

CIEP 421: Reading/Literacy Instruction in the Elementary School
Summer 2011: June 20 – August 3

Instructor

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Course Details

M/W 1:00 – 4:00 PM
229 Dumbach Hall

Course Description:

This course will focus on the theoretical and practical applications associated with literacy teaching in the elementary school. **Emphasis will be on research-based teaching strategies that are effective in developing the literacy abilities of elementary school students within a literate classroom environment. The interrelationship between reading, writing, speaking, listening and viewing will be emphasized.** Teacher candidates will learn instructional approaches to assist ALL elementary school students to develop within literate environments. The development of teachers who realize the value of professional journals, organizations, and conferences will be encouraged.

Required Text:

- Tompkins, Gail E. *Literacy for the 21st Century, 5th edition*. Upper Saddle, New Jersey: Merrill/Prentice Hall, 2010. (Be sure to purchase the **myeducationlab** component.)

Recommended Texts:

- Boushey, Gail and Moser, Joan. *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Portland, ME: Stenhouse Publishers, 2007.
- Dow, Roger S. and Baer, G. Thomas. *Self-Paced Phonics: A Text for Educators, 4th edition*. Upper Saddle, New Jersey: Merrill/Prentice Hall, 2007.

School of Education Conceptual Framework:

The conceptual framework of the School of Education can be summarized as “*professionalism in service of social justice*.” As you prepare for a career in teaching, your professional development will focus on how to become actively engaged in working with others and working for others. The pillars of the conceptual framework are knowledge, skills, ethics, and service. In this course reading, writing, speaking, listening and viewing are identified as the components that define a literate individual and your participation in this course will provide the groundwork for the development of your knowledge and skills as a literacy teacher. As literacy educators, we advance the work of social justice for all learners.

This course addresses the following School of Education Conceptual Framework Standard:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

• **Diversity**

Issues of diversity are addressed throughout this course through children’s literature, instructional methodology, and technology. Adaptations that are necessary to assist all learners to become literate are included in the research-based strategies presented in this course.

• **Technology**

Teacher candidates in this course will be expected to use the Internet to support their learning of literacy topics. Each chapter in the primary text presents several websites where additional information can be found. Those enrolled in this course are expected to access the sites and become knowledgeable about the contents of these websites.

Course Objectives:

1. Teacher candidates will develop an awareness of the importance of teaching reading and writing in the elementary school classroom as a natural component of learning. (ACEI Standard 1 and Standard 2.1)
2. Teacher candidates will develop a knowledge base of current reading/writing/thinking theory as it applies to the teaching of reading and the development of literate learning communities. Candidates will review current literacy research and research-based teaching strategies. (ACEI Standard 2.1 and Standard 3.4)
3. Teacher candidates will gain confidence in their ability to teach reading/writing to all students in the elementary school classroom and to choose research-based reading/writing teaching strategies that will be most effective with children who represent a variety of cultures, home backgrounds, learning styles, and motivation. (ACEI Standard 3.1 and 3.2)
4. Teacher candidates will learn how assessments of literacy skills will be used in making decisions regarding literacy instruction and how Response to Intervention components will be employed in future classrooms. (ACEI Standard 3.1 and 4.0)
5. Teacher candidates will discover resources available in the library, school, community, and the world of technology to assist teachers to improve the quality of reading instruction. (ACEI Standard 5.1)
6. Teacher candidates will value the importance of professional growth as they become aware of professional organizations, journals, and conferences. (ACEI Standard 5.1)

ACEI Standards

The following ACEI standards are linked to the above course objectives.

1. Development and learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.

2.1 Reading, Writing and Oral Language – Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.

4.0 Assessment for instruction—Candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous

intellectual, social, emotional and physical development of each elementary student.

5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

This course includes two **ACEI/NCATE** Core Assessment requirements: **#2: Assessment of content knowledge in elementary education**; this will be met by the course grade and **#3: Assessment of candidate ability to plan instruction**) which will be met in the Lesson Plan requirement which must be submitted in Live-Text. Additional information will be given when assignment is due.

Special Circumstances

Candidates who have any special needs or who may require considerations or modifications for any reason must contact the instructor personally during the first two weeks of the semester so that these issues may be addressed.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at:

<http://www.luc.edu/sswd/>

Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link:

<http://webapps.luc.edu/biasreporting/>

Course Requirements

Assignment	% Grade	Due Date
Class Participation/Literacy Sharing	15%	Weekly Sign Up
Literacy Focus Activity or Center	15%	1:00, July 18
Literacy Lesson Plan	10%	Midnight, July 27.
Literature Focus Unit	25%	Midnight, July 27.
Phonics Proficiency Demonstration (quiz)	15%	1:00, July 6.
Final Paper/Project	20%	Midnight, August 2.

Description of Course Requirements:

Class Participation/Literacy Sharing: As a literate community, we model the literate environment which is anticipated/expected in your future classroom. To encourage this literate environment, teacher candidates are expected to share literacy experiences. There are two components to this requirement:

- **Class participation:** All teacher candidates who are enrolled in CIEP 421 are expected to attend class, and to share literacy experiences and relevant knowledge with course participants. The learning experiences in class and the learning community that develops during the class periods cannot be replaced or “made up.” Your active involvement in this course is essential in helping you to reach your goals as a future elementary school classroom teacher. Class attendance therefore is NOT optional.
- **Literacy Sharing:** 1) Share a picture book or chapter book in class in a 5-minute presentation. 2) Create a handout or a response activity or a collector’s item. A sign-up calendar for these activities will be circulated at the first class session.

Literacy Focus Activity or Center: Each teacher candidate will have the choice of creating either an original literacy activity (e.g. , game, or center that teaches or reinforces an objective based literacy skill or a literacy center that focuses on phonemic awareness, phonics, vocabulary, fluency, or comprehension abilities. The instructor will provide additional instructions.

Literature Focus Unit: Effective teachers of reading/writing plan literature focus units to organize for literacy instruction. For this assignment, teacher candidates will choose a recently published picture book, chapter book, children’s author, or a genre as the basis for the literature focus unit. Appropriate research-based teaching strategies and classroom activities for each of the five stages of the reading process must be included in this plan. Additional information about the literature focus unit assignment will be provided by the instructor.

Literacy Lesson Plan: Each teacher candidate will create a lesson plan that may be used to teach a reading/literacy strategy or skill. This lesson plan will be included in the Literature Focus Unit. As you plan this lesson, be sure to consider what the students will be able to do as a result of this lesson and how this lesson will assist them to learn. Keep in mind the “Big Picture” and how this lesson will contribute to the literacy abilities of the students. This assignment meets the **ACEI/NCATE Core Assessment requirement (#3 Assessment of candidate ability to plan instruction)**. This lesson plan must be submitted in Live-Text. Additional information about this assignment will be provided by the instructor.

Phonics Proficiency Demonstration: Teacher candidates will successfully complete an assessment of phonics skills and application to classroom instruction. This is an in-class quiz.

Literacy Final Paper/Project: Each teacher candidate may choose from several alternative projects or

a final paper that requires a written response to a typical job interview question related to literacy instruction. Additional instructions for this final paper/project will be provided by the instructor.

Grading Scale:

All teacher candidates who are enrolled in CIEP 421 are expected to attend class, to share clinical experiences and relevant knowledge with course participants, and complete/submit assignments on the identified due dates. Assignment of final grade is based upon the completion of course requirements, which are weighted as stated on the preceding page. The following grading scale will be used in earning and assigning a final grade:

A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	82 – 86%
B-	80 – 81%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%

Quality of Work:

All submitted work should be written and/or presented so that any colleague could understand its context, implement its suggested practices, and find its support diligently researched and accurately represented. Unless otherwise noted by the instructor, all written work must be typed, in 12-point font, and double spaced with one-inch margins. **All references and writing should conform to APA standards. Quoting and paraphrasing a source or adapting an idea from a source requires adequate citation.**

For assistance with APA format, see: <http://owl.english.purdue.edu/owl/resource/560/01/>

Roles and Responsibilities:

My role is to encourage each of you to become thoughtful educators. I see my role as being multifaceted: a teacher, a coach, and a facilitator who both listens to and questions you. I see my role as challenging you to pull all of your experiences and knowledge together in order to produce plans, units, and organizational tools to improve your own instruction. I hope we are able to problem solve together! In addition to office hours, individual meetings, and impromptu after-class conversations, I check my email daily, and will make every effort to respond to questions and concerns within 24 hours.

Your role is no longer as “student” but as teacher and problem solver. The requirements in this class are not designed as assignments for you to complete and forget about. Rather, they are a series of activities designed for you to experience what it is like to be a reflective teacher- one who actively investigates his or her own teaching and uses data to target areas for improvement.

Looking forward to working and learning alongside each of you! Please let me know if you have any questions, concerns or other issues.

CIEP 421, Summer 2011

Course Schedule

Date	Guiding Questions	Read	Due
Mon, June 20	What is literacy? What is my role? Can I name my resources?	Chapter 1	Interest inventory
Wed, June 22	How do I plan for motivating literacy instruction? How do I create a literate environment? (Intro LP)	Chapter 2	
Mon, June 27	How do we learn to read? How can I support emergent literacy learners? How do I teach phonics? phonemic awareness? spelling?	Chapter 4 & 5	
Wed, June 29 WaterTower LIBRARY	What is reading/writing fluency? How do I support fluency? How can I teach vocabulary in a meaningful way?	Chapter 6 & 7	
Wed, July 6	How might I manage my literacy classroom? How do I organize the curriculum for myself and my students? How can I support the curriculum with centers, activities and literature?	Skim Daily 5/basal Review phonics	Phonics Quiz BRING BASALS
Mon, July 11	What is comprehension? Why is the reader important? How can a high quality discussion lead to heightened comprehension? What are book clubs and lit circles? How are they different?	Chapter 8	
Wed, July 13	What text features contribute to comprehension? What about fiction vs. nonfiction texts? How does writing support comprehension?	Chapter 9	
Mon, July 18	What is the literacy workshop? How do I manage the workshop? What is a literature focus unit and how can I fit one in?	Chapter 10	Literacy Focus Activity or Center
Wed, July 20	What does high quality writing	Assigned readings	

	<p>instruction look like?</p> <p>What is a mini lesson?</p> <p>How do I conference with students?</p>		
Mon, July 25	<p>How does assessment inform what I plan and teach?</p> <p>What is formative and summative assessment?</p> <p>What is Response To Intervention (RTI)?</p>	Chapter 3	
Wed, July 27	<p>What is differentiation?</p> <p>What might it look like in literacy?</p>	Chapter 11	Literature Focus Unit including literacy lesson plan
Mon, Aug 1	<p>How do I motivate my students to be literate people?</p> <p>What are the new literacies, and why are they motivating?</p>		
Wed, Aug 3	<p>How do I interact with parents and communities in productive ways?</p> <p>How can I build partnerships with families?</p>		Final project