

*La Salle University
Education Department
Philadelphia, PA
FALL 2004
EDC 320 Section 41
**Narrative Reading & Writing for Elementary & Special Education
Students**
Tuesdays 2:00 - 4:45 p.m.
Olney Room 229*

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Office Hours:
Monday: 11:00 a.m. - 12:00 p.m.
Tuesday: 11:00 a.m. - 12:00 p.m.
Wednesday: 11:00 a.m. - 3:00 p.m.
Thursday: 11:00 a.m. - 12:00 p.m.
Monday - Thursday: By Appointment



Required Text/Materials

Tompkins, Gail E. *Literacy for the 21st Century - A Balanced Approach, 3rd Edition*, Merrill-Prentice Hall, Upper Saddle River, New Jersey, 2003

Fox, Barbara J. *Word Recognition Activities: Patterns and Strategies for Developing Fluency*, Merrill-Prentice Hall, Upper Saddle River, New Jersey, 2003

Packet of information assembled by the instructor for use throughout the semester. ***Please bring this packet to every class.***

Course Overview

This course presents an overview of the components of balanced, comprehensive literacy instruction, and the research basis for the provisions of effective literacy teaching and learning of students from varied cultural

and linguistic backgrounds. Experiences with elementary-age students ensure the opportunity to bridge theory with practice.

Course Objectives (Addressing PDE Elementary Education and Chapter 354.33 Professional Competency Standards)

Upon successful completion of the course, students will:

1. Understand the central concepts, tools of inquiry, and structures of the reading/language arts discipline and can create learning experiences that make these aspects of subject matter meaningful for all students including those from varied cultural and linguistic backgrounds (PDE354.33.i.A and C, Elem. Ed. IA).
2. Understand how all children learn and develop thinking, reading, writing, conferencing, revising, and publishing across the curriculum and can provide literacy learning opportunities that support their intellectual, social, career, and personal development (PDE354.33.i.B, Elem. Ed. IC).
3. Understand how students differ in their ability and approaches to learning reading/language arts and creates opportunities that foster achievement of diverse learners in inclusive classrooms (PDE354.33.i. C, Elem. Ed. IB).
4. Understand and use a variety of effective instructional strategies including interdisciplinary learning experiences to encourage students' development of higher-order thinking, problem solving and performance skills (PDE354.33.i. D, Elem. Ed. II.D).
5. Understand individual and group motivation and behavior to create a community of learners that encourages positive social interaction, active engagement in learning and self-motivation (PDE354.33.i. E).
6. Be able to use effective verbal and nonverbal media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction in the reading/language arts class (PDE354.33.i.F, Elem. Ed. I.C).
7. Be able to plan literacy instruction based upon knowledge of the reading/language arts process, students, the community and

literacy curriculum goals and standards (PDE354.33.i.G, Elem. Ed. II.B).

8. Identify appropriate instructional materials for fostering student growth in reading, and apply content knowledge about literacy development to be able to avoid over-reliance on commercial materials (PDE354.33.i.G, Elem. Ed. II.B).
9. Understand and use formal and informal assessment strategies to evaluate and ensure students' continuous development in literacy (PDE354.33.i.H, Elem. Ed. I.B).
10. Think systematically about literacy practice, learn from experience, seek the advice of others, draw upon educational research and scholarship and actively seek out opportunities to grow professionally (PDE354.33.i.I, Elem. Ed. III.C).
11. Contributes to the effectiveness of the school's literacy program by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning (PDE354.33.i.J, Elem. Ed. III.C and D).

Topics Addressed in This Course	
A Balanced Approach to Literacy	Breaking the Alphabetic Code Phonemic Awareness, Phonics, and Mini Lessons
The Four Cueing Systems	Developing Fluent Readers and Writers
How Children Learn to Read and Write	How Readers and Writers Construct Meaning Learning About the Meanings of Words
Becoming an Effective Teacher of Literacy	Facilitating Students' Comprehension Guided Reading, Comprehension Skills and Strategies, and Mini Lessons
Definitions of Reading and Writing Standards and Curriculum	Becoming Familiar With the Structure of Text - Narrative, Expository, and Poetic
Teaching the Reading and Writing Processes	How Teachers Organize Literacy Instruction
Connecting Instruction and Assessment	Readability
Scaffolding Reading and Writing Experiences	Basal Readers and Other Reading Material
Working With Emergent Readers and Writers	Reading and Writing in the Content Areas

Assessment Related to Course Requirements

I. Attendance and Class Participation

Percentage of Grade = 10%

Your on-time attendance and active, informed participation throughout each class are crucial to the success of this class. Each student's level of preparation, active involvement, and attendance will have a significant impact on what everyone in the class can and will learn in this course. Students are expected to arrive to class promptly and attend all scheduled class sessions. Missing a class is very detrimental because so much information is presented and so much explained during each session. If you must be absent, speak with the professor and be certain to obtain and make up assignments promptly. More than one unexcused absence will affect your grade.

In addition, students are expected to participate in all classes actively and make a positive contribution to class discussions and during hands-on activities.

II. Class Assignments

Percentage of Grade = 20%

Work Related to Teaching at the Pennell School

Percentage of grade = 30%

Pennell Teaching Plan

Using the organizer distributed to you, your group will work together to develop a teaching plan for each of your teaching days at Pennell.

Pennell Observations & Reflections

For each time you go to Pennell, your group will work together to write observations about what transpired and reflections about what went well and what could be improved.

Pennell Teaching

The quality of your preparation and teaching at the Pennell School will be assessed during the six sessions. It is of utmost importance to attend these sessions and to come to them well prepared.

IV. **Literacy Portfolio**

Percentage of Grade = 30%

Your literacy portfolio will reflect the quality of your assignments completed throughout the semester. At the beginning of the semester students should purchase a binder and make an attractive, professionally looking cover and dividers with labels per the list distributed in class. As each section of the portfolio is submitted, it will be evaluated with a rubric completed both by you and your instructor. This work will be assessed on the quality, organization and presentation. Students are expected to word process all components. When the component and rubrics are returned, students must 3-hole punch them and add them to the portfolio. *All activities completed collaboratively must be copied because each student will submit an individual portfolio.*

Many of the assignments will be completed collaboratively with the student's assigned team. As students use the lessons and activities at Pennell, they are expected to work with their team to collect artifacts. It is recommended that each team carry a disposable or a digital camera to each session at Pennell and take lots of pictures. A digital camera is the best choice because the team can make copies in a cost effective way. Pictures make wonderful artifacts. In addition to pictures, artifacts can include games, activities, learning centers, worksheets, etc. At the end of the semester, students will submit the portfolio as a whole. It will be assessed on its quality, organization and presentation.

V. **Culminating Reflection Journal**

Percentage of Grade = 10%

Students will write a culminating reflection at the end of the semester. This culminating reflection should include a discussion about student's growth during the semester related to his/her understanding of and ability to teach reading and writing.

Academic Dishonesty and Plagiarism

Academic dishonesty is a serious offense. It can result in course failure, expulsion from the teacher preparation program and university judicial action.

Cheating

Cheating involves obtaining grades fraudulently. It includes, but is not limited to:

- copying, or allowing another to copy, answers during an examination...
- giving or receiving test answers by signal
- asking for or divulging test answers
- surreptitiously using electronic devices, such as PDA's or tape recorders, during tests
- copying someone else's assignment
- writing an assignment for someone or having one written for you
- plagiarism

Plagiarism

Webster's Encyclopedic Unabridged Dictionary of the English Language defines plagiarism as *"the appropriation or imitation of the language, ideas and thoughts of another and representing them as one's original work."* To avoid plagiarism you must provide a citation whenever you use:

- someone else's actual spoken or written words or paraphrases thereof...
- someone else's graphs, charts, tables, or other illustrations
- someone else's thought, conclusion, or premise
- materials found on, or copied from, the internet, whether or not they are posted for public use.

<http://www.indiana.edu/~wts/wts/plagiarism.html>

If the originality of your work is questioned, you will be required to produce working documents (notes, outlines, rough drafts, photocopies, etc.) that confirm your authorship. You also must demonstrate detailed knowledge when quizzed.

Dr. Gary Clabaugh developed this academic dishonesty and plagiarism statement and it is used for this course syllabus with his permission.

Course Schedule

<i>Date</i>	<i>Class Discussion/Topic/Activity</i>	<i>Assignment</i>
Class 1 August 31	Welcome, Introduction to Course, What is Reading? The Four Cueing Systems, How Children Learn To Read; A Balanced Approach to Literacy Instruction	Assignment: Read Tompkins chapter 1. Work with your assigned group to select a high-quality children's narrative book of suitable for young children (ages 4-7), a related poem, and a song
Class 2 Sept. 7	Scaffolding the Reading and Writing Processes, Introduction to Shared Reading, Teaching Concepts	Bring children's narrative book, related poem, and song to class Assignment: Read Tompkins - chapter 4. Write Shared Reading Activity
Class 3 Sept. 14	Teaching Word Recognition Phonic Analysis, Structural (Syllabic, Morphemic) Analysis Making Words Jigsaw Fox ch.5	Shared Reading Activity Due Binder with cover and labels due Assignment: Read Tompkins - chapter 5, Fox - ch.3 Develop Making Words Activity Related to Group's theme
Class 4 Sept. 21	Developing Fluent Readers	Making Words Activity due Assignment: Read Tompkins ch. 6, Fox - ch.4 Select group theme for Pennell lessons Develop one fluency activity related to this theme
Class 5 Sept. 28	Learning Centers High Frequency Words Using Word Walls Developing Writing Fluency Jigsaw Fox - ch.5	Fluency activity due Assignment: Read Tompkins - chapter 4; Fox - ch.7 Develop Learning Center related to the Group's theme, Write Word Wall Activity and Develop Learning Center

<i>Date</i>	<i>Class Discussion/Topic/Activity</i>	<i>Assignment</i>
Class 6 October 5	Guided Reading Activities	Learning Center related to the Group's theme due, Word Wall Activity and Learning Center due Assignment: Read Tompkins ch. 8. Write Guided Reading Activity
Class 7 October 12	Writing Workshop	Guided Reading Activity Due Assignment: Read Tompkins - chapter 12 Develop Writing Workshop
Class 8 October 19	Writing Observation Framework Teaching Writing Readability Teaching Vocabulary	Writing Workshop Due Assignment: Read Tompkins - chapter 12. Observe writing lesson using framework
<i>October 25-26 Mid-Semester Holiday</i>		
Class 9 Nov. 2	Teaching Vocabulary (continued) Pennell Session 1	Observation of Writing Lesson Due Assignment: Read Tompkins - chapter 7 Write Pennell Observations & Reflections
Class 10 Nov. 9	Teaching Comprehension Skills Pennell Session 2	Pennell Observations & Reflections Due Assignment: Read Tompkins Ch. 9. Develop Shared or Interactive Writing Lesson and Write Pennell Observations & Reflections

<i>Date</i>	<i>Class Discussion/Topic/Activity</i>	<i>Assignment</i>
Class 11 Nov. 16	Teaching Comprehension Strategies Pennell Session 3	Shared or Interactive Writing Lesson and Pennell Observations & Reflections Due Assignment: Read Tompkins - chapter 13 Pennell Observations & Reflections
Class 12 Nov. 23	Literature Circles Pennell Session 4	Pennell Observations & Reflections Due Assignment: Read Tompkins ch. 11 Write Pennell Observations & Reflections
Class 13 Nov. 30	Literature Circles (continued) Pennell Session 5	Pennell Letter and Pennell Observations & Reflections Due Assignment: Read Tompkins - chapter 11 & Literature Circles Packet Write Final Reflection Journal
Class 14 Dec. 7	Literature Circles Continued Assembling a Literacy Portfolio Pennell Session 6	Final Reflection Journal Due and Pennell Observations & Reflections Due Literacy Portfolio Due
Final Examination Week December 13-17		