EDCI 36300

*Literacy in the Elementary School II*

Fall 2014

Instructor: **Dr. Carol Hopkins**  
BRNG 4124  
(765) 494-3934  
hopkinsc@purdue.edu

Office Hours:  
Mondays, 1:30-2:30 p.m.  
Wednesdays, 1:30-2:30 p.m.

**Course Description**

EDCI 36300 is an undergraduate, elementary education course designed to provide preservice teachers with classroom and practicum experiences focused on literacy instruction for children experiencing difficulty learning to read and write. Students learn to administer and analyze individual assessments to determine the strengths and needs of two struggling readers and set tutoring goals based on these results. Application of appropriate instructional strategies for developing comprehension, letter and word work, vocabulary, and fluency is the focus of twice-weekly, 30-minute tutoring sessions (22 total) in local elementary schools.

**Learning Goals for EDCI 36300**

This course is designed to extend your knowledge of literacy processes so that you are able to make decisions about the use of appropriate assessment measures and instructional strategies for children who are experiencing difficulty in their classroom literacy programs. The following goals will be accomplished through reading, discussion, completion of written assignments, and tutoring:

1. Students will understand the importance of providing instruction to meet the needs of all children. (INTASC Principles: 1, 2, 3, 7)

2. Students will implement a framework for assessment and instruction that allows the teacher to evaluate and adjust for an optimal match between the reader/writer, the text, and the literacy context. (INTASC Principles: 2, 3, 7, 8, 9)

3. Students will translate assessment findings into a plan for instructional support that is realistic in view of the child’s needs and the available resources. (INTASC Principles: 2, 3, 5, 7, 8)

4. Students will use assessment as an ongoing guide to instructional decisions. (INTASC Principles: 7, 8)

5. Students will become skillful in observing, planning, implementing, and evaluating literacy lessons. (INTASC Principles: 1, 3, 6, 7, 8, 9)

6. Students will demonstrate knowledge of materials, procedures, and strategies for individual and group literacy instruction. (INTASC Principles: 2, 3, 4, 5, 6, 7)
7. Students will critically examine a range of assessment and evaluation tools and strategies. (INTASC Principles: 1, 4, 8)

8. Students will report to others their assessments of students’ literacy learning. (INTASC Principles: 8, 9, 10)

9. Students will work as a team with peers and school personnel. (INTASC Principle: 10)

**Interstate New Teacher Assessment and Support Consortium (INTASC) Principles Addressed**

The following table indicates the specific INTASC principles addressed in EDCI 36300.

<table>
<thead>
<tr>
<th>INTASC Principle</th>
<th>How the Principle Is Addressed</th>
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<tbody>
<tr>
<td>1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</td>
<td>Building on foundational knowledge about literacy instruction acquired in EDCI 32500 and 32600, the prerequisite courses for EDCI 36300, students apply these understandings within the assessment/evaluation/planning/teaching framework (described above) that guides their weekly tutoring of elementary children who experience difficulty learning to read and write.</td>
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<td>2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.</td>
<td>In this course, literacy learning is viewed as a process that occurs across a developmental continuum that encompasses emergent readers, early readers, transitional readers, and fluent readers. Students use an instrument called the Developmental Reading Assessment to identify children’s developmental levels related to oral reading, comprehension, and reading preferences and then use these findings to plan, teach, and evaluate their weekly tutoring sessions.</td>
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<td>3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td>Based on Developmental Reading Assessment results, students summarize each child’s strengths and areas of need related to oral reading, comprehension, writing, attitudes toward reading, and their reading preferences and interests. They then set reading and writing goals that focus on the needs of each learner they teach. Course readings and observations of diverse learners on videos and in classroom settings contribute to students’ understanding of different approaches to learning.</td>
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<td>4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.</td>
<td>Students learn to use teaching strategies such as guided reading to help children become independent problem-solvers and to support children’s development of self-extending systems. Students learn to use materials such as leveled texts that are written to support children’s developing knowledge and to use classroom practices to create situations for children to focus on particular learning goals. Students often employ instructional strategies selected from the course texts (Phonics They Use: Words for Reading and Writing; Teaching Reading Sourcebook; Guided Reading in Grades 3-6: Everything You Need to Make Small-Group Reading Instruction Work in Your Classroom; and Guided Reading: Making It Work) in their weekly tutoring sessions.</td>
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<td>5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>Students focus on designing and organizing the learning environment built on the tenets that: (1) all children can learn to read and write, (2) children learn about written language in an environment that is print rich, (3) learning is a social process, (4) learning is a constructive process, (5) an organized environment supports the learning process, and (6) powerful demonstrations are an important part of the learning process. Within this environment, students learn to use read alouds, shared reading, guided reading, independent reading, shared writing, interactive writing, guided writing or writing workshop, and independent writing as ways to achieve positive social interaction, to motivate students, and to provide multiple learning opportunities with various levels of teacher support.</td>
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<td>6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>One course component of learning to help children become strategic readers focuses on the use of teacher language to promote independence in problem solving. Students learn to use verbal prompts to support the reader’s use of strategies related to self-monitoring and self-checking behaviors, the use of multiple sources of information (i.e., semantic, syntactic, graphophonic cues), self-correction behavior, and phrased, fluent reading.</td>
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</table>
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Based on data collection and evaluation of individual children as readers and writers, students set reading and writing goals that guide their tutoring sessions throughout the semester. Students also write and teach from lesson plans that are based on knowledge of developmental levels, sound teaching practices, and individual children’s interests and needs.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. Students learn to administer and analyze results obtained from informal assessments such as the Developmental Reading Assessment, which includes oral reading, comprehension, and reading preferences, as well as running records, attitude and interest surveys, and various writing assessments. They learn to document student progress through anecdotal notes. Interpretation of standardized reading test results is also addressed.

9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Students reflect about their tutoring sessions for which they answer the questions: (1) What did I learn about children as readers and/or writers as a result of teaching this lesson? and (2) How will what I learned about the students and the lesson plan I developed influence what/how I plan and teach my next/future lessons? They also respond to written comments/questions provided by the supervisor who observes each lesson.

10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being. Students provide copies of assessment reports, weekly lesson plans, and final tutoring reports to classroom teachers and principals.

**Required Texts**


You will also be required to purchase an EDCI 36300 packet at Copymat.

Course Requirements

1. Tutoring.
   a. Each week, you will plan and teach two 30-minute lessons to a group of 2 children. 
   In case of illness, notify the school principal and your supervisor. Missed “Theory Into Practice” (TIP) tutoring sessions may not be made up.
   b. Prepare 3 copies of your lesson plan prior to teaching each lesson (one for yourself, one for your supervisor, and one for the classroom teacher) using the format provided in class.
   c. Communicate regularly with your supervisor.

2. Quizzes. Quizzes that cover course readings and class content will be given throughout the semester on dates determined by your instructor. Quizzes will be announced at least one class period prior to the quiz date. (Due dates: To be determined by instructor.)

3. Two Assessment Reports. Throughout the semester you will conduct informal assessments to help you learn about your students’ literacy abilities and interests. You will complete brief write-ups of each assessment procedure, your analysis of the child’s performance, and instructional goals. These assessment reports will be sent to your students’ principal and teacher. Thus, the reports must be accurate and well written. You will be expected to make any needed revisions before the assessment summaries are approved for distribution. (Due dates: Attitudes and Interests Assessment Reports due on September 19 and Reading Assessment Reports due on October 10.)

4. Final Tutoring Reports. These reports are based on the knowledge you gain from tutoring your students over the course of the semester. The reports summarize the learning goals you established based on individual assessments and the instructional activities you completed with your students. These reports will also be distributed to the students’ teacher and principal and must be accurate and well written. You will be expected to make any needed revisions before the final tutoring reports are approved for distribution. (Due date: December 5.)

5. Effort/Preparation/Participation. This course involves many experiences designed to contextualize your understandings about your role as a teacher of literacy. You will be expected to prepare for each class by doing the assigned readings and activities and to participate actively in each class session. A portion of your grade (15 points) will be assigned to reflect your instructor’s subjective assessment of your level of preparation, participation, and engagement during class. Points will be deducted for inappropriate talking during class, sleeping in class, failure to participate during in-class discussions and activities, and failure to bring appropriate materials to class. Further, all technology (cell phones, iPods, iPads, PDAs, laptops, etc.) must be turned off and put away for the entire class period, along with any materials not relevant to EDCI 36300.
6. **Electronic Portfolio Requirement.** Your final tutoring reports and accompanying artifact narrative must be uploaded to your TaskStream portfolio in order to receive credit for this course. Incomplete or incorrect entries will result in a loss of points from your final point total. *(Due date: 5:00 p.m. on Wednesday, December 10.)*

7. **Attendance.** Attendance at all scheduled class and tutoring sessions is extremely important. You may miss only one (1) on-campus class without penalty. *Failure to attend all other on-campus classes will result in a loss of 5 points from your final point total for each unexcused absence.* Failure to teach your EDCI 36300 students for a 30-minute tutoring session will result in a loss of 10 points from your final point total for each lesson missed. *Missed TIP tutoring sessions may not be made up.* (Students who miss extended class sessions held prior to the start of tutoring will lose 5 points for each hour of class time missed.) *Excused absences require a written doctor’s excuse or other written documentation that must be turned in at the time the student returns to class.*

*Punctuality is expected for all class and tutoring sessions. Three tardies (class or tutoring) will result in a loss of 5 points from your final point total.*

8. **Professional Quality Assignments.** Any e-mails, reports, or papers prepared for this class must be well written, proofread, and revised to a professional standard. EDCI 36300 students are encouraged to make use of the Writing Lab, friends, family, read-throughs, revisions, and spell-check in an effort to produce well-written work. All written assignments will be graded on the first copy turned in, even if an assignment is returned to you for further revisions.

**Grading**

Your final grade will be determined by the number of points earned through completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Tutoring</td>
<td>100</td>
<td>33%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>75</td>
<td>25%</td>
</tr>
<tr>
<td>Assessment Reports:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Attitudes and Interests</em> – 2 at 10 points each</td>
<td>20</td>
<td>7%</td>
</tr>
<tr>
<td><em>Reading</em> – 2 at 25 points each</td>
<td>50</td>
<td>17%</td>
</tr>
<tr>
<td>Final Tutoring Reports</td>
<td>40</td>
<td>13%</td>
</tr>
<tr>
<td>Effort/Preparation/Participation</td>
<td>15</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300</td>
<td>100%</td>
</tr>
</tbody>
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**Note:** *Three (3) points per day (including weekends) will be deducted for late assignments.* Arrangements for exceptional cases must be made *at least* one day prior to the due date.
Your final point total will be converted to a course grade as follows:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>291-300</td>
<td>A+</td>
</tr>
<tr>
<td>281-290</td>
<td>A</td>
</tr>
<tr>
<td>271-280</td>
<td>A–</td>
</tr>
<tr>
<td>261-270</td>
<td>B+</td>
</tr>
<tr>
<td>251-260</td>
<td>B</td>
</tr>
<tr>
<td>241-250</td>
<td>B–</td>
</tr>
<tr>
<td>231-240</td>
<td>C+</td>
</tr>
<tr>
<td>221-230</td>
<td>C</td>
</tr>
<tr>
<td>211-220</td>
<td>C–</td>
</tr>
<tr>
<td>201-210</td>
<td>D+</td>
</tr>
<tr>
<td>191-200</td>
<td>D</td>
</tr>
<tr>
<td>181-190</td>
<td>D–</td>
</tr>
<tr>
<td>180 or less</td>
<td>F</td>
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</table>

**University/Course Policies**

**Emergency Policy.** In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Your instructor will inform you via e-mail if an emergency results in any changes in this course.

Students are required to visit http://www.education.purdue.edu/emergency/ to review the response procedures for emergencies in Beering Hall. It is necessary that you review these directions within the first week of your Beering classes. If you have any questions, see your instructor. Also see handout titled *Emergency Preparedness Syllabus Attachment.*

**Adaptive Programs Policy.** Students with disabilities must be registered with the Disability Resource Center of the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with your instructor to discuss your needs no later than the second week of the semester.

**Academic Dishonesty Policy.** Purdue prohibits “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty” [Part 5, Section III-B-2-a, *University Regulations*]. Furthermore, the University Senate has stipulated that “the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” [University Senate Document 72-18, December 15, 1972].
The instructors of this course expect and will enforce a strict policy of academic honesty. Students who engage in cheating, plagiarism, representing another student’s work as one’s own, knowingly furnishing false information to the university, instructor, supervisor, and/or elementary school personnel, or other forms of academic dishonesty will receive a failing grade in this course.

**Elementary Education Course Completion Policy.** Elementary Education majors have two opportunities to enroll in and pass required EDCT, EDPS, and EDST courses with a minimum grade of C–. Withdrawal from a course (W or WF) constitutes one of the two opportunities. Failure to successfully meet these requirements will result in dismissal from the Elementary Education Program. Courses repeated to improve a grade must be taken at the West Lafayette campus. [Approved by the Elementary Teacher Education Committee, April 20, 2007.]

**Course Evaluation.** During the last 2 weeks of the semester, you will be provided with an opportunity to evaluate this course and your instructor(s). Purdue now uses an online course evaluation system. Near the end of classes, you will receive an official e-mail from evaluation administrators with a link to the online evaluation site. You will have up to 2 weeks to complete this evaluation. Your participation is an integral part of this course, and your feedback is vital to improving education at Purdue University.
SCHEDULE OF TOPICS, TUTORING FOCUSES, AND ASSIGNMENTS

Week 1, August 25-29


Assignments: Assigned readings.

Week 2, September 1-5

Special Note: No class on Monday, September 1 (Labor Day Holiday).


Assignments: Assigned readings.

Week 3, September 8-12

Special Notes: Orientation to your school and the first visit to your classroom (observation only) will be on Monday, September 8 / Tuesday, September 9. Literacy tutoring will begin on Wednesday, September 10 / Thursday, September 11.


Tutoring Focuses: Getting to Know Your Students. Assessing Students’ Attitudes and Interests Related to Reading and Writing.

Assignments: Assigned readings.

Week 4, September 15-19

Topic: Running Records.

Tutoring Focuses: Interactive Read Alouds. Strategies for Comprehension.

Assignments: Assigned readings. *Attitudes and Interests Assessment Reports due* by noon on Friday, September 19.
**Week 5, September 22-26**

**Topic:** Running Records.

**Tutoring Focuses:**
- Assessing Students’ Knowledge of Letters and Words.
- Interactive Read Alouds.

**Assignments:**
- Assigned readings.
- *Letter Identification and Word Test Assessment Results due* by noon on Friday, September 26.

**Week 6, September 29 – October 3**

**Topics:**
- Developmental Reading Assessment.
- Analyzing Running Records.
- Writing the Reading Assessment Reports.

**Tutoring Focus:**
- Developmental Reading Assessment.

**Assignments:**
- Assigned readings.

**Week 7, October 6-10**

**Topic:** Shared Reading.

**Tutoring Focuses:**
- Developmental Reading Assessment.
- Interactive Read Alouds (Comprehension).

**Assignments:**
- Assigned readings.
  - *Reading Assessment Reports due* by noon on Friday, October 10.

**Week 8, October 13-17**

**Special Note:**
- No class or tutoring on October 13 or 14 (*Purdue University October Break*).

**Topic:** Shared Reading.

**Tutoring Focus:**
- Shared Reading (Comprehension, Vocabulary, Letter and Word Work, Fluency).

**Assignments:**
- Assigned readings.

**Week 9, October 20-24**

**Special Note:**
- Midterm conferences with your supervisor will be held this week.

**Topic:** Word Work.

**Tutoring Focus:**
- Shared Reading (Comprehension, Vocabulary, Letter and Word Work, Fluency).

**Assignments:**
- Assigned readings.
Week 10, October 27-31

Special Note: Klondike, Amelia Earhart, and Thomas Miller Elementary Schools have Fall Break on Monday, October 27.

Topic: Guided Reading.

Tutoring Focus: Shared Reading (Comprehension, Vocabulary, Letter and Word Work, Fluency).

Assignments: Assigned readings.

Week 11, November 3-7

Topic: Guided Reading.

Tutoring Focus: Guided Reading (Comprehension, Vocabulary, Letter and Word Work, Fluency).

Assignments: Assigned readings.

Week 12, November 10-14

Topic: Matching Books to Readers.

Tutoring Focus: Guided Reading (Comprehension, Vocabulary, Letter and Word Work, Fluency).

Assignments: Assigned readings.

Week 13, November 17-21

Topics: Teaching for Strategies.
        Shifts Over Time.
        Writing Your Final Tutoring Reports.
        Running Record Assignment Directions.

Tutoring Focus: Guided Reading (Comprehension, Vocabulary, Letter and Word Work, Fluency).

Assignments: Assigned readings.

Week 14, November 24-28

Special Note: No class or tutoring on November 26, 27, or 28 (Purdue University Thanksgiving Vacation).

Tutoring Focus: Guided Reading (Comprehension, Vocabulary, Letter and Word Work, Fluency).
Week 15, December 1-5

Topic: Classroom Literacy Programs.
Tutoring Focuses: Guided Reading (Comprehension, Vocabulary, Letter and Word Work, Fluency).
Running Record Assessment.
Assignments: Assigned readings.
Final Tutoring Reports due by noon on Friday, December 5.

Week 16, December 8-12

Special Note: Last tutoring sessions will be held on Monday, December 8 / Tuesday, December 9.
Tutoring Focus: Review and Wrap Up.
Assignments: Final Tutoring Report revisions due on Monday, December 8 / Tuesday, December 9.
TaskStream entries must be submitted to your course instructor no later than 5:00 p.m. on Wednesday, December 10.