

EDU 312 Literacy II:

Developmental and Remedial Literacy in the Intermediate Grades and Middle School

(3 credits)

Spring Semester 2009-Thursdays 2:30-3:45

A HYBRID COURSE

IF YOU ARE UNABLE TO ATTEND ALL BUT ONE SESSION, PLEASE WITHDRAWAL AT THIS TIME.

Dates: Jan. 22, Jan. 29, Feb. 5, Feb. 12, Feb 19, Mar. 5, Mar. 19, Mar. 26, Apr 2, Apr. 9, Apr. 23, Apr. 30

Instructor: M. Gibbons, Assistant Professor

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****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: Tues./Thurs. 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 4-8 with particular focus on 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 511. Co-requisite: Education 313: Field Experience II: Elementary.

Course Outcomes:

By the end of this course, the prospective teacher should be able to:

1. Apply their theoretical understanding of reading, writing, speaking, and listening to PDE standards to develop appropriate learning experiences for students in grades 4-8;
2. Plan, implement, and evaluate a developmentally appropriate developing and remedial literacy experience using strategy instruction for students in grades 4-8;
3. Implement a wide variety of learning experiences with authentic child/adolescent literature designed to foster students' ability to analyze elements of literature, to encourage personal response to literature, and to develop critical literacy through the use of Literature Circles;
4. Assess student's developmental and remedial literacy needs and plan and implement appropriate learning experiences using balanced literacy components. These will be based on national and state literacy standards and individual needs, including the needs of exceptional students and students who are culturally and linguistically diverse;
5. Use technology to support students' achievement of national/state literacy standards;

6. Plan and implement learning experiences that integrate literacy skills across all content areas of the elementary and middle school curriculum.

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 ONE absence during the semester due to the hybrid nature. Classes begin promptly. Students who arrive after attendance is taken will be marked as absent.

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. Combs, M. (2003) *Developing Competent Readers & Writers in the Middle Grades*.
2. Keene, E & Zimmerman, S. (1997) *Mosaic of Thought; Teaching Comprehension in a Reader's Workshop*

Child/Adolescent Literature (Required Reading):

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

Child/Adolescent Literature: In addition to the required reading above, please read the number of books indicated in each category from this list. **Children's Literature Records must be completed on the required reading books ABOVE but the books BELOW are to be done on your own time. They are NOT required to be turned in as literature records. Therefore, you are only turning in a total of 10 literature records. Summaries must be 1page double-spaced. Points WILL BE deducted if requirements are not fully met.**

Realistic fiction – present (read any **TWO** from this list):

Bauer, *On My Honor*
Byars, *Summer of the Swans*
Voight, *Dacey's Song*,

Spinelli, *Maniac Magee*
Hiaasen, *Hoot*
Curtis, *Bud, Not Buddy*
Giff, *Pictures of Hollis Woods*
DiCamillo, *Because of Winn Dixie*

Realistic/historical fiction – past (read any **TWO** from this list):

Fleischman, *The Whipping Boy*
Cushman, *The Midwife's Apprentice*
O'Dell, *Island of the Blue Dolphins*
Collier & Collier, *My Brother Sam is Dead*
Taylor, *Roll of Thunder, Hear My Cry*
Woodruff, L., *Dear Levi* or *Dear Austin*
Rinaldi, *Numbering All the Bones* or another Rinaldi book
Curtis, *The Watsons Go to Birmingham*
Lowry, *Number the Stars*
Avi, *True Confessions of Charlotte Doyle*
Speare, *Witch of Blackbird Pond* or *Sign of the Beaver*

Non-Fiction – Biography (read any **TWO** from this list):

Filipovic, *Zlata's Diary*
Selden, *The Story of Walt Disney; Maker of Magical Worlds*
Davidson, *Louis Braille, Boy Who Invented Books*
Coles, *The Story of Ruby Bridges*
Cummings, *Talking with Artists*
McMullan, *The Story of Harriet Tubman; Conductor of the Underground Railroad*
Meeker, *I Could Not Keep Silent; the Life of Rachel Carson*
Levinson, *Thomas Alva Edison; Great Inventor*

Fantasy (read any **TWO** from this list)

Justen, *Phantom Tollbooth*
Dahl, *Charlie and the Chocolate Factory*
Selden, *Cricket in Times Square*
Banks, *Indian in the Cupboard*
Tolkien, *The Hobbit*
White, *Charlotte's Web*
Steig, *Abel's Island*
O'Brien, *Mrs. Frisby and the Rats of NIMH*

Non-Fiction/Informational Text (read any **ONE** from this list)

Markle, *Science to the Rescue*
Sandlen, *The Immigrants*
Murphy, *The Great Fire*
Murphy, *Across America on the Emigrant Train*
McGovern, *If You Lived in the Time of...*
Additional titles available in class

Children's Magazines (read any **ONE** from this list)

Ranger Rick
National Geographic World
Zoobooks
Your Big Backyard
Kids Discover
Owl: the Discovery Magazine for Kids

Children's Literature Records: You will need to read the 10 chapter books listed which are appropriate for students in grades 4-6. 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).*
- *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)*

PERSONAL STATEMENT OF CORE BELIEFS REGARDING LITERACY INSTRUCTION: This statement should be 2-3 pages in length using a #12 font, double spaced. Include a description of how you would foster students' achievement of PDE standards. **You may include but are not limited to** references to a balanced literacy model (read aloud, shared, guided and independent reading, writing, and word work), to the role of authentic literature, to the use of literature circles, to the writing process and mini-lessons, to strategy instruction, etc. (all of the techniques that you will use in your classroom), as well as how you will assess achievements of your students. You could also make reference to accommodating special needs of individual students including students who are limited in their English proficiency.

LESSON PLANS: Lesson plan format required will follow the CCC format. Mini-lesson components are:

- Introduction
- Procedures
- Closure
- Evaluation (Self)

AUTHOR STUDY: Detailed information on Author Studies will be distributed during class instruction in presentation form. The time limit for this presentation is TBA.

POINT VALUE OF COURSE REQUIREMENTS:

1. Literacy Portfolio (460 pts.)
 - Personal Statement of Core Beliefs Regarding Literacy Instruction (100 points)
 - Literature Records (10) on Chapter Books
 - for Gr. 4-6 (20 points each = 200 points)
 - Author Study (100 points)
 - Portfolio Organization and Attractiveness (10 points)
 - Literature Circle Mini-lesson (50 points)
2. Professionalism-See revised rubric 12/05 (70 points)
3. Online Participation (200 points)

TOTAL POINTS: 730 points

Points to Final Grade Conversion:

465-500	A
450-464	A-
440-449	B+
411-439	B
400-410	B-
390-399	C+
360-389	C
350-359	C-
349 – Below	Not passing

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>
- ❖ Our online site is www.thursday1@yahoo.com.
- ❖ You must critique all due assignments (in bold) exactly 48 hours 2 days prior at 2:30 PM, our class time) to give your partner adequate time to review your work and receive full credit for your assignment. Points deducted for late assignments will be to the discretion of the professor. Please attach **YOUR** critique of your partners work to the **BACK** of your assignment. Critiques should be **AT LEAST** one page double-spaced in length. It is the choice of the author if you would like to make these changes. You do not have to if you feel they are not suitable.
- ❖ 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
Week 1	Introductions Course Overview/Requirements Professionalism Rubric PDE Standards The Middle School Student	Combs Chapter 1
Week 2	Images, Inferring, Making Meaning	Keene and Zimmerman Chapter 1, 2, 3, 7, 8, 9
Week 3	Fluency (Powerpoint)	Combs Chapter 6 Keene and Zimmerman Chapter 3

Continued...	Metacognition	Combs Chapter 5
Week 4	Literature Circles VIDEO (if time permits)	
Week 5	Making Connections to the Text Developing Schema	Keene and Zimmerman Chapter 4 Submit Mini-Lesson #1 (Peer Critiqued)
Week 6	Assessment	Combs Chapter 2 Submit Literature Records 1-5 (Peer Critiqued)
Week 7	Informational Text VIDEO (if time) Vocabulary (Powerpoint) Informational Text (Inconsiderate vs. Considerate)	Combs Chapter 7 and 11 Keene and Zimmerman Chapter 5
Week 8	Content Area Reading Determining Importance in Text	
Week 9	Asking Questions Higher Level Thinking Bloom's Taxonomy	Keene and Zimmerman Chapter 6 Submit Literature Records 6-10 (Peer Critiqued)
Week 10	QAR Ken Goodman-Whole Language (Powerpoint)	Review of Portfolios (not collected)
Week 11	Author Study Presentations	
Week 12	Professionalism Rubrics Given to Students Course Evaluations	Core Belief Statement Due (Peer Critiqued)