

**Literacy Block Introduction
Eastern Mennonite University
Fall 2012**

Tracy Hough, Coordinator
Office: CC 211
Phone: WK- 432-4955 HM-(540) 363-1420
E-mail:hought@emu.edu

Ron Shultz, M.ED.
Office: CC 202b
Phone: 432-4334 (office) 820-1145 (cell)
E-mail: ronald.shultz@emu.edu

DESCRIPTION of ED 341, ED 342, ED 343.

ED 341, 342, 343 Literacy Block is a block of three courses designed for candidates who plan to teach in preschool- three, preschool-six or special education. The 7-hour block Integrative Language Learning explores the development of spoken and written language and traces the development of reading from birth to preadolescence. Understanding the social and cultural contexts for language learning both at home and at school and knowing the cognitive and psychological factors that exist at various stages of development form the basis for planning the curriculum at school. Strategies for reading and writing are introduced as vehicles for learning in content areas. The needs of diverse learners are considered in all aspects of language learning.

The course encompasses the following major strands of study:

- Language Development (Cognitive, Linguistic, Socio-Cultural)
- Processes and Development of Reading and Writing, Speaking and Listening
- Diagnosing and Adapting for Diverse Learners
- Integrative Language Learning Across the Curriculum
- Using Technology to Enhance Learning

For the purposes of grading within the existing structure, the course requirements are organized in three major areas: ED 341 *Language Arts*, and ED 342 *Reading/Diagnostic Reading*, ED 343 *Content Area Reading and Writing* Assignments and activities are listed and described as being a part of a major area (*Language Arts* or *Diagnostic Reading*, for example) but integrate learning from all of the five strands as appropriate.

The influence of major theorists cited forms the basis of teaching and learning in this course. Candidates will be actively engaged in making connections between their prior knowledge from prerequisite courses and life experiences and new knowledge gained from their readings, class presentations, demonstrations, discussions, written reflections, and field experiences.

The conditions for language learning as proposed by Brian Cambourne (1984), The findings of the National Reading Panel, IRA/NCTE standards and the Virginia English Standards of Learning will form the framework for learning. Classes will involve learning by immersion in reading, writing, speaking, and listening. Demonstrations by instructors will precede demonstrations by candidates in class and in the field experience.

Feedback will be shared by instructors with candidates in both oral and written form. Candidates are expected to share in the responsibility for evaluating their work. Candidates will be engaged in a variety of assignments involving reading, writing, speaking and listening.

Focus groups will enable class participants to reflect on their learning, explore broader themes and issues, and be active participants in a shared reading experience. Candidates will form themselves into smaller groups. Leaders will be elected by the group for each focus group meeting to guide the discussions. The discussions and demonstrations will be centered on a particular theme or topic. Each member will be responsible for contributing ideas based on their readings, processing of class presentations and assigned activities. Assigned reading include the text, other selected readings from the bibliography and children's literature. Criteria for evaluating the quality of participation will be established by the class prior to the first focus group meeting.

The field experience is an opportunity to be immersed in the real context of language learning in schools - the classroom. By being in the classroom 4 days a week for 2.5 hours each day, the candidate will be able to observe and experience the literacy development in that class. Each candidate will participate as a partner in that development sometimes teaching, sometimes guiding, but always learning from the shared language context and experiences.

In addition to field experience in an elementary school classroom, each candidate will tutor one child two times a week for an hour each time over the course of the semester. This affords the student a unique view of one child's development and struggle with becoming increasingly skilled and independent in the reading and writing processes. The time together allows the candidate to freeze frame the developmental stage and analyzes the behaviors to provide a framework for instruction. It is this luxury, of being able to instruct one-to-one, that sharpens the powers of observations, and enables candidate to put theory into practice. Learning from the lessons of teaching one child, the candidate can become more confident in teaching all children. Practicum Evaluation rubric will be completed by the professors from the course and used for admissions to student teaching decisions (early bird tutoring and practicum placement).

In order to understand the tutoring dynamics and processes, tutors will meet weekly for group reflection and sharing. Observation and documentation is an important part of tutoring and forms the basis of assessment and evaluation.

General Expectations

Participation:

Elementary schools are changing rapidly to reflect an active learning environment. This means that students are doing hands-on activities and are involved in various small group and cooperative learning strategies. Participation is defined in this course as **qualitative involvement** in class and in field experience activities. As in all professional preparation experiences, **regular attendance is required for all class meetings, and active**

participation is imperative. Necessary absences should be cleared with your instructor in advance. Unsatisfactory performance or excessive absences during class may result in removal from your field placement.

Demonstrating Professionalism: is an aspect of a developing teacher. This encompasses a broad range of behaviors and attitudes such as promptness, willingness to take risks, and sincere and consistent effort in acquiring knowledge and skill. This also encompasses professional dress when out in the field.

Assignments:

All submitted assignments shall reflect application of language and writing skills on the college level. These include such aspects as: correct grammatical structure, spelling, punctuation, handwriting, general neatness and thoughtful articulation of content. Grading will reflect all of these areas. All written assignments are to be completed using Microsoft word.

Reading assignments are indicated on the schedule. Students are expected to read assignments **before** the class period and come prepared to discuss the assigned material. Evaluation projects (i.e. demonstrations, in-class presentations, journals, etc.) are **due on the dates listed in the syllabus**. Tests and quizzes will encompass assigned readings and class discussions and presentations.

A course fee of \$20 will be charged to the candidate's account to cover copying costs.

ED 341a Language Arts
Eastern Mennonite University
Fall 2012

Ron Shultz, M.ED.

Credit: 2 credit course (1 SH content, 1 SH practicum)

Office: CC 202b

Phone: 432-4334 (office); 820-1145 (cell)

E-mail: ronald.shultz@emu.edu

Course Description: This course will examine the psychological, social, cultural and linguistic components of the developmental processes of reading and writing. The focus of the course is to develop an understanding of how children learn to read; to understand the spelling system of English orthography and how that influences word knowledge in reading and writing; to acquire an ability to select materials appropriate to the child's developmental stage and to explore what we as teachers can do to provide appropriate instruction. Appropriate instruction is based on the findings of the National Reading Panel and feature research and its implications in phonemic awareness, phonics, fluency, comprehension and vocabulary.

Teacher Candidate Performance Outcomes:

The following Teacher Candidate Performance Outcomes are designed to support the Teacher Education Program Goals listed above. The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning setting high expectations.

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

General Course Outcomes:**The student will:**

1. Understand how children learn to read and write by examining the psychological, social/cultural and linguistic components of these processes. Demonstrate effective strategies for facilitating the learning of standard English by speakers of other languages and dialects. *(S. I.)*
2. Recognize speaking, reading, writing and spelling as developmental continua and identify behaviors that characterize different stages. *(S.)*
3. Compare and contrast major theories of language acquisition, including that of second language learning, and their influence on teaching. *(S., I.)*
4. Be proficient in the knowledge, skills, and processes necessary for teaching oral language: speaking and listening, with an understanding of the complex nature of language acquisition and its relationship to reading to include phonological awareness, phonemic awareness, an understanding of sound/symbol relationships, explicit phonics instruction, syllables, phonemes, morphemes, decoding skills, word attack skills, and knowledge of how phonics, syntax, and semantics interact. *(PK,S.)*
5. Examine the materials used to teach children to read, including the basal reading series, trade books, and electronic media and learn how to make appropriate selections based on the needs of the students in the classroom. *(PK.)*
6. Develop and manage whole group and small group reading instruction, which focuses on phonological awareness, phonemic awareness, word study, fluency, comprehension and vocabulary development based on the child's progress and needs. *(S.; PK., I.; I.)*
7. Use assessment data to plan and implement differentiated instruction and flexible groupings to meet the specific needs of readers and writers at various stages of development, abilities, and achievement. *(S.; PK.)*
8. Understand the spelling system of English orthography and recognize the relationship between spelling and word recognition. Understand the levels of English orthography as it relates to phonology, syntax, and semantics. *(S.; PK.)*
9. Develop competence in interpreting children's spelling development and making instructional recommendations from spelling evidence. *(S.,PK.)*
10. Be proficient in explicit phonics instruction, including an understanding of sound/symbol relationships, syllables, phonemes, morphemes, decoding skills, and word attack skills; and know how and where phonics instruction fits into a developmental approach to teaching reading at the various stages of reading. *(S., PK.)*

11. Understand various strategies to promote fluency, accuracy, and prosody through the use of storytelling, drama, choral/oral reading, and promote creative thinking and expression. (S., PK.)
12. Understand various theories of reading comprehension and the instruction that each supports. (S., PK.)
13. Understand vocabulary development and acquire strategies to support the development. (S., PK.)
14. Develop competence in reading selected research in the area of pedagogy of literacy development and understand how this supports best practices in literacy instruction. (L., I.; S.)
15. Demonstrate the ability to foster the appreciation of a variety of literature and understand the importance of promoting independent reading by selecting fiction and nonfiction books at appropriate reading levels. (S., PK.)

Required Textbooks:

- Diller, Debbie (2007). *Making the Most of Small Groups – Differentiation for All*. Stenhouse Publishers.
- Reutzel, D. Ray, and Cooter, Robert B. Jr. (2013). *The Essentials of Teaching Children to Read – The Teacher Makes the Difference* (3rd Edition). Pearson Education, Inc.

References:

- Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Beck, I., McKeown, M., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: The Guilford Press.
- Delpit, L. (1995). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.
- Fountas, I., & Pinnell, G. S. (2001). *Guiding readers and writers, grades 3-6: teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
- Snow, C. E., M. Burns, S., & Griffin P. (1998). *Preventing reading difficulties in young children*. Washington, D. C.: National Academy Press.
- Vygotsky, L. S. (1986). *Thought and language*. Cambridge, MA: MIT Press.
- Wells, G. (1986) *The meaning makers*. NH: Heinemann.

Important Websites:

Alliance for Excellent Education
<http://www.all4ed.org/publications/ReadingNext/>

National Center for ESL Literacy Education
<http://www.cal.org/ncle/links.htm#publications>

National Reading Panel
http://www.nationalreadingpanel.org/Documents/pr_finalreport.htm

Office of Education Research and Instruction
<http://www.ed.gov/offices/OERI/>

PALS Web Site
<http://curry.edschool.virginia.edu/go/pals>

Reading First
<http://www.readingfirst.virginia.edu/>

Reading Excellence Act
<http://www.ed.gov/offices/OESE/REA/>

Literacy Coaching Clearinghouse
<http://www.literacycoachingonline.org/>

International Reading Association
<http://www.reading.org/>

National Institute for Literacy
<http://www.nifl.gov/>

Reading Quest: A website for teachers that explores comprehension and content reading strategies and when to use them in social studies.
www.readingquest.org

Virginia Standards of Learning:
<http://www.pen.k12.va.us/VDOE/Instruction/wmstds/home.shtml>

Annenberg Foundation Videos:
<http://www.learner.org>

Professional Journals:

Book Links. American Library Association Chicago, IL

Journal of Adolescent and Adult Literacy (formerly Journal of Reading). International Reading Association Newark, DE

Language Arts. National Council of Teachers of English. Urbana, IL

The Reading Teacher. International Reading Association Newark, DE

Reading Online. International Reading Association
<http://www.readingonline.org/home.html/>

American Educational Research Journal

Journal of Educational Research

Journal of Learning Disabilities

Journal of Literacy Research

Reading Psychology

Reading Research and Instruction

Reading Research Quarterly

Course Evaluation/ Grading:

Use of Undergraduate Level Writing Standards and American Psychological Association (APA) Writing Style Assignments must be typed using 12-point type and 1" margins. Participants are expected to use *Publication Manual of the American Psychological Association 5th Edition* for written assignments. For the purpose of this class, reflections and lesson plans can be written in an informal style.

1. Assignments must be clearly written and free of obvious spelling and grammatical errors. The EMU Undergraduate Level Writing Standards will be used to evaluate written work.
2. Your grade will be based on attending classes, preparing and reporting on assigned readings, handing in written assignments and participating in class projects.

Grading Scale: (percent)

96-100 =A	81-83 = C+
93-95 = A-	78-80 = C
90-92 = B+	75-77 = C-
87-89 = B	70-74 = D
84-86 = B-	65-67 = D-

* Remember it is expected that you will earn a C or better in all education courses.

Late Assignments:

If you need more time to complete an assignment, please contact Tracy Hough or Ron Shultz before the due date to discuss options. Otherwise points will be deducted for late assignments.

- Points will be deducted from point totals for unexcused/excused absences, tardies and/or unsatisfactory participation in class activities.
- Unsatisfactory performance or excessive absences during class may result in removal from your field placement, which means you will not pass the course.

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Turnitin

Students at Eastern Mennonite University are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For this class, you will submit your papers to Turnitin from Moodle. When grading your work, I will interpret the originality report accordingly, and I will follow the Academic Integrity Policy as appropriate. For more information about and a demo of Turnitin, please see this site: <http://turnitin.com/static/>. Note that submitted papers become part of the Turnitin.com database.

Academic Support

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access [ASC Tutoring](#) (also accessible through myEMU).

<u>Course Assignments</u>	<u>Points</u>
----------------------------------	----------------------

<i>Attendance and Participation</i>	20
-------------------------------------	----

Students are expected to attend each class session and to be actively involved in the learning/teaching process. Necessary absences should be reported to the instructor before class. You will lose 2 points per absence per period- remember this is a 3 period block course from the **total points** of the course. Arrange to turn in work, have notes taken, and handouts collected if unable to attend class. Points may be deducted from assignments for unexcused absences and/or unsatisfactory participation in class activities.

<i>Literature Circle</i>	30
--------------------------	----

While reading a trade book you will participate in a literature circle with assigned roles and assignments designed to enhance and extend comprehension. This assignment will allow participants to apply comprehension, writing to learn, and vocabulary strategies in an authentic context. A handout will be provided with specific expectations for assignment and reflection.

<i>DRTA- Directed Reading Thinking Activity (in class)</i>	20
--	----

Students will create thoughtful meaningful questions to support the before, during and after reading process using an assigned chapter book.

<i>Midterm Exam</i>	40
---------------------	----

A final comprehensive take-home exam will be scheduled for the course. Text material, readings, and class discussions will be addressed in the tests. The test format will include multiple choice, short answers, essays, and scenario analysis will be included.

<i>Technology Focus Group</i>	20
-------------------------------	----

Technology has unlimited potential for enhancing literacy development. The use of technology is mandated by legislation (No Child Left Behind and the reauthorization of IDEA 2004). It is essential to consider how you can integrate technology into your classroom. In small groups, you will be given a particular task to investigate and then present to the rest of the class, incorporating technology into the teaching of Lang. Arts.

Self Evaluation of Class Performance

10

At the beginning of the course, candidates will identify one or more categories related to teaching dispositions below as an area(s) for personal growth: attendance, promptness, community building and contribution to learning environments, contribution to discussions, listening, sensitivity to others, and commitment to learning. At the end of this course be prepared to state how you have made progress toward your goals. Cite specific examples of how you have grown.

DLTA Directed Listening Thinking Activity (Read Aloud) during practicum 30

The candidate will develop, implement and reflect on a DLTA Whole Group Read Aloud Lesson. The candidate will choose a literature trade book to read in the DLTA. (Your trade book should be age appropriate and might fit with your Social Studies or Science theme) to a whole group of students. The candidate will plan with the cooperating teacher and your course instructor (Ron) to schedule a time to teach the lesson. Prior to teaching the lesson, the student will use the assigned lesson plan template (can be found on Moodle) to develop a written lesson plan. This lesson plan will be shared with the cooperating teacher and then sent to Ron 48 hours before the lesson is taught for feedback. Feedback should be added to the lesson. Finally, Ron will come and observe the lesson and immediately following the lesson will conduct a post conference to reflect on how the lesson went.

Literacy Throughout the Day (during practicum)

30

Students will spend an entire day observing the school environment of your tutee. Your assignment is twofold: (1) To notice the amount and types of literacy you see throughout the day and in different school settings. You will observe and follow your students for the entire day. If the class attends any other activities such as music, art, PE, library, etc., or goes to lunch and recess, you will join them. As you observe, you will take notes and use the *Sample Evaluation Form* to check off things you notice about literacy in the student's school environment. The form is not an exhaustive list; however it will give you a clear idea of what to look for that day. Please feel free to add items as you observe them. (2) To notice how the tutee is currently functioning in literacy and then decide what instructional changes you will need to make in order to better meet his or her the needs during the early bird tutoring sessions. You will be informally assessing the tutee's level of functioning during their regular school day.

TOTAL: 200

Reading for Virginia Educators: *You must take RVE prior to student teaching, therefore you must register for the November 3, 2012 exam. REGISTER NOW, before the Oct. 4 deadline.*