

SYLLABUS
ED 282: Literacy II - Reading and the Language Arts for Grades 4-8

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Office Hours: Per sign up on the sheet on my office door.

Required Texts

Tompkins, G.E. (2010). *Literacy in the Middle Grades: Teaching reading and writing to fourth through eighth graders. Second edition.* Upper Saddle River, New Jersey: Merrill Prentice-Hall.

Tompkins, G.E. (2004). *50 Literacy Strategies: Step by step.* Third edition. Upper Saddle River, New Jersey: Merrill Prentice-Hall.

Taylor, M. (1992). *Mississippi Bridge.* Skylark.

Woods, M.L., & Moe, A.J. (2007). *Analytical Reading Inventory: Comprehensive Standards-Based Assessment for All Students, Including Gifted and Remedial. 8th Edition.* Upper Saddle River, New Jersey: Merrill Prentice-Hall.

Additional articles on Moodle.

Children's Literature

You will be selecting one of the following books. However, do not purchase any of these books until they are introduced in class.

Asgedom, M. (2001). *Of Beetles and Angels: A True Story of the American Dream.* Chicago: megadee books.

Collier, J.L., & Collier, C. (2005). *My Brother Sam is Dead.* Scholastic.

Duprau, J. (2008). *City of Ember.* Yearling.

Haddix, M.P. (2000). *Among the Hidden.* New York: Simon & Schuster.

Konigsburg, E.L. (1996). *The View from Saturday.* New York: Aladdin Paperbacks.

Spinelli, J. (2000). *Stargirl.* New York: Alfred A. Knopf.

Course Overview

The focus of this course is on the transitional reader. It is during grades 4 through 8 that the child will become an independent reader in the elementary classroom. Building on the foundation provided in Literacy I (ED 280), topics covered will include content area reading, comprehension,

vocabulary, assessment, and instructional models. Additional attention will be paid to designing and conceptualizing instruction that meets the needs of all students.

This course is guided by the question:

“How do I create meaningful, active literacy learning experiences that engage and challenge students while meeting the needs of all learners?”

Through course readings, in-class activities, written assignments and a field placement in a middle grades classroom, you will observe, examine, analyze and plan instructional activities to support the transitional reader. Throughout this course you will be practicing the six professional abilities identified by the Education Department faculty at Hope College.

- Effective Communicator
- Professional Collaborator
- Problem Solver
- Curriculum Developer
- Decision Maker
- Scholarly Educator

Please make a note of these abilities as you will need them when you write the lesson reflections for both the Literature Discussion and 50 Strategies lessons.

The Teacher Education Program at Hope College is committed to the preparation of teacher candidates who successfully meet all Education Department course objectives and who make continuous progress toward meeting the Department's established goals for future educators, as outlined in the Department's Six Professional Abilities.

To achieve these ends, we believe that students must successfully complete all courses for which they are enrolled through the Education Department. They must also successfully complete the field placements that may be attached to these courses. Successful completion will be demonstrated when students earn a C+ grade or better in each course and field placement. Students who fail to earn a C+ grade or better in any Education Department course offering or field placement after admission to the Teacher Education Program will not be allowed to continue in the program until they have successfully completed the course or field placement.

Policy adopted January, 2001; amended August 19, 2003

Course Objectives

At the completion of this course, the prospective teacher will

Course Objective	Professional Standard for Michigan Teachers (PSMTs)	Elementary Certificate Program Standards for the State of Michigan	National Educational Technology Standards for Teachers (NETS*T)
1. conceptualize reading as a process of constructing meaning	1a, 1e, 2i	1.1.3, 1.1.5	5c
2. explain the term “balanced literacy”	1k, 2i, 3f, 3g, 7g	1.1.4	3d, 5c

3. effectively describe the role of comprehension in reading for meaning, and be able to articulate several strategies for teaching children to comprehend	1k, 2i, 3f, 3g, 4f	1.1.4, 1.1.5, 1.1.7	3c, 3d, 5c
4. appropriately link the role of vocabulary instruction to comprehension and reading for meaning	3f, 3g, 4f,	1.1.1, 1.1.4, 1.1.5, 1.1.6, 1.1.7	3c, 3d, 5c
5. describe and engage in the writing process; using appropriate voice, conventions, and skills		1.1.5, 1.1.7, 1.1.8, 1.1.9, 1.1.10, 1.1.11, 1.1.12, 1.1.13	
6. develop a case study over the semester using various formal and informal assessment tools	1l, 2b, 2c, 2g, 4f, 4h	1.1.4, 1.1.5, 1.1.8, 1.1.12, 1.1.13	1d, 3c, 4b, 5c
7. be able to organize a text set from which a variety of literacy skills and strategies can be taught	1a, 1h, 1k, 1l, 2a, 2i, 4f	1.1.10, 1.1.19, 1.1.20, 1.1.21	3a, 3b, 3c, 3d, 4a, 4c
8. articulate several instructional models for teaching literacy using children's literature	1k, 2i, 3f, 3g, 4f,	1.1.18, 1.1.19, 1.1.20, 1.1.21	3c, 3d
9. plan appropriate literacy instruction using multiple instructional models and pedagogies and considering the needs of all students	1l, 1k, 2a, 2b, 2e, 2f, 2h, 2j, 3a, 3b, 3c, 3e, 3g, 4a, 4b, 4c, 4g, 7d, 7e	1.1.10, 1.1.14, 1.1.18, 1.1.20	1a, 1c, 2a, 2c, 3c, 3d, 4b
10. reflect upon teaching; identifying both strengths and areas needing improvement; and articulating student learning	1a, 1k, 1l, 2c, 5a, 5b, 5d,	1.1.10, 1.1.21	3c, 3d, 4b

11. realize, appreciate, and define both the role of expository text and content area reading and writing for upper elementary grade students	1a, 2i, 3f, 3g, 4f,	1.1.5, 1.1.6	3c, 3d, 5c
12. effectively integrate technology in planning and adapting literacy instruction	1g, 2j, 3f, 3g, 7a, 7d	1.1.10, 1.1.13, 1.1.14	1a, 1b, 2a, 2c, 3a, 3c, 3d, 4a, 4b, 4c, 5a, 5c

Standards

There are several sets of standards that guide our work in the course. The links for these standards can be found on Moodle.

1. Professional Standards for Michigan Teachers (PSMTs) – these are the standards which guide our department in your preparation. They will also be used to evaluate you during your pre-service and induction years. The standards that are covered in this are indicated on the course objective chart above.
2. Elementary Certificate Program Standards for the State of Michigan – these standards, provided by the state of Michigan, outline the content that beginning teachers must possess. In this class, we will be concerned with the English Language Arts standards from this document.
3. National Educational Technology Standards for Teachers (NETS*T) – this set of standards recommend what teachers should be able to know and do with their own P-12 pupils in terms of technology.
4. State of Michigan's Grade Level Content Expectations (GLCEs) for English Language Arts (ELA) – these standards dictate what children in Michigan should learn at each grade level in the Language Arts.
5. International Reading Association's (IRA) English Language Arts Standards (ELA) – Twelve broad standards that are nationally recognized for the teaching of literacy in grades K-12.

Course Policies

- Attendance and participation are an integral part of this course. You are expected to attend all classes, to arrive on time and prepared, and to actively participate in all class activities. Part of being prepared includes completing all assigned readings prior to class. You may be asked to provide evidence of your critical reading of the texts through quickwrites, class activities, and discussions.

- There are 50 possible attendance points and they are determined in the following way:

0-1 absences	50 points
2 absences	35 points
3 absences	20 points
4 or more absences	0 points
- All work turned in for this course must be original, created solely for this course, and must be properly cited as needed. The plagiarism policy as outlined by Hope College will be strictly adhered to. If you borrow ideas from anyone else – whether in written or spoken form, you must cite them accurately.
- There will be many written assignments in this course. Please use a word processor for your written work, and follow the conventions of grammar, spelling and syntax. Use a *12 point font with one inch margins*. Assignments not reflecting careful editing or not indicative of a developing professional teacher will be returned without evaluation. If I find more than four grammatical and/or mechanical errors in the first four lines of text, I will not evaluate the work. I will return it to you and you will have 48 hours to resubmit the work. A 10% deduction will automatically occur, with an additional 10% deduction for every day beyond the 48 hours until the work is resubmitted in an acceptable form.
- All assignments are due on the dates provided in this syllabus, or as modified by me throughout the course. Late assignments will be marked down (10% per day). Please contact me prior to a due date if you foresee a problem with completing your work on time.
- Email communication is a vital part of this course and is a way for us to communicate often with each other. Please check your email daily. If you are not using your Hope Email account, make sure you supply me with an alternate email address.
- Because the direction this course takes depends somewhat on each student and the particular mix of students within each section, I reserve the right to make adjustments to the syllabus, assignments, due dates, and readings as needed.

Course Requirements and Evaluation

Your final grade for the semester will be based on a series of written assignments including lesson plans, a text set, and an assessment notebook. **All assignments and requirements must be completed satisfactorily to receive a passing grade in the course.** Specific guidelines and grading criteria for course assignments are described below. Evaluation of the requirements will be assigned as follows:

50 points	Attendance and Participation
20 points	Chalk and Wire Portfolio
62 points	Written Work
208 points	Lesson Planning
80 points	Text Set
80 points	Case Study Notebook (Final Exam)
500 points	Total

Grading

Percentage Points	Letter Grade	Course Totals
95 – 100	A	475-500
92 – 94	A -	460-474
90 – 91	B +	450-459
86 – 89	B	430-449
84 – 85	B -	420-429
82 – 83	C +	410-419
76 – 81	C	380-409
74 – 75	C -	370-379
72 – 73	D +	360-369
68 – 71	D	340-359
66 – 67	D -	330-339
Below 66	F	0-329

College Policies

Hope College expects all students to assess each course in an effort to continuously improve student learning. At the end of the semester, you will be asked to assess how well this course met its stated goals. Your responses will be kept anonymous, but I will take the collective results seriously in thinking about how to provide Hope students the best possible education. Your responses matter. You are urged to participate in this important process.

AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

Assignment Descriptions

Brief descriptions for each assignment are below. Please note that additional descriptions and evaluation rubrics are found on Moodle. You will want to access this in advance of each assignment. Also note that assignment sheets are guidelines for completing work – the evaluation rubrics will be used exclusively for evaluating your work. When in doubt – use the criteria on the rubrics.

Assignment

Attendance and Participation
50 points

Attendance and participation are an integral part of this course. You are expected to attend all classes, to arrive on time and prepared, and to actively participate in all class activities. Part of being prepared includes completing all assigned readings prior to class. You may be asked to provide evidence of your critical reading of the texts through quickwrites, class activities, and

discussions. There are 50 possible attendance points and they are determined in the following way:

0-1 absences	50 points
2 absences	35 points
3 absences	20 points
4 or more absences	0 points

Assignment

Written Work
62 points

There will be times throughout the semester that I will ask you to complete some work at home or in class. Written work serves several purposes. It provides you a chance to show me what you know and what you are thinking about, it allows me to monitor and assess your ongoing learning, and it alerts me to misconceptions and struggles that need to be addressed. The information I gain from your homework and in-class work will help me in planning future instruction and in best meeting your collective needs. Please recall that all written work done outside of class **must be typed**. Your collective written work is worth 62 points. Specific point values for each are delineated on the *Record Keeping Sheet* found on Moodle.

There will also be additional written work during class – in the form of quickwrites, evaluations, and chart work. Some of this will be done in small groups or with a partner. While this work is not “graded”, it is important because it allows you to practice the concepts and methods you are learning about, and it provides me with evaluative information upon which I can base future instruction. Sometimes this work will be collected so that I can use the work to inform instruction.

Assignment

Chalk and Wire Final Portfolio
20 points

You will need to submit your final Chalk and Wire Portfolio. Specific guidelines are available on Moodle, but basically you should make sure you are entering a descriptive paragraph about each assignment as you submit it. Later in the semester you can add pictures, and other embellishments.

Assignment

Lesson Planning
208 points

There are two major parts to this assignment; the first is a literature discussion lesson plan and the second is an individual lesson plan using one of the 50 literacy strategies. You will write a reflection after you teach each lesson. Each assignment is described more fully below.

Literature Discussion Lesson Plan (60 points)

The purpose of this assignment is to engage deeply with the grand conversation instructional strategy, and to practice planning and teaching a lesson for the students in your field placement classroom. The lesson will be written using a template that I will provide. You will select a piece of literature to use with the lesson and should consult your mentor teacher when selecting this text. If you would like additional feedback on the lesson plan as you are creating it, simply email me a

copy and I will comment and make suggestions. You can also sign up for office hours and we can talk through the lesson plan. I realize this is the first lesson plan that many of you will plan independently and teach, therefore, I want to support you in whatever way you need – but you must be proactive and seek out that help.

The literature discussion lesson plan is worth 60 points. The literature discussion lesson plan will be evaluated on Chalk & Wire. The grading rubric and guidelines for the lesson can be found on Moodle.

50 Strategies Lesson Plan (60 points)

Using the same basic template as the literature discussion lesson plan, you will select a strategy from the 50 Strategies book and plan and teach an additional lesson. You will work with your mentor teacher to select a strategy, and a day and time to teach the lesson. Many of the strategies will also require you to identify some “content” to teach and your mentor teacher will help you that as well. As with the first lesson, if you would like my help outside of class, you merely need to ask.

The 50 Strategies lesson plan is worth 60 points. The lesson plan will be evaluated on Chalk and Wire. The grading rubric and guidelines for the lesson can be found on Moodle.

Reflection on Teaching (44 points)

At some point, you will teach each lesson in your field placement classroom (one can be to a small group, but one **MUST** be to the whole class). After **each** teaching you will write a reflection of your teaching. There are specific criteria for the reflection – make sure you consult the assignment sheet. Each reflection is worth 44 points. Each reflection is due on Chalk and Wire. The grading rubric and reflection expectations can be found on Moodle.

Assignment

Text Set
80 points

The purpose of this assignment is to illuminate the ways teachers use children’s literature to teach reading in the middle grades. A text set is a collection of books that have a common theme. You will be creating your own text set in this class. You will be working independently or with a partner to assemble your own text set. Specific expectations for the format of this assignment and the assessment rubric can be found on Moodle. Check your weekly schedule for specific due dates. Your original text set is worth 80 points.

Assignment

Case Study
80 points

This assignment is designed to encourage you to take a close look at one student’s literacy achievement and abilities and to help you realize the range of assessment options that exist for middle grade teachers.

Your mentor teacher can help you select a struggling reader in the class for this assignment. For the purposes of this assignment, a struggling reader is defined by the teacher, and the student may or may not receive additional reading support. This assignment works best if the student is in the classroom during the time you are in the classroom.

You will begin by interviewing your teacher, observing, talking to, and collecting work samples from your struggling reader. You will then administer an interview, and two reading inventories to your struggling reader. Then you will administer three parts of the ARI. Informal classroom observations will also be a key requirement for the assessment of your selected student. After evaluating your student, you will write a report that summarizes your findings and suggests recommendations for working with this particular student. There will be two progress points during the semester to support you this work. Each of these is worth 10 points; the notebook is due 60 points.

You will assemble your work in a three ring binder. You will include your final report in the binder as well as submit it to Chalk and Wire. During the final exam session, you will present the findings of your Case Study Notebook to a small group of your classmates.

The rubric and additional information about this assignment are available on Moodle.