

EDU 312

Literacy II:

(3 credits)

Spring Semester 2010- TR 2:30-3:45

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 2-4 (overlaps Lit I which was K-3) with 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 2 absences during the semester. After 2 absences, the student will drop 1 letter grade for each subsequent absence (3rd absence=B, 4th absence =C, etc.). Please remember that education students need to receive a B in the course. 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*.
2. Wasylyk, T. (2006). *Teacher Training Workbook*. Universal Publishing. (*Bookstore has in stock*)

CHILD/ADOLESCENT LITERATURE:

1. Lowry, Lois: Bridge to Terabithia
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 ANNOTATED BIBLIOGRAPHIES: These books are geared more towards Grades 3 and 4, respectively. You will need to read the 10 required chapter books above. Please attach the Literature Record Rubric to the top of your bibs. when you turn them in. 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!***
- ***Don't forget to underline your book titles!***

WEBSITES: Locate and describe 5 websites for use in the classroom (Grades 2-4). Please choose websites that you would use as a teacher or prospective teacher, not that you would have students use. The presentation should be 5 minutes in length. You must make 5 copies of the form (in your packet) to turn into me and provide a Powerpoint of the 5 websites to present to the class.

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 2-4, respectively. You are welcome to look at examples in my office! Presentations should be approximately 10 minutes.

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) Design 5-10 questions that you will use to assess your teaching of the lesson if you were to teach it.

HANDWRITING: A handwriting representative will be joining us for 1 class Date TBD. You must practice pages 16-68 (manuscript) and pages 122-147 (cursive) throughout the course. You will only be turning in your final sample (page 175 & 176) at the end of the semester. If you would like a Certificate of Completion (Page 174), you should copy Page 175 & 176 to mail to Thomas Wasylyk at Universal Publishing.

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)
- Handwriting: Manuscript (50 Points) Cursive (50 points)

TOTAL POINTS: 670 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
1-19 Class 1	<p style="text-align: center;">Introductions</p> <p style="text-align: center;">Course Overview/Requirements *Place extra papers in binder-see post-its</p> <p style="text-align: center;">Rubrics (Lit. Rec., Professionalism, Website, Author Study is towards the back of the packet)</p> <p style="text-align: center;">Middle School School and Balanced Literacy Powerpoint including Types of Assessment activity (not in your packet)</p>	

1-21 Class 2	Overview NCLB PowerPoint What is Guided Reading/Balanced Literacy? Leveled Books/Workboard Icons (See appendix B and M)	Fountas and Pinnell Chapter 1, 3 Fountas and Pinnell Chapter 10, 11
1-26 Class 3	The Writing Process: Modeling Writer's Workshop Review of CCC Unit Plan	
1-28 Class 4	Brief Review of Word Study from Lit I	Fountas and Pinnell Chapter 13
2-2 Class 5	Literature Circles	Submit Literature Records 1-5
2-4 Class 6	Reading Strategies: Chapter 12 Notes Assessment/Running Records (Jigsaw Activity)	Fountas and Pinnell Chapter 12 Fountas and Pinnell Chapter 6, 7
2-9 Class 7	Schema/Making Connections DRA/DIBELS/Benchmarking	Fountas and Pinnell Chapter 6, 7 ...continued Writer's Workshop Mini-Lesson Due
2-11 Class 8	Website Presentations (5 minutes)	Presentations of 5 websites Fountas and Pinnell Chapter 4, 5
2-16 Class 9	WORK STUDY	
2-18 Class 10	Informational Text: Determining Importance in Text (Considerate vs. Inconsiderate)	
2-23 Class 11	Chapter 9 Jigsaw Activity (Be sure to have Chapter 9 read for class)	Fountas and Pinnell Chapter 9

2-25 Class 12	Reading In the Content Areas (30 min. class)	
3-2 Class 13	Author Study Presentations (10 minutes)	Fountas and Pinnell Chapter 2, 8
3-4 Class 14	Author Study Presentations (10 minutes)	Be sure to have Readingonline.org article read for next class!
3-16 Class 15	Readingonline.org activity	
3-18 Class 16	Asking Questions Higher Level Thinking QAR: <u>Cloud Book</u> Bloom Activity: <u>Rough-Faced Girl</u>	
3-23 Class 17	Bringing It All Together Activity	Fountas and Pinnell Chapter 15
3-25 Class 18	Metacognition Developing a Purpose for Reading Howard Gardner Activity	Fountas and Pinnell Chapter 14
3-30 Class 19	POPCORN DAY Videos: Revisiting Literature Records and Writer's Workshop	Submit Literature Records 6-10
4-1 Class 20	WORK STUDY	

4-6 Class 21	Vocabulary (Powerpoint)	Bring Graphic Organizer that Facilitates Vocabulary Development
4-8 Class 22	FLOATER SESSION FOR HANDWRITING	
4-13 Class 23	From Problem to Resolution Metal Images, Inferring, Synthesizing	
4-15 Class 24	WORK STUDY	
4-20 Class 25	What's Hot, What's Not for 2009 (Activity done in lab: You will pick one of these areas and complete "The Hand" GO)	
4-22 Class 26	Literacy Coaching Powerpoint	
4-27 Class 27	TBD	
4-29 Class 28	Turn in Blank Professionalism Rubric Ken Goodman-Whole Language (Powerpoint)	Final Handwriting Samples Due (both manuscript and cursive)
5-4 Class 29	Professionalism Rubrics Given to Students CLASS SHARING DAY	Have your activity ready to present (not a formal presentation)

