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 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. 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 19th 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 29th. 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. (See Student Handbook p.51)

Cell Phones = Turn them off. If there is an emergency, you can make arrangements with me before class. Otherwise, calls should be taken before or after 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.[Any student who wishes to disclose a disability and request accommodations under the Americans with Disabilities Act (ADA) for this course first MUST meet with either Mrs. Laurie Roth in the Office of Learning Services (for learning disabilities and/or ADD/ADHD) or Dr. Ronald Kline in the Counseling Center (for all other disabilities).]
Grading:
A = 94-100% % Your work is definitely outstanding. It goes beyond requirements and shows perception and insightfulness. Extraordinary!!!
A- = 90-93
B+ = 87-89%
B = 84-86%
B- = 80-83%) You go beyond the requirements enhancing your work by doing such things as adding additional resources, related areas or topics, etc.
C+ = 77-79%
C = 74-76%
C- = 70-73% You meet all requirements adequately.
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 work 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.
Weekly Goals: (subject to change) Section C
Aug 30-Sept 1
  - Review of course work
  - Class list for snow call phone chain
  - Index card information
  - Quick write in class.
Sept. 8
  - Tompkins, chapter 1—“What is a balanced approach to literacy instruction?”
  - Selection of dates for basal units - lottery drawing
Sept. 13-15
  - Tompkins, chap. 1
Sept. 18 – Professional Development – Carrice Cummings – Moravian College
Sept. 20-22
  - Tompkins, chap. 2 = “How do children learn to read and write?”
    - Field experience begins on Sept. 19th.
Sept. 27-29
  - Chapter 2
    - Reflective journals are due on 9/29 for Sections A & B; 9/28 due date for Section Z
Oct. 4-6
  - Mid-term test = Chapter 1 plus other materials

Fall Break Oct. 10-12

Oct. 17-19 KSRA Conference
  Professional Development Opportunity– Hershey, PA
Oct 25-27
  - Tompkins, chap. 2
    - Author presentations begin.
Nov. 1-3
  - Nov 1 -Professional Development Experience – Sue Mowery – Moravian College
Nov. 8-10
  - Section B basals are due.
    - Tompkins, chap. 3 = “How do readers and writers construct meaning?”
    - Reflective journals are due.
Nov. 15-17
  - Section A basals are due.
    - Tompkins, chap. 3
Nov. 22
  - Tompkins, chap. 4 = “Working with Emergent Readers and Writers.”
    - Section Z basals are due in my office.
Nov. 29-Dec. 1
  - Tompkins, chap. 4
    - Nov. 29th day classes' field and professional experience journals are due.
    - Nov. 30th evening class's field and professional experience journals are due.
Dec. 6-8
  - Dec. 2nd last day of field experience,
Dec. 13
  - Final week of classes
Dec. 14
  - Final test week- Comprehensive test Chapters 1-4
Basal Based Reading Guidelines for Your Plan

Goals: To explore basal manuals (1995- current)
To develop lesson plans from basal
To develop adapted lesson plans based on the basal, but designed to meet special needs of learners.
To explore methods of authentic assessment.
To apply lessons to the PA Standards.

Task: Title of Story from Basal Unit

Part I General Information
A. Written introduction and the rationale (why you selected this story).
B. Basal reader, grade level, publisher, year, pages used and location of reader and manual.
C. A photocopy of all teachers’ pages used, by you, in the teacher’s manual that pertains to your story.

Part II Your Literacy Room
A. A room set-up or room design using your computer skills.
B. Explain your rational for the floor plan
C. Describe how you will use it in your literacy program including literacy centers. Use a chart like the one on pages 335 & 350.

Part III Information about the story and literacy concepts
A. What is the theme of the unit and how does this story fit in?
B. Outcomes - What are your literacy outcomes for the entire story in the unit? What could they learn using integrated concepts from entire story? (See chart on p. 334) What are the literacy concepts to be taught in your story? Star the ones you will use in your lesson planning.

Part IV Lesson Plans for story
A. One complete lesson plan developing word identification, phonetic strategy, or phonemic awareness based on a concept from the manual.
B. One lesson plan developing a comprehension strategy based on a concept from manual.
C. One lesson plan using story elements or structures to develop a concept from the manual.

Part V Cooperation Self-evaluation
A. Write a one-two page evaluation of how you perceived working together. It should include a working schedule, activities, shared work, impressions on working together, etc. Working together is not always a positive thing so be truthful.
B. Each of you will write the evaluation independently.

Due Dates:
- Grade level will be drawn from a lottery.
- November 17th, basals are due. Make sure you have included the self-evaluation sheet.

Things to remember:
* Each of the three plans must have a method of assessing whether or not the children understood your teaching.
* Each plan must have a completed sample that could be used as a model or an answer key.
* Standard lesson plan format must be used. (see format page)
* What standard or standards does each lesson address and how? In the lesson plan explain. Don’t just write down the numbers, but give a thorough explanation.
* Do not use plastic page holders for each page.
* Overall appearance does count.
Assessment Form for Basal Based Reading Plan for _________________________________________

5 = Outstanding – Basal Unit shows the depth and dimensions needed to be used in a real classroom.
4 = Exceeds Competency -- Evidence of care taken in choosing items and higher order thinking skills used.
3 = Meets Competency - Items meet criteria of assignment and has been enhanced by personal creativity
2 = Emerging Development – Student shows evidence of working towards goals, but does not meet
standards/criteria
1 = Inadequate/Deficient -- Does not meet the required criteria
0 = Missing -- Could not find items

Part I - General Information
- A. Written introduction and rationale.
- B. Basal reader, grade level, publisher, year, pages used and location of reader and manual.
- C. A photocopy of pages used.
- D. Overall appearance of basal unit

__________________Your score (Why)                                                My score_______________

Part II - Your Literacy Room
- A. Room set-up or room design using computer skills.
- B. Explain the floor plan
- C. How will you use it in teaching literacy?

__________________Your score (Why)                                                My score_______________

Part III - Information about the story and literacy concepts
- A. What is the theme of the unit and how does this story fit in?
- B. What are all the literary concepts to be taught in your story? Chart concepts. Star ones used.

__________________Your score (Why)                                                My score_______________

Part IV - Lesson Plans for story
- A. One complete lesson plan developing word identification, phonic strategy, or phonemic awareness based on a concept from the manual.
- B. One lesson plan developing a comprehension strategy based on a concept from manual.
- C. One lesson plan using story elements or structure to develop a concept from the manual.

__________________Your score (Why)                                                My score_______________

Part V - Cooperation Self-Evaluation
- a. Signed two-page reflection from each partner on the experience of working together. Assess a percentage of work you did and a percentage of work your partner did. As you are assessing, don’t forget to include effort, cooperation, quality, and final project.

__________________Your score (Why)                                                My score_______________
Author Report

Assessment Form For: __________________________________________

Author_________________________________________ Date:___________

5 = Outstanding  4= Exceeds Competency  3= Meets Competency
2= Emerging Development  1= Inadequate/deficient  0= Not observed

Printed work:

3 X _____Well written biographical sketch
   • Life story
   • Something special, interesting about author
   • Inspiration to write
   • Writing style
   • Awards
   • Published books with brief story sketch of book
   • Anything else you want to add about your author

_____Well done lesson plans (two of them) handed in before lesson.

Lesson Taught to Pre-service teachers

_____ Introduction to your author

_____ Motivation or the “so what factor”
   • Make us want to know about your author
   • Hook us into your lesson

_____ Visual to help your lesson

_____ Books on display

_____ Give a sense of the author’s books

_____ Personalize or made the author real for us

_____ Author’s craft – writing style, word usage, etc.

_____ Keeping us with you during the lesson (Interactive part to lesson)

_____ Student assessment of what you taught
   • How do you know we learned what you shared about your author?
_____ Time – Lesson kept to the correct amount of time

_____ Pre-service teacher’s evaluation of the total lesson
• Self- evaluation handed in the next class meeting
• Reflect on the positive teaching points, the things that didn’t work the way you wanted them to, and the interesting things that happened during your lesson
• What would you change the next time you taught this lesson?
• Overall emotional feeling about teaching this lesson.

_____ Total points = 75 pts

_____ % score = total pts / 75

_____ The assessor’s personalized comments about the lesson taught and how it was taught.

Lesson Assessment by: _____________________________________________
Peer Assessment Form For: __________________________________________

Author__________________________________________ Date: _________________

Lesson Taught to Pre-service Teachers
5= Outstanding      4= Exceeds Competency     3= Meets Competency
2= Emerging Development     1= Inadequate/deficient     0= Not observed

_____ Introduction to your author

_____ Motivation or the “so what factor”
  • Make us want to know about your author
  • Hook us into your lesson

_____ Visual to help your lesson

_____ Books on display

_____ Give a sense of the author’s books

_____ Personalize or made the author real for us

_____ Author’s craft – writing style, special writing techniques

_____ Keeping us with you during the lesson (Interactive part to lesson)

_____ Student assessment of what you taught
  • How do you know we learned what you shared about your author?

_____ Time: Lesson was kept to the correct amount of time

_____ Total point score    _____ Total % score = 50 points

The assessor’s personalized comments about the lesson taught and how it was taught.

Lesson Assessment by: __________________________________________
Your task during your field placement is two-fold. 1). You are there to observe and to assist your cooperating teacher. You are not to be in charge of the entire class, although you may instruct a small group or work with individuals. 2). You are expected to teach a literacy lesson to a group or to the class as a minimum requirement. If it is possible, you should teach a reading lesson to the whole class or a small, guided reading group. The written lesson plan should be included in your field journal notebook.

The first step is to write a brief letter of introduction for your cooperating teacher. Have someone proofread it before you send it. It is the first impression. Send it as soon as possible with your phone number and e-mail address included.

When reporting to your assignment, remember that you are a professional. Dress accordingly. Check in at the office. Follow sign-in procedures. Introduce yourself to the principal and the secretary. If you have any school related questions, ask them. You also will be required to sign out when you leave the building.

For this field experience, you will be required to hand in two journals articles documenting how your experiences related to one of the current reading journals such as *The Reading Teacher* (1998-2001). Due dates are: 9/29 and 11/10 for sections A, B & C. Due dates for section Z are 9/28 and 11/9. If you use something other than *The Reading Teacher* or another IRA journal, please check with me before you write your review. It should describe how your experiences with individual students and small groups reflect the articles that you have read. For each journal entry, you must use a different article. Your field journal should include two different articles. For example: What kind of instruction is going on in writing? How were you able to help? How did the children respond to your help? These are just a few of the suggested questions to ponder. You should also consider the classroom environment for learning. What was conducive to learning? What was distracting? How about the classroom management? What techniques did you observe? Did you see a guided reading lesson? How did the teacher handle incorrect answers? How does your field experience relate to the ideas and philosophy in your text and in the articles that you have just read? ETC.!

These journals will be handed in on Thursdays at your class time. I will read them and then return them the following week. At the end, include all the corrected journals in some organized manner in your final field journal notebook.
Although your two journal reflections are to incorporate your classroom experiences with journal articles, do not be presumptuous enough to critique your cooperating teacher in any way. You are not there to judge, but to observe, learn, and assist. Do not write your journal notes while in the classroom.

For your Field Journal Notebook, you need to include complete copies of your literacy lesson plans that you have taught. This would be a good time to ask your cooperating teacher to write an evaluation on your lessons along with your students. Add their responses to your filed journal. Please send me e-mails telling me when you plan to do your literacy lessons. I will try to join you, if at all possible.

At the end of your field experience, I would like you to take some time and reflect back on your entire experience. Give an overall impression of your experience (PMI) and discuss how you think it will impact on your career as a teacher. This will be included in your field journal notebook. It should be two to three pages.

Remember that this experience is part of your grade for this course. Your grade will be determined by your field journal notebook and an evaluation by your cooperating teacher. So have fun, look good, and take your "JOB" seriously!

There are five parts to your field journal notebook.

1. **Introduction**: A copy of your letter of introduction.
2. **Literacy Classroom**: a. Description of placement which includes the name of your teacher, the grade level, the school, subject taught while there, and a floor plan with explanation of how this layout helped or hindered the literacy.
3. **Journal Article Reflections**: Two journal articles with field experience reflections. (Each journal entry will be handed in on due dates.) Save them and place them in a folder to be handed in on November 29th.
4. **Literacy Lesson Plan or Plans**: Literacy lesson plans with students’ and cooperating teacher’s evaluation. Add students’ samples when ever possible. Add pictures if allowed. (Permission from principal)
5. **Experience Reflection**: Overall reflection of experience in two to three pages. Base your reflections on content of course and not just feelings.

Good Luck! Have Fun! Keep thinking that this is what you will be doing in your teaching career!
Literacy in Elementary Classroom Field Journal Evaluation Form

For:

4 = Exceeds Competency -- Evidence of care taken in choosing items and higher order thinking skills used.
3 = Meets Competency - Items meet criteria of assignment and has been enhanced by personal creativity
2 = Emerging Development – Student shows evidence of working towards goals, but does not meet standards/criteria
1 = Inadequate/Deficient -- Does not meet the required criteria
0 = Missing -- Could not find items

Included in the field journal notebook will be the following:

1. Letter of Introduction

2. Literacy Classroom:
   a. description of placement which includes the name of your teacher
   b. the grade level
   c. the school
   d. subject taught while there
   e. a floor plan with explanation of how this layout helped or hindered the literacy


4. Literacy Lesson Plan or Plans:
   a. Literacy lesson plans with students’ and co-operating teacher’s evaluation
   b. Add students’ samples when ever possible.
   c. Add pictures if allowed. (Permission from principal)

5. Experience Reflection: Make sure the reflection has Positive, Minus and Interesting aspects of the experience as it reflects on the information taught in the course. This should be 2-3 pages. (Base your reflections on content of course and not just feelings.)