

EDCI 363
Literacy in the Elementary School II

Spring 2009

Course Description

EDCI 363 is an undergraduate, elementary education course designed to provide preservice teachers with classroom discussion and practicum experiences in teaching reading and writing to children experiencing difficulty learning to read and write. Students will learn to assess children's strengths and needs as literacy learners. Instructional strategies for helping children will be discussed and then applied in the tutoring program. Assessment procedures will provide a range of information about individual learners and will be used to determine reading and writing goals.

Learning Goals for EDCI 363

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 363.

INTASC Principle	How the Principle Is Addressed
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.	Building on foundational knowledge about literacy instruction acquired in EDCI 362, the prerequisite course for EDCI 363, 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.
2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.	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 <i>Developmental Reading Assessment</i> 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.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	Based on <i>Developmental Reading Assessment</i> 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.

<p>4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>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 (<i>Phonics They Use: Words for Reading and Writing</i> and <i>Creating Strategic Readers: Techniques for Developing Competency in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension</i>) in their weekly tutoring sessions.</p>
<p>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.</p>	<p>Students focus on designing and organizing the learning environment built on the tenets that: (1) all children <i>can</i> 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.</p>
<p>6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>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.</p>

<p>7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>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.</p>
<p>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.</p>	<p>Students learn to administer and analyze results obtained from informal assessments such as the <i>Developmental Reading Assessment</i>, 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.</p>
<p>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.</p>	<p>Students write weekly reflections about their tutoring sessions in which they answer the questions: (1) <i>What did I learn about children as readers and/or writers as a result of teaching this lesson?</i> and (2) <i>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?</i> They also write responses to written comments/questions provided by the supervisor who observes each lesson.</p>
<p>10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>Students provide copies of assessment reports, weekly lesson plans, and final tutoring reports to classroom teachers and principals.</p>

Required Texts

Cunningham, P. M. (2009). *Phonics they use: Words for reading and writing* (5th ed.). Boston: Allyn and Bacon.

Schulman, M. B., & Payne, C. D. (2000). *Guided reading: Making it work*. New York: Scholastic.

You will also be required to purchase an EDCI 363 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. Thinking Like a Teacher (TLT) Reflections. You will write a weekly reflection and submit it via email to your supervisor during weeks 5-14. TLT Reflections are personal responses to the activities, thoughts, and feelings that occur as you teach. It is critical that you write these reflections with a level of depth that conveys your developing understandings and uncertainties about literacy teaching and learning. Your supervisor will provide written responses via email to these reflections. **(Due dates:** Reflections must be emailed to your supervisor by 12:00 noon on Thursday [for Dayton and Earhart sections] or 12:00 noon on Friday [for Klondike and Mayflower Mill sections] during weeks 5-14. Three points will be deducted from your final point total for each late or missing reflection.)
3. 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.)
4. 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 January 30 and *Reading Assessment Reports* due on March 5.)
5. 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:** April 23.)
6. 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 participate actively in each class session and prepare for each session by doing the assigned readings and activities. A portion of your grade will be assigned to reflect your instructor’s assessment of your level of preparation and engagement during class.

7. **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, April 29.)
8. **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 363 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.***
9. **Professional Quality Assignments.** Any emails, reports, or papers prepared for this class must be well written, proofread, and revised to a professional standard. EDCI 363 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:

<u>Assignments</u>	<u>Points</u>	<u>Percent</u>
Tutoring	100	33%
Quizzes	75	25%
Assessment Reports:		
<i>Attitudes and Interests</i> – 2 at 10 points each ..	20	7%
<i>Reading</i> – 2 at 25 points each	50	17%
Final Tutoring Reports	40	13%
Effort/Preparation/Participation	<u>15</u>	<u>5%</u>
<i>Total</i>	300	100%

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:

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

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 email if an emergency results in any changes in this course.

Students are required to visit <http://www.education.purdue.edu/ODFD/resources.html> 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.

Adaptive Programs Policy. Students with disabilities must be registered with Adaptive Programs in 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 EDCI, 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.]

SCHEDULE OF TOPICS, TUTORING FOCUSES, AND ASSIGNMENTS

Week 1, January 12-16

Topics: Course Introduction.
Syllabus and Schedule Overview.
Framework for Comprehension and Fluency.
Book Introductions.
Interactive Read Alouds.

Assignments: Assigned readings.

Week 2, January 19-23

Special Note: No class on Monday, January 19 (“*Martin Luther King, Jr., Day*” Holiday).

Topics: Assessing Students’ Attitudes and Interests Related to Reading and Writing.
Getting Ready to Tutor in Schools.
Anecdotal Notes.
Lesson Planning.
Graphic Organizers.

Assignments: Assigned readings.

Week 3, January 26-30

Special Note: Literacy tutoring begins on Monday, January 26 / Tuesday, January 27.

Topic: Assessing Letter and Word Knowledge.

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

Assignments: Assigned readings.
Attitudes and Interests Assessment Reports due by 12:00 noon on Friday,
January 30.

Week 4, February 2-6

Topic: Shared Reading.

Tutoring Focuses: Assessing Students’ Knowledge of Letters and Words.
Interactive Read Alouds.
Strategies for Comprehension.

Assignments: Assigned readings.
Letter Identification and Word Test Assessment Reports due by 12:00 noon
on Friday, February 6.

Week 5, February 9-13

- Topics: Running Records.
Writing TLT Reflections.
- Tutoring Focus: Shared Reading.
- Assignments: Assigned readings.
TLT Reflections must be emailed to your supervisor by 12:00 noon on Thursday, February 12 (for Dayton and Earhart sections) or 12:00 noon on Friday, February 13 (for Klondike and Mayflower Mill sections).

Week 6, February 16-20

- Topics: Developmental Reading Assessment.
Analyzing Running Records.
- Tutoring Focus: Developmental Reading Assessment.
- Assignments: Assigned readings.
TLT Reflections must be emailed to your supervisor by 12:00 noon on Thursday, February 19 (for Dayton and Earhart sections) or 12:00 noon on Friday, February 20 (for Klondike and Mayflower Mill sections).

Week 7, February 23-27

- Topics: Analyzing Running Records.
Writing the Reading Assessment Reports.
- Tutoring Focuses: Developmental Reading Assessment.
Shared Reading.
- Assignments: Assigned readings.
TLT Reflections must be emailed to your supervisor by 12:00 noon on Thursday, February 26 (for Dayton and Earhart sections) or 12:00 noon on Friday, February 27 (for Klondike and Mayflower Mill sections).

Week 8, March 2-6

- Topic: Word Work.
- Tutoring Focus: ISTEP Testing and/or Shared Reading.
- Assignments: Assigned readings.
Reading Assessment Reports due on Thursday, March 5.
TLT Reflections must be emailed to your supervisor by 12:00 noon on Thursday, March 5 (for Dayton and Earhart sections) or 12:00 noon on Friday, March 6 (for Klondike and Mayflower Mill sections).

Week 9, March 9-13

Topic: Word Work.
Tutoring Focus: Shared Reading.
Assignments: Assigned readings.
TLT Reflections must be emailed to your supervisor by 12:00 noon on Thursday, March 12 (for Dayton and Earhart sections) or 12:00 noon on Friday, March 13 (for Klondike and Mayflower Mill sections).

Week 10, March 16-20

Special Note: No class or tutoring this week (*Purdue University Spring Break*).

Week 11, March 23-27

Special Notes: Dayton, Mayflower Mill, and Klondike Spring Break.
Midterm conferences with your supervisor will be held this week.
Topic: Guided Reading.
Tutoring Focus: Guided Reading.
Assignments: Assigned readings.
TLT Reflections must be emailed to your supervisor by 12:00 noon on Thursday, March 26 (for Dayton and Earhart sections) or 12:00 noon on Friday, March 27 (for Klondike and Mayflower Mill sections).

Week 12, March 30 – April 3

Special Note: Earhart Spring Break.
Topic: Guided Reading.
Tutoring Focus: Guided Reading.
Assignments: Assigned readings.
TLT Reflections must be emailed to your supervisor by 12:00 noon on Thursday, April 2 (for Dayton and Earhart sections) or 12:00 noon on Friday, April 3 (for Klondike and Mayflower Mill sections).

Week 13, April 6-10

Topic: Matching Books to Readers.

Tutoring Focus: Guided Reading.

Assignments: Assigned readings.
 TLT Reflections must be emailed to your supervisor by 12:00 noon on Thursday, April 9 (for Dayton and Earhart sections) or 12:00 noon on Friday, April 10 (for Klondike and Mayflower Mill sections).

Week 14, April 13-17

Topics: Teaching for Strategies.
 Shifts Over Time.
 Writing Your Final Tutoring Reports.

Tutoring Focuses: Running Record Assignment.
 Guided Reading.

Assignments: Assigned readings.
 TLT Reflections must be emailed to your supervisor by 12:00 noon on Thursday, April 16 (for Dayton and Earhart sections) or 12:00 noon on Friday, April 17 (for Klondike and Mayflower Mill sections).
This will be the last reflection turned in this semester.

Week 15, April 20-24

Topics: Classroom Literacy Programs.
 Reading Recovery.
 Literacy Collaborative.

Tutoring Focus: Guided Reading.

Assignments: Assigned readings.
Final Tutoring Reports due on Thursday, April 23.

Week 16, April 27 – May 1

Special Note: Last tutoring sessions will be held on Monday, April 27 / Tuesday, April 28.

Topic: Catch Up and Wrap Up.

Tutoring Focus: Review and Wrap Up.

Assignments: Final Tutoring Report ***revisions due*** on Tuesday, April 28.
 Electronic Portfolio entries must be submitted to your course instructor no later than 5:00 p.m. on Wednesday, April 29.