

EDU 512 Literacy II:

Developmental and Remedial Literacy in the Intermediate Grades and Middle School

(3 credits)

Spring Semester 2010-Tuesdays 6-9

A HYBRID COURSE

IF YOU ARE UNABLE TO ATTEND ALL HOURS OF ALL SESSIONS, PLEASE WITHDRAWAL AT THIS TIME-THERE ARE ABSOLUTELY NO EXCEPTIONS! See attendance policy below.

Instructor: Dr. Gibbons, Assistant Professor

Office: Curtis 229

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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 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:

Your attendance at all class meetings is expected and a vital part of the learning process. Because this class is hybrid, ONE absence will result in failure (Grade of F) of the class. Arriving 10 minutes late or leaving class early will count as 1 absence. There are NO exceptions.

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. Farstrup & Samuels. (2002) *What Research Has to Say about Reading Instruction*
3. Wasylyk, T. (2006). *Teacher Training Workbook*. Universal Publishing. (*Bookstore has in stock*)

Recommended Text:

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

CHILD/ADOLESCENT LITERATURE:

1. Lowry, Lois: Number the Stars or 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! It is imperative that you include all of the parts of reading (before, during, and after) in your activities! Combs text is wonderful for activity ideas.***
- ***Don't forget to underline your book titles!***

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 Literacy standards. **You may include but are not limited to** references to a balanced literacy model, NCLB's Big 5, the role of authentic literature, the use of literature circles, the writing process, strategy instruction, assessing your students, etc. (all of the techniques that you will use in your classroom). You could also make reference to accommodating special needs students.

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 Pub.

ONLINE PARTICIPATION: (4 assignments 50 points each/200 points): You will critique your partner's assignments (in bold on the syllabus) through Cedar Crest email. All **CRITIQUES** must be posted by midnight on the Sunday before the assignment is due (critiques posted later than this receive no credit) to give the partner adequate time to make changes. The author is not required to make those changes, but I would strongly recommend considering suggestions regarding grammar, typos, etc. Please note that there is no time constraint on when your post your Literature records). Please ensure that the critique is at least **ONE page long** and includes comments, concerns, questions, grammatical changes, etc. Attach **YOUR** critique to that back of the assignment and the Annotated Bibliography rubric to the top when you turn it in on the due date.

POINT VALUE OF COURSE REQUIREMENTS:

- Literature Records (20) on Chapter Books (20 points each = 200 points)
- Personal Statement of Core Beliefs Regarding Literacy Instruction (100 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)
- Online Participation (200 points)

TOTAL POINTS: 970

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> <p style="text-align: center;">Review NCLB PowerPoint</p> | Combs 1 |
| 1-26 Class 2 | Online Assignment: Complete Literature Records and your Peer Critique | |
| 2-2 Class 3 | <p style="text-align: center;">Literature Circles</p> <p style="text-align: center;">Schema/Making Connections/Benchmarking</p> <p style="text-align: center;">Reader's Workshop Powerpoint</p> <p style="text-align: center;">Metacognition (Gardner's Survey if time permits)</p> <p style="text-align: center;">Taking another look at Guided Reading (Creating Gradient Texts) Chapter 9 Jigsaw Activity (Be sure to have Chapter 9 read for class)</p> | <p style="text-align: center;">Literature Records 1-5 Due (peer critiqued)</p> <p style="text-align: center;">Combs 2, 4, 5, and 6 (Jigsaw Readings)</p> <p style="text-align: center;">Farstrup and Samuels 13 and 15</p> |
| 2-9 Class 4 | <p style="text-align: center;">Time to Jigsaw Readings</p> <p style="text-align: center;">From Problem to Resolution</p> <p style="text-align: center;">Metal Images, Inferring, Synthesizing</p> <p style="text-align: center;">Literacy Coaching Powerpoint</p> <p style="text-align: center;">Vocabulary Notes and PP</p> <p style="text-align: center;">NCLB PP on Vocabulary</p> | <p style="text-align: center;">Bring Graphic Organizer that Facilitates Vocabulary Development (edhelper.com, freeology.com)</p> <p style="text-align: center;">Farstrup and Samuels 7</p> |
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| <p>2-16 Class 5</p> | <p>Online Assignment: Complete Mini-Lesson (no critique); Complete Powerpoint for Website Presentation and critique for Peer's Powerpoint</p> | |
| <p>2-23 Class 6</p> | <p>*Website Presentations (5 minutes)* (don't forget to make 5 copies of the form)</p> | <p>Writer's Workshop Mini-Lesson Due (no peer critique)</p> <p>Website Presentations (peer critiqued)</p> <p>Farstrup and Samuels 14</p> |
| <p>3-2 Class 7</p> | <p>Online Assignment: Complete Literature Records 6-10 and your Peer Critique</p> | |
| <p>3-16 Class 8</p> | <p>Online Assignment: Read article from readingonline.org; Continue working on Literature Records 6-10 and your Peer Critique</p> | |
| <p>3-23 Class 9</p> | <p>Informational Text: Determining Importance in Text (Considerate vs. Inconsiderate)</p> <p>Reading/Writing In the Content Areas</p> <p>Readingonline.org activity</p> | <p>Combs 3 and 7 Combs 8, 9, and 10 (reviews the writing process/Writer's Workshop that we discussed in Literacy 1)</p> <p>Farstrup and Samuels 9</p> <p>Literature Records 6-10 Due (peer critiqued)</p> <p>Be sure to have Readingonline.org article read for this class!</p> |
| <p>3-30 Class 10</p> | <p>FLOATER SESSION: Handwriting Representative (Date is TBA)</p> | |
| <p>4-13 Class 11</p> | <p>Asking Questions</p> <p>Higher Level Thinking</p> <p>QAR: <u>Cloud Book</u></p> <p>Bloom Activity: <u>Rough-Faced Girl</u></p> | |

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| <p>Class 11 continued...</p> | <p>Bringing It All Together Activity</p> <p>Ken Goodman-Whole Language Powerpoint</p> <p>Turn in Blank Professionalism Rubric</p> | <p>Farstrup and Samuels 5 and 6</p> <p>Combs 11 and 12</p> <p>(The readings review Word Study concepts and Basal Anthologies that we discussed in Literacy I)</p> |
| <p>4-20 Class 12</p> | <p>Online Assignment: Complete Core Beliefs Statement and your Peer Critique; Work on Author Study Presentation (not peer critiqued)</p> | |
| <p>4-27 Class 13</p> | <p>Online Assignment: Complete both Handwriting Samples; Continue working on your Core Beliefs Statement and your Peer Critique; Continue working on your Author Study Presentation</p> | |
| <p>5-4 Class 14</p> | <p>*Author Study Presentations (5 minutes)*</p> <p>Professionalism Rubrics given back</p> | <p>Author Study Presentations (no peer critique)</p> <p>Core Beliefs Statement Due (peer critiqued)</p> <p>Final Handwriting Samples Due (both manuscript and cursive)</p> |