

**CEDAR CREST COLLEGE**  
Allentown, Pennsylvania

**LITERACY I and II**  
**COURSE SYLLABUS**

**COURSE TITLE:** Literacy I and II

**COURSE CODE:** EDU 511/ 512

**CREDITS:** 3 credits

**SEMESTER:** Spring 2010

**SCHEDULE:** Mondays 4:30 p.m. to 7:30 p.m.  
January 25, 2010 to May 3, 2010 (Spring Break on March 8)

**LOCATION:** Blaney Hall 10

**INSTRUCTOR:**

Jolene A. Borgese, Ed.D.

E-mail: [@cedarcrest.edu](mailto:@cedarcrest.edu)

Phone: Cell: 610-999-1821

**OFFICE HOURS:** Before or after class or by Appointment

**PLEASE NOTE:** Email correspondence to the Instructor should be made through a student's Cedar Crest College email account to the Instructor's designated email account.

**REQUIRED COURSE TEXTS:**

Cooper, J David (2008). *Literacy: Helping Children construct Meaning* (7<sup>th</sup> ed.) Boston: Houghton Mifflin.

### **COURSE DESCRIPTION:**

Literacy I and II (511/ 512) will provide the opportunity for students to investigate, perform and apply the best practices in Literacy including reading, writing, speaking and listening strategies. Textbook assignments, self-selected assignments, class discussions, large and small group interactions, presentations, lectures, will serve as the means of delivering instruction. The course is designed to promote collaborative interactions and support between students and the Instructor toward the completion of the course requirements.

### **COURSE OBJECTIVES:**

In this course the students will demonstrate:

- an understanding of current trends in the field of literacy
- knowledge of effective practices of organization in the balanced literacy classroom
- an understanding of literacy assessment techniques and their influence in planning effective instruction
- knowledge of techniques for incorporating technology into the literacy classroom

### **ATTENDANCE POLICY**

Attendance at all class meetings is expected and a vital part of the learning process. If an illness or emergency occurs during the semester, the student is responsible for contacting the instructor by email or telephone in advance of the scheduled class and making arrangements for completing the work missed. Students are responsible for the content and assignments covered in all class sessions. Unexcused absences will impact the final

**Accommodations for Students with Disabilities:** Students with documented disabilities who may need accommodations should discuss these needs with the Instructor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

## **COURSE REQUIREMENTS:**

All papers/ assignments are to be typed, in 12 point font and submitted to the instructor on the due date or before. It is expected that all written assignments will exhibit Standard English in both conventions and content. All sources should be documented in APA style and when required a copy of the article or book be available. Rubrics will be provided for all assignments.

Each of the following assignments will be awarded a maximum number of points as indicated. The number of points awarded for each assignment will be determined by the quality of the product submitted (rubrics for each Assignment will be provided). The final grade for the course will be based on the student's accumulated points.

### **1. Personal Literacy Letter (10 points)**

In a letter format to me, write your literacy history with two to three specific examples of how you learned to read/write, what impact reading/writing made on your life and how and what you read/write now. Also include two to three specific examples of the kind of learner you are. Describe the skills need to be learn and how you accomplish. This should be a learning experience for you- not painful - and please do not include any information about your self you do not want to share with me or your classmates.

### **2. Professional article review and reflection (30 points)**

Please select three professional articles published after 2007. One article should be on the teaching of reading, one on the teaching of writing and one on your specific area of teaching or on a topic of your choice in the educational field.

Each professional paper should include a short summary of the article, a reflection on you see this representative in our text, class discussions, and your school or classroom. Please attach a copy of the article to your paper.

### **3. Reading Journal (15 points)**

Your reading journal should have three areas for each of the 10 chapters assigned:

1. A summary of each chapters assigned- with major points (include page numbers for easy reference)
2. Your refection on the chapter
3. Class reactions /notes on the chapter

Your Reading Journals will be collected three times over the course of the semester- to insure full credit - they must be up-to-date. Journals will be collected randomly.

### **4. Book Talk and classroom application (10 points)**

Select a (new to you- published since 2005) fiction or non-fiction book appropriate for your classroom. Give a book talk that includes:

1. **A copy of the book**
2. **Title and author**
3. **Brief Summary**
4. How you plan to use this book in your classroom
5. Put the plan into action in your classroom and write a reflection paper with samples from your students

Your Book Talks should be 10 to 15 minutes long with the first 3 items covered. Students will have the opportunity to sign up to schedule their Book talk and the write up of the application is due on or before April 19.

### **5. Technology Paper (10 points)**

The use of technology is all around us, in and out of the classroom. In a two to three paper write about a new technology you and your students have used or will use in your classroom to promote, influence or enhance literacy in your classroom. Please document your paper with samples/ examples of the technology (ie photos from a digital camera).

### **6. Final Literacy Paper (10 points)**

To conclude the class, please write a letter to me reflecting on the four objectives/outcomes and how the assignments, text and class discussions and activities supported the outcomes/goals and what you learned. Please be specific and site what activity or reading supported what

outcome/goal. Include all the outcomes/goals (if not supported, list why you think they were not)

### 7. Class attendance and participation (10 points)

Attendance of all scheduled classes and being on time will be reflected in your final grade. Participation in class activities such as jig sawing, lit circles, role playing, modeling writing and reading strategies and written reactions to required text are expected of all students. Respect for classmates and instructor is also expected at all times.

### COURSE GRADING

- A 92 points and above
- A- 90 - 91 points
- B+ 88 - 89 points
- B 82 - 87 points
- B- 80 - 81 points
- C+ 78 - 79 points
- C 72 - 77 points
- C- 70 - 71 points
- D+ 68 - 69 points
- D 65 - 67 points
- D- 63 - 64 points
- F 62 points and below

PLEASE NOTE: Students must achieve a B or better in all education classes.

### COURSE SCHEDULE

Date	Topics	Readings and Assignments
January 25	Course Overview Review of Syllabus What is literacy?	Cooper, J David (2007) <i>Literacy: Helping Children Construct Meaning</i> (7 <sup>th</sup> ed.) Boston: Houghton Mifflin

<p>February 1</p>	<p>No class</p>	<p><b>Choose one</b>  Attend on <b>February 24, 2010 at 7pm</b>  Author presentation of Josh Berk or  <b>March 5, 2010 at 7pm</b>  Author presentation of Jordon Sonnenbach at</p> <p>Emmaus Public Library  11 East Main Street  Emmaus, PA 18049  610-965-9284</p>
<p>February 8</p>	<p>Principles of Guiding Literacy learning</p> <p>Review of self literacy strategies</p>	<p><i>Literacy: Helping Children Construct Meaning</i></p> <p>Chapter 1- Understanding Literacy</p> <p><b>Personal Literacy Letter due</b>  <b>Sign-ups for Scheduled Book Talks</b></p>
<p>February 15  (Allentown SD not in session)</p>	<p>Three Interrelated Components:  Motivation,  Instruction in Reading and Writing,  Independent Reading and Writing</p>	<p><i>Literacy: Helping Children Construct Meaning</i></p> <p>Chapter 2- Developing a Balanced Literacy program</p> <p><b>Professional Paper 1 due</b></p>
<p>February 22</p>	<p>Review Prior Knowledge Strategies</p> <p>Reading Strategies</p>	<p><i>Literacy: Helping Children Construct Meaning</i></p> <p>Chapter 3- Activating and developing Prior Knowledge</p> <p><b>Selected Reading Journals collected</b>  <b>Book Talks due (3 students)</b></p>

<p>March 1</p>	<p>A balanced view of Independent Reading and Writing</p> <p>Decoding</p> <p>Comprehension</p>	<p><i>Literacy: Helping Children Construct Meaning</i></p> <p>Chapter 4- Beginning Literacy: Learning to Read and Spell words and Construct Meaning</p> <p><b>Book Talks due (3 students)</b> <b>Selected Reading Journals collected</b></p>
<p>March 15</p>	<p>Meaning Vocabulary and Constructing Meaning</p> <p>Elements of Effective Vocabulary Development</p> <p>Independent Vocabulary Learning</p>	<p><i>Literacy: Helping Children Construct Meaning</i></p> <p>Chapter 5- Developing Vocabulary: Words and meaning Beyond the Beginning Literacy Level</p> <p><b>Book Talks due (3 students)</b> <b>Selected Reading Journals collected</b> <b>Library Visit Reflection Paper due</b></p>
<p>March 22</p>	<p>Responding to Text</p> <p>Responding to construct meaning</p>	<p><i>Literacy: Helping Children Construct Meaning</i></p> <p>Chapter 6- Responding and the Construction of Meaning</p> <p><b>Book Talks due (3 students)</b> <b>Selected Reading Journals collected</b></p>
<p>March 29</p>	<p>Writing Process</p> <p>Six traits of Writing</p> <p>Use of mini-lessons</p> <p>Reading and Writing Skills to construct meaning</p>	<p><i>Literacy: Helping Children Construct Meaning</i></p> <p>Chapter 7- Writing and the Construction of Meaning</p> <p><b>Selected Reading Journals collected</b> <b>Book Talks due (3 students)</b> <b>Professional Paper 2 due</b></p>

(Tuesday) April 6	Reading Strategies: Inferencing, monitoring, summarizing, questioning, identifying what's important	<i>Literacy: Helping Children Construct Meaning</i>  Chapter 8 Teaching Strategies for Constructing Meaning  <b>Selected Reading Journals collected</b>
April 12	Literacy Across the Curriculum  Thematic Units  Content learning	<i>Literacy: Helping Children Construct Meaning</i>  Chapter 9 Constructing Meaning Across the Curriculum  <b>Selected Reading Journals collected</b> <b>Professional Paper 3 due</b>
April 19	Effective teacher Planning: Organization, Management and Types of flexible grouping	<i>Literacy: Helping Children Construct Meaning</i>  Chapter 10 - Organizing and Managing the Balanced Literacy Classroom  <b>Selected Reading Journals collected</b> <b>All Book Talks write-ups due</b>
April 26	Current Views of Assessment  Principles to Guide Effective Assessment	<i>Literacy: Helping Children Construct Meaning</i>  Chapter 11- Assessment and Evaluation in the Balanced Literacy Classroom  <b>Technology Paper due</b>
May 3	Last class Review of topics discussed	<b>Final Literacy Letter due</b>

Note: The Instructor may find it necessary to revise the syllabus and course schedule in order to meet course objectives.