This course is designed to introduce the literacy process as it relates to children in the primary, intermediate, and middle school grades. The theory, knowledge, and teaching skills pertaining to the nature of this process will be explored by lecture, active participation, and classroom experience. This course includes reviews of current theory and research in language, cognition, and literacy. Literacy incorporates reading, writing, speaking, listening, and visual representation. Responding to literature, reading comprehension, fluency, word identification strategies, and language systems along with phonemic development, and assessment forms will be a significant part of this course. This course also emphasizes the incorporation of technology and information management. A comprehensive literacy program, including basal reading materials, will be surveyed. Inherent in the scope of the course is the nature of linguistic and cultural variations as these factors relate to literacy learning. One of the underpinning goals is to prepare you to think like a teacher.

Course Goals and Objectives:
The student will:
1. Develop a personal and professional understanding of teaching and literacy.
2. Develop a critical awareness of available current trade books and library skills.
3. Establish a sound theoretical basis for the teaching of a balanced literacy program.
4. Understand the cognitive and affective processes involved in making meaning from text.
5. Incorporate technology into the information management of the teaching/learning process.
6. Understand the contexts in which literacy develops.
7. Learn a variety of instructional strategies and assessment procedures useful in the teaching of literacy.
8. Select, design, and use appropriate materials for a comprehensive literacy program.
10. Personal goal or outcome for this course: Please write it on an index card or paper and give it to me at our next class meeting. Thanks. Make sure your name and section are on it.

Course Materials
Required:
Reading Teacher and/or Reading Teacher online
Internet connection because of use of BlackBoard program

Other Text in Library:

Children’s literature: Available from a library. You should be starting a personal library.

Course Requirements:
1. Basal Based Reading Plan (25%) (Partner project)
2. Major examination/ quizzes/ other assessments (self, your response to peer assessments) = 25%

3. Class discussion, mini presentations, and participation: This would include Book Talks, demonstration lesson, journal articles, learning logs, and special assignments. =25%

   **Class readiness and preparation** - concern about others' interests and welfare; helpfulness/support to others; and becoming part of a community of learners.

   **Videos/CD’s** - Some videos and CD’s will be watched in class, while others will be done at “choice” time.

   **Demonstration lesson**: Author presentations will begin shortly after the course starts. There will be two each session. Students will select authors from a list that I will give you. You must select an author that has not been selected by another day student in any of my classes. Written materials due day of presentation. (Lottery sign-up for dates)

   **Professional Development Experience** – Two page write-up plus hand-outs is due one week after event. You can do more than one experience for extra credit.

4. Field Experience: (25%)
   (September 29th to December 2nd are your field experience dates. You will have a minimum of 40 hours in the field.)
   - A detailed handout will follow.
   - All field journals are due on November 28th. You will not write about your last week’s experience.

Other Information:

**Academic Honesty** = I will follow the academic honesty policy as stated in the 2005-2006 Student Handbook on pages 44-46. Failure to follow these guidelines may result in failing this course.

**Attendance** = Call when you are going to be absent for that day. Missing any class without a phone call will significantly lower your overall grade. Arriving late or leaving early will also be noted. If you do not have an acceptable reason, your final grade will reflect it.

**Food** = Water is allowed, but we will be moving around too much to be eating.

**Cell Phones** = Turn them off. If there is an emergency, you can make arrangements with me before class. If your cell goes off, you will be asked to bring in a snack for everyone the next day we have class.

**Expected Work Load** – For this course, it is expected that you will work between 8-12 hours weekly outside of class in preparing and studying for this course.

**Grading**:

C= 74-76% (C- = 70-73%) (C+ = 77-79%) You meet all requirements adequately.

B= 84-86% (B- = 80-83%) (B+ = 87-89%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.

A= 94-100% (A- = 90-93%) Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!! Everyone can earn an "A" if they care to, though not everyone will put forth the necessary extra effort and time.
Check your student handbook for more specific grade per cent ages.

**Late work:**
- A written explanation handed in on due date; the “Work” will be evaluated and lowered only a half grade if handed in by the end of due week; an additional late week with written explanation means one grade lower.

**Written work requirements:**
- All handed in written work needs to be done on a computer. Use your spell checker.
- It needs to be organized and identified.
- **Please do not hand in work in the plastic page holders.**

**Class Time Arrangements:**
We meet two times a week for classes. For part of our time together, I will lead a reading demonstration lesson. Some of the time, we will review our text. Other times, we will interact with mini lessons about authors. Some class time will be for group work or to view teaching videos. Weeks may vary, but I will normally give you an advanced weekly schedule.

**Class work explanations:**

**CLASS INTERACTIONS:** You will need to demonstrate readiness or preparation, concern about others’ interests and welfare, helpfulness/support to others and become part of a community of learners.

**Author presentation:** As part of our general shared knowledge, each person will write and then teach a lesson about an author that you really like. You will need to give everyone a biographical sketch, unique contributions to the field, an analysis of author’s major works in terms of theme, plot, or style, and a list of major works for children. Your author should become as real as possible to us by samples of books, readings, and visual supports (the author’s picture, etc.). Also remember to include some sort of assessment tool for our class to give you feedback about the lesson and your self-reflection. **No note cards** will be used when sharing your report. (Estimated time = 15 min.) You will give to me two printed copies of your lesson plan and one of your author’s biographical sketch. To our class, you will give one copy of your author’s biographical sketch to all your classmates. Make sure you cite your sources for all information including web sites.