disciplinary Literacies</td>
<td>Disciplinary Literacies by Gillis (OAKS) (RR due)</td>
</tr>
<tr>
<td>Class 22</td>
<td>Mar 29</td>
<td>Dual Language Learners Literacy in L2</td>
<td>1) Pandaya. Opening Pandora’s Box (Oaks) 2) Lenski. Alternative Assessments for ELLs (Oaks) (RR due)</td>
</tr>
<tr>
<td>Class 24</td>
<td>Apr 5</td>
<td>New and Critical Literacies</td>
<td>Lapp (2012). New Literacies in Lit Instruction (Oaks) OUTLINE OF LITERACY PROJECT DUE for approval (email) by Fri. at noon (make a folder with your project name/title in the following google drive; include a google doc within the folder with 2 sections 1) areas of strength, 2) things to consider by Fri at noon) <a href="https://drive.google.com/folderview?id=0B69b6Ab4iQZpSUhUUtIGnRXO">https://drive.google.com/folderview?id=0B69b6Ab4iQZpSUhUUtIGnRXO</a> U0&amp;usp=sharing</td>
</tr>
<tr>
<td>Class 25</td>
<td>Apr 7</td>
<td>New Literacies Project Work Day (Off campus work day)</td>
<td>Quiz 4 ONLINE; DUE 11:15 A.M. IF APPROVED. Use time to work on project out of class</td>
</tr>
<tr>
<td>Class 26</td>
<td>Apr 12</td>
<td>New Literacy Project in Class Workday</td>
<td>All pictures/videos/recordings/etc. to be prepared and brought to class for work session. Building Day; not prep Tech Support Present</td>
</tr>
</tbody>
</table>

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**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>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
</tbody>
</table>

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C  79 – 81%  2.0
C-  77 – 78%  1.7
D+**  75 – 76%  1.3
D  72 – 74%  1.0
D-  70 – 71%  0.7
F  0 – 69%  0.0

** 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.

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* Applies to all EDEE and EDFS courses and all HHP teacher education courses above the 200 level.
Revised and approved by SOEHHP 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

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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

### Reading Reflections

<table>
<thead>
<tr>
<th>Reflection Components</th>
<th>0.5 points (One or more of the following categories may result in the loss of a full point)</th>
<th>1 point (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>

### Reading Response Chart

**Cite Author and Title:**

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<table>
<thead>
<tr>
<th><strong>Cite main concepts or vocabulary from book:</strong></th>
<th><strong>Application or Connections:</strong></th>
<th><strong>Page Number:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(What are the concepts and vocabulary that you think are need to know? <strong>HINT:</strong> Use that day’s Power Point to help you narrow down main concepts)</td>
<td>(Compare/Contrast prior experiences/connection to this concept AND/OR State how you see this concept being applied in the classroom)</td>
<td>(any other info to help you find it or cite it when needed)</td>
</tr>
<tr>
<td>Enter info</td>
<td>Enter info</td>
<td>Enter info</td>
</tr>
</tbody>
</table>

**Literacy Lesson Plan Rubric**

<table>
<thead>
<tr>
<th>1-2 points</th>
<th>3-4 points</th>
<th>5-6 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Follows Format</strong></td>
<td>Lesson plan is missing 2 or more of the required sections OR all of the sections have minimal information and reader cannot enact plan due to lack of information. Lesson plan was not approved prior to instruction.</td>
<td>Lesson plan is missing one of the required sections as seen in required format. OR Lesson plan provides minimal information in the sections such that someone reading or following the lesson plan is unsure as to how to proceed. Lesson plan was still lacking a few revisions for final approval.</td>
</tr>
<tr>
<td></td>
<td>Lesson plan was organized, all sections required are present, each section is clearly described so that reader, observer, or a substitute could follow the lesson plan. Lesson plan was approved 2 days in advance of instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>Use of literature for Mini-lesson</strong></td>
<td>No children’s literature/text is used to teach lesson; selected children’s literature does not align with lesson</td>
<td>Children’s literature/text is used to teach lesson objective but is somewhat unclear about how it will be</td>
</tr>
<tr>
<td></td>
<td>Children’s literature/text is selected that closely aligns to lesson objective, use of the text is made clear.</td>
<td></td>
</tr>
</tbody>
</table>

*Working syllabus and subject to change*
<table>
<thead>
<tr>
<th>Guided and Individual Practice</th>
<th>No mention is made of use of instructional techniques for student practice (whole, partner, or individual), techniques discussed do not align with objective</th>
<th>Missing one, or is unclear, instructional technique (individual or group/partner. Role of teacher or student is unclear (aka cannot tell what teacher and students are supposed to be doing)</th>
<th>Multiple instructional techniques for student practice (group/partner and individual) are clearly stated and well aligned to objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>No mention of teacher or student peer or self-assessment</td>
<td>Documented assessment of students is present but vague, no mention of student peer or self-assessment</td>
<td>Documented assessment is present (requires something written, photographed, notes taken, etc. to refer back to help make instructional decisions). It is clear how assessment will be used to inform learning and future teaching. Peer or self-assessment is included</td>
</tr>
<tr>
<td>Differentiation</td>
<td>Plan does not have any differentiation for diverse student learners</td>
<td>Plan is missing (or unclear) modifications or accommodations listed (DLLs, cognitive, physical, behavioral)</td>
<td>Plan includes thorough modifications or accommodations listed (DLLs, cognitive, physical, behavioral)</td>
</tr>
</tbody>
</table>

*Working syllabus and subject to change*
Lesson Reflection Rubric (10 points; due 48 hours after you teach lesson plan)

<table>
<thead>
<tr>
<th></th>
<th>1 Point</th>
<th>2 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection includes strengths and areas in need of growth</td>
<td>Minimal discussion, does not directly address</td>
<td>Clearly and thoroughly addresses 1) areas you thought went well and why, and 2) what didn’t go as well as you anticipated/areas that could just be stronger. Describe how these could be improved for next time. (this is the purpose of assessment)</td>
</tr>
<tr>
<td>Reflection addresses ADEPT scoring/Written feedback</td>
<td>Minimal discussion, does not directly address</td>
<td>Clearly and thoroughly addresses the feedback and what could be done next time</td>
</tr>
<tr>
<td>Reflection uses professional language from course readings</td>
<td>Minimal discussion, does not directly address</td>
<td>Appropriate terms and concepts are present and used correctly</td>
</tr>
<tr>
<td>Reflection includes data summary from student assessment</td>
<td>Minimal discussion, does not directly address</td>
<td>Clearly and thoroughly discussed how students performed (use details-ex. about 70% scored satisfactory on the rubric). Reflection avoids generic terms like “most” and “some.”</td>
</tr>
<tr>
<td>Reflection addresses how assessment data could inform future instruction for students</td>
<td>Minimal discussion, does not directly address</td>
<td>Clearly and thoroughly addresses how the data informs what you would do with the students to improve their learning (assessment practice). This includes what you would do with advanced (aka finished early and did not need your lesson), on target due to lesson and practice, and those who were not proficient after lesson and practice.</td>
</tr>
</tbody>
</table>

*ADEPT form completed by mentoring teacher must be attached to receive any points

New Literacies Project for learning Foundational Literacy Skills
NEW LITERACIES PROJECT RUBRIC

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

**Phonics Work Station Rubric (per station, 4 stations=40 points)**

*Working syllabus and subject to change*
<table>
<thead>
<tr>
<th>Activity ELA CC standard(s) and objective</th>
<th>0-2pts</th>
<th>4-7pts</th>
<th>8-10pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA standard(s) or objective not listed, or listed standards do not match activity’s learning objective</td>
<td>ELA standard(s) is listed, but there is no clear learning objective for activity listed or listed objective does not meet/match the standard.</td>
<td>ELA standard(s) and activity objective is listed. The standard(s) and objective are aligned. The objective is written in child friendly language. There is an example of the objective.</td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td>Materials are not listed. Materials are not present in diagram or picture</td>
<td>Materials are either only partially listed. Materials are only partially represented. Materials may not be age level appropriate.</td>
<td>All materials are listed and represented and are age level appropriate. Models or diagrams were created, photographed, and uploaded to OAKS. A single activity was brought to class in complete form</td>
</tr>
<tr>
<td>Developmentally appropriate</td>
<td>Activity and objectives are not age level appropriate, or do not relate to phonological awareness. Activities are not interactive or engaging.</td>
<td>Activity and objectives are age appropriate but the connection to phonological awareness skills are unclear/vague, or connection to phonological skills is clear but the activity is not engaging or multimodal.</td>
<td>Activity and objectives are explicit and age level appropriate. The activity was created at the developmental level of selected age level, and are engaging and multimodal.</td>
</tr>
<tr>
<td>Children’s</td>
<td>Children’s</td>
<td>Children’s</td>
<td>Children’s</td>
</tr>
</tbody>
</table>

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| Directions | directions for following activity are not present or are not clear enough to be understood. | directions are present but somewhat vague/unclear/too complex. Some steps include multiple actions (ex. pick up the card and then read it aloud to the rest of your group). Children or player cannot play game in full. | directions are present. They are short, clear, and easy to follow. They do not include multiple steps within one sentence. (ex. 1) Pick up one card from the top of pile. 2) Read the card to your group) A child can pick up the game and play without an adult. |

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

**Helpful Websites**

For College Success:  
http://www.collegeparents.org/members/resources/articles/your-college-student-investing-enough-time-studying  
http://paws.kettering.edu/~ktebeest/courses/studytime.html

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

**SC STATE STANDARDS:**

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http://ed.sc.gov/instruction/standards-learning/

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