

EDU 312

Literacy II:

(3 credits)

Fall Semester 2009- Tuesdays (7-9:30pm)

Instructor: Dr. Gibbons, Assistant Professor

Office: Curtis 229

Phone: 610-606-4666 Ext. 3740*

***In the case of inclement weather (regardless of CCC status), you may call my voicemail on the day of class to ensure that class will be held.**

mgibbons@cedarcrest.edu**

****Please note that due to confidentiality, I will only correspond through Cedar Crest email accounts. Contact technology about having your emails forwarded to a different account such as home, work, etc.**

Office Hours: Tuesday/Thursday 3:45-6:15 or by Appointment

Course Description: Provides prospective elementary and middle school teachers with the knowledge and skills to plan, implement and assess literacy experiences grounded in NCTE/IRA and PDE Standards for speaking, listening, reading and writing. Prospective teachers acquire an understanding of the use of various genres of literature as the basis for the developmental literacy curriculum in grades 2-6 with particular focus on Grades 2-4 and the use of authentic children's literature for fostering reading comprehension, critical thinking, process writing, language arts skills, and remediation of literacy difficulties. Strategies for accommodating the needs of exceptional and culturally and linguistically diverse students are included. Prerequisite: Education 311. Co-requisite: Education 313: Field Experience II: Elementary.

Academic Honesty: The formal honor code as adopted by CCC as outlined in the college catalogue and student handbook will be followed in this course. Appropriate classroom behavior is implicit in the CCC Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations or any other behavior that might disrupt instruction and/or compromise student's access to learning. Students should turn off mobile phones or beepers before this class begins.

Attendance and late arrival: Due to the high level of emphasis placed on collaborative interaction and learning experiences in this course, attendance and promptness are vital aspects of the learning process and vital to the success of the community of learners; and therefore students are permitted NO absences during the semester. Since there are 7 sessions, students will be asked to withdraw from class at the first absence...NO EXCEPTIONS. Classes begin promptly. Students who arrive after attendance is taken will be marked as absent. Late arrivals are not professional and have a negative impact upon course activities and collaborative work.

Please note:

1. Late assignments or projects will be lowered a full letter grade for each day they are overdue unless other arrangements are approved in advance by the professor.
2. The most expedient manner in which to contact the professor is through email or contact my office during office hours.
3. The professor reserves the right to make changes in course content and the course schedule based on her professional assessment of students' needs/knowledge or the request of members of the learning community.

Required Books and Materials:

1. Fountas and Pinnell. (1996) *Guided Reading*.

Child/Adolescent Literature (required readings-course focus is on Grades 2-4 but these books encompass Grades 5 and 6 as well, some may be higher):

1. Lowry, Lois: Number the Stars
2. Anderson, Lauree Halse: Fever, 1793
3. Fritz, Jean: So You Want Women to Vote, Lizzie Stanton
4. Lowry, Lois: The Giver
5. Babbit, Natalie: Tuck Everlasting
6. DiCamillo, Kate: The Tale of Despereaux
7. Sachar, Louis: Holes
8. Creech, Sharon: Walk Two Moons
9. Paulsen, Gary: Hatchet
10. Clements, Andrew: Frindle

Children's Literature Records: You will need to read the 10 required chapter books above. For each book you will need to provide information as follows:

- ***Title and Author of Book***
- ***Genre of Book – list is provided in textbook***
- ***Illustrator of Book***
- ***Publisher***
- ***ISBN #***
- ***A brief summary of the book (do not use the ones from Amazon.com as this will be considered plagiarism). Summaries must be at least 1-page long! Points will be deducted for less.***
- ***2 activities (and a brief description about how you will carry out these activities) that can be taught in the context of using this book (See PA Academic Standards for Speaking, Listening, Reading and Writing) Please be sure to include 3-5 sentences for plenty of description!***

WEBSITES: Locate and describe 5 websites for use in the classroom (Grades 2-6). Please choose websites that you would use as a teacher or prospective teacher, not that you would have students use.

AUTHOR STUDY: See Rubric for requirements. Essential: You must include awards, author's craft, background/some history, and bring (at least) 3 copies of their works. You must choose an author who gears their writing from Grades 2-6, respectively.

WRITING WORKSHOP MINI-LESSON PLAN: Develop a plan to present a new concept or skill related to process writing to a class Grade 2, 3 OR 4 students. Keep in mind that this lesson should have all students actively engaged and should take no more than 10-15 minutes in time to complete. (Examples:

lesson on peer editing, lesson on writing a paragraph, lesson on using adjectives to make your writing more interesting, etc). Mini lesson components are:

- Introduction
- Procedures
- Closure
- Evaluation (Self)

POINT VALUE OF COURSE REQUIREMENTS:

- Literature Records (20) on Chapter Books (20 points each = 200 points)
- Websites (100 points)
- Author Study (100 points)
- Professionalism Rubric (70 points)
- Class Participation (50 points)
- Writer’s Workshop Mini-Lesson (50 points)
- Cursive Sample (30 points)
- Online Peer Editing (125 points; 50 each for bibs; 25 for mini-lesson)

There are 3 required peer editing assignments. You must use CCC email and post your bibs by 7pm on the Sunday evening prior to class. Posting after this time will receive no credit. You must attach the email that you sent (with the time). It is up to the write emails do not need to be attached or posted by a specific time. Hand in FIRST: Literature Record Rubric; SECOND: Final Annotated Bibs; THIRD: Your email with the time you posted.

TOTAL POINTS: 720 points

NOTES:

- ❖ PDE Standards on Speaking, Listening, Reading, and Writing may be found on the PDE website at: <http://www.pde.state.pa.us/k12/lib/k12/Reading.pdf>
- ❖ Please remember that students are required to earn a grade of B or higher in all education courses for certification.

*The professor reserves the right to adjust the course syllabus if needed.

Date	Topic(s)	Assignments Due
8-25 Class 1	Introductions Course Overview/Requirements PDE Standards The Middle School Student and Balanced Literacy Instruction Leveled Books/Workboard Icons (See appendix B and M) Professionalism Rubric Model Writer’s Workshop: The Writing Process	Fountas and Pinnell Chapter 1, 3 Fountas and Pinnell Chapter 10, 11

<p>9-15 Class 2</p>	<p>Review of CCC Unit Plan LAB Activity Model Cursive Handwriting Word Study</p>	<p>Writer's Workshop Mini-Lesson Due (PEER REVIEWED) Fountas and Pinnell Chapter 13</p>
<p>9-29 Class 3</p>	<p>Literature Circles Reading Strategies Assessment/Running Records Making Connections Schema</p>	<p>Submit Literature Records 1-5 (PEER REVIEWED) Cursive Sample Due Fountas and Pinnell Chapter 12 Fountas and Pinnell Chapter 6, 7</p>
<p>10-20 Class 4</p>	<p>Presentations</p>	<p>Presentations of 5 websites in Lab Fountas and Pinnell Chapter 4, 5</p>
<p>11-3 Class 5</p>	<p>Informational Text Content Area Reading Determining Importance in Text (Considerate vs. Inconsiderate)</p>	<p>Fountas and Pinnell Chapter 9</p>
<p>11-17 Class 6</p>	<p>Author Study Presentations</p>	<p>Submit Literature Records 6-10 (PEER REVIEWED) Fountas and Pinnell Chapter 2, 8</p>
<p>11-24 Class 7</p>	<p>Asking Questions Higher Level Thinking QAR Bloom Activity Professionalism Rubrics Given Out Course Evaluations</p>	<p>Homework: Students (in pairs) bring an informational/non-fiction picture book to class to perform QAR</p>