

ED 343 Content Area Reading and Writing
Eastern Mennonite University
Fall 2012

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Credits: 2 (1 SH content, 1 SH practicum)

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Course Description:

The processes of reading and writing provide a framework for all instruction. This course analyzes how students learn to write and how writing is used to learn. The varying needs of learners are considered as strategies involving reading and writing across all curriculum areas are demonstrated and practiced. The role of vocabulary development and writing skills are included in the focus. Interactive journals engage students in writing. To complement the classroom instruction, the candidate will participate in a 30-hour practicum experience, which will allow the candidate to integrate reading and writing theory into practical classroom practice.

Required Textbook:

Van Sluys, Katie. (2011). *Becoming writers in the elementary classroom: Visions and decisions*. Urbana, IL: NCTE.

National Council of Teachers of English (NCTE) Student Membership with Language Arts Journal subscription (information and fees provided in class)

Additional Sources:

Will be shared throughout the semester in the form of websites, handouts, Moodle posts and library reserves.

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 English by speakers of other languages and dialects recognizing that such practices impact school equity. (S, I)
2. Recognize speaking, reading, writing and spelling as developmental continua and identify behaviors that characterize different stages. (S)
3. Develop and manage whole group and small group reading instruction, which focuses on comprehension and vocabulary development based on the child's progress and needs. (S, PK, I)
4. Demonstrate proficiency in reading comprehension strategies for both fiction and nonfiction text, including questioning, predicting, summarizing, clarifying, and associating unknown with the known (S, I, PK)
5. Demonstrate the ability to develop comprehension skills in all content areas. (S, I, PK)
6. Understand various theories of reading comprehension and the instruction that each supports. (S, PK)
7. Understand vocabulary development and acquire strategies to support the development. (S, PK)

8. Demonstrate proficiency in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics. *(S, I, PK)*
9. Demonstrate proficiency in the writing process of planning, drafting, editing, and sharing. *(S, I, PK)*
10. 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)*
11. 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)*
12. 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)*

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.

- demonstrate competency in general education knowledge and liberal arts
- articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline(s) s/he teaches
- demonstrate awareness and apply meaningful connections 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.

- evaluate philosophies of education from multiple perspectives to articulate a personal
- philosophy that enhances student learning
- use inquiry-based strategies to enable students to construct knowledge
- analyze social contexts through critical reflection, problem-solving, and dialogue
- demonstrate teaching as praxis by drawing upon personal and collegial reflections to evaluate and revise practice

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

- plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- examine how educational legal and policy issues affect students', caregivers', and teachers' roles and responsibilities
- develop and design technologically mediated learning environments that are developmentally and task appropriate
- identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and specialty professional associations standards

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.

- demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning
- communicates appropriately with parents or caregivers of students and school personnel
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

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

- plan and advocate for safe and just learning experiences for each student
- evaluate the effects of his or her actions on students, colleagues, and supervisors
- promote restorative approaches to peacebuilding in learning communities
- model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for each student
- value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility

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

- view teaching as a vocation
- demonstrate resourcefulness and responsibility in creating just and equitable educational settings build productive and collaborative relationships with colleagues
- participate in opportunities for professional growth

Course Assignments

1. Attendance, Participation, Communication and Assigned Readings (25 points)

Students are expected to attend each class session and to be actively involved in the learning/teaching process. Because the course is heavily focused on writing and writing-to-learn, formal, informal, private and/or shared writing will be included in nearly all course meetings. These class-time interactions are difficult to make-up authentically. A minimum of 1 point will be deducted for each hour of class missed.

Necessary absences should be reported to the instructor prior to class. Unreported absences will result in additional point loss. Please arrange to turn in work, have notes taken, and receive handouts if unable to attend class. Points may be deducted for unexcused absences and/or unsatisfactory participation in class activities and practicum placements. Attendance and communication of any unavoidable absences during practicum is essential for professional practice and school relationships.

Changes to reading assignments and course plans are inevitable. Changes will be shared in class and electronically. It is essential that you check your EMU email for updates on course work and communication from Beth.

2. Writer's Notebook (25 points)

Your writer's notebook will be employed for in-class and out-of-class writing including quick writes, writing to learn, literacy autobiography, learning journals, etc. This informal writing is to be completed with care. Such reflection and self-understanding is crucial in developing your teaching beliefs and practices. Writing's will be discussed in class and shared for peer response and as dialogue journals with peers and instructor.

3. Writing to Learn Strategy Logs (25 points)

Five times during the course, the student will choose a learning strategy to apply to that week's reading. This involves selecting a writing to learn strategy that was discussed in class or you read about and applying it to one of your assigned readings for the week. Then complete the strategy with the reading. Document your work in the provided strategy chart format.

4. Writing Presentation and Mini-Lesson (30 points)

Pairs/groups of students will select (with approval) a particular instructional strategy for writing and writing to learn (from course materials, Beth's files, or class discussion). Groups will present the essential components of their approach to our class and employ that approach in a teaching demo for our class. Written lesson plan will be turned in.

5. Writing-based Unit Planning (40 points)

Part of becoming a competent instructor in the elementary classroom involves effectively supporting students in both learning to write and writing to learn. For this assignment, you will develop a genre-focused or thematic unit consisting of at least five writing-related lesson plans that guide learners through learning about content and developing a writing product. This unit will incorporate learning strategies from this course as well as Virginia Standard's of Learning (SOL's). Unit planning will be shared with the class and submitted.

6. Midterm Exam (30 points)

Students will complete a take home midterm exam that will cover content from all three literacy courses (ED 341, 342, and 343). The portion of the exam that will count towards the final grade for this course will be from the essay section.

7. IN PRACTICUM: Writing Lesson (30 points)

****Schedule with Beth so that she can observe and support your teaching.

Each student will develop, implement, and evaluate a Writing Lesson. The student will plan with the cooperating teacher to schedule a time to teach the lesson (at a time when Beth can observe). Prior to teaching the lesson, the student will discuss their ideas and lesson plan with their cooperating teacher and receive feedback (the lesson can be a mini-lesson on a specific skill, part of shared writing during morning meeting, part of the writing process, a specific genre of writing, etc... as long as it fits the needs of the class). Students will use the assigned lesson plan template to develop a written lesson plan. The lesson plan needs to be sent to Beth 48 hours prior to teaching. The student's cooperating teacher will observe the student teaching the lesson and follow up with a post conference to reflect on how the lesson went. The student will turn in the lesson plan, the teacher evaluation of the lesson and the lesson reflection to Beth.

Practicum teachers will complete a Practicum Evaluation for each student. Note that: *Section E "Professionalism" on the Profile of Performance evaluation instrument will be used for admission to Student Teaching decisions. A minimum score of "acceptable" on each criterion is required on at least one of the two practicum evaluations that have been selected for review for admission to student teaching. If you score a "not acceptable" on any criterion in Section E, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.*

Course Evaluation/ Grading:

Use of Undergraduate Level Writing Standards and American Psychological Association (APA) Writing Style Assignments must be typed using Times New Roman, 12-point type, double space and 1" margins. Participants are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments. For the purpose of this class, reflections and lesson plans can be written in an informal style. Specifically:

1. Final formal 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. Informal writing needs to demonstrate thoughtful and intentional completion.
3. 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-

It is required that you earn a C or better in all education courses.

Late Assignments

If you need more time to complete an assignment, please contact the instructor before the due date to discuss options. Points will be deducted for late assignments. Unreported late work may not be accepted without prior plan.

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," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

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 WOnline through myEMU.

PROFILE OF PERFORMANCE: ED 341-343 LITERACY BLOCK

Practicum Student _____ School _____

Classroom Teacher _____ **EMU Course** _____

Subjects/Grade Levels/Dates of Attendance _____

A. CONTENT KNOWLEDGE	Exemplary	Acceptable	Not Acceptable	Not Observed
A1: Demonstrates An Understanding Of Appropriate Content Standards (SOL/Professional Standards)				
A2. Identifies Key Principles And Concepts Of Subject Matter				
A3. Uses Examples To Support Basic Principles Of Content				
A4. Links Content To Students' Prior Experiences And To Related Subject Areas				
B. PREPARATION FOR INSTRUCTION	Exemplary	Acceptable	Not Acceptable	Not Observed
B1. Is Familiar With Relevant Aspects Of Students' Background, Knowledge, Experience And Skills				
B2. Plans Address The Unique Characteristics Of Individual Students (I.E. TAG/GR, ESL, Special Needs, Among Others)				
B3. Formulates Clear and Appropriate Learning Outcomes				
B4. Plans Appropriate Methods To Meet The Learning Outcomes (I.E. Technology, Cooperative Learning, Etc).				
B5. Plans Assessments Of Learning Outcomes				
C. INSTRUCTIONAL PERFORMANCE	Exemplary	Acceptable	Not Acceptable	Not Observed
C1. Establishes a Safe Physical and Psychological Environment				
C2. Creates a Climate of Fairness and Respect				
C3. Maintains Consistent Standards For Positive Classroom Behavior				
C4. Makes Procedures And Outcomes Clear To Students				
C5. Presents Content Accurately and Effectively				
C6. Models Appropriate Language Usage				
C7. Provides Appropriate Accommodations For Diverse Learners				
C8. Provides Opportunities For Content Application				
C9. Checks For Understanding Using A Variety Of Formal Or Informal Assessment Techniques				
C10. Uses Instructional Time Effectively				
D. REFLECTION & EVALUATION—IMPACT ON STUDENT LEARNING	Exemplary	Acceptable	Not Acceptable	Not Observed
D2. Accurately Describes Strengths And Weaknesses Of His/Her Teacher Skills In Relation To Student Learning				
D3. Seeks And Uses Information From Professional Sources (I.E. Practicum Teacher, Colleagues, And/Or Research) To Improve Instruction				

E: Professionalism*	Exemplary	Acceptable	Not Acceptable	Not Observed
Is responsible and dependable				
Shows initiative				
Is punctual and regular in attendance				
Exhibits the ability to make decisions				
Sets appropriate priorities and meets deadlines				
Displays mature judgment and self-control				
Demonstrates enthusiasm for teaching				
Has compassion for students				
Dresses appropriately				
Demonstrates professional behavior with students and school personnel				
Maintains confidentiality				

What particular strengths did you notice in this student?

What weaknesses did you observe?

Please address any areas that receive a “not acceptable” rating and provide specifics for your concerns.

Candidate	Date	Field School Teacher	Date
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Return to EMU Education Department after conferencing with the practicum student at the end of the experience. This form will be reviewed by the course instructor and shared with the candidate.

* Criteria for Admission to Student Teaching