

LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION

**CIEP 359: Section 004**  
**Reading in the Elementary School**  
**Fall 2008**  
**Mondays and Wednesdays ♦ 10:25 a.m. – 12:15 p.m.**  
**WTC ♦ 25 E. Pearson ♦ Room 203**  
**Clinicals: Part of Ed. Block I Schedule Only**

**Prof. Tracy Yu Stronsky - tyu@luc.edu**  
**Office Hours By Appointment Only - before or after class**

***SPECIAL CIRCUMSTANCES:***

Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under *Accessibility, p.4 of this syllabus*.

***COURSE DESCRIPTION:***

The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with comprehensive literacy instruction in the elementary school. Developmental stages of learning to read and write, interactive teaching strategies, and instructional methods and materials will be presented. Emphasis will be placed on the development of a knowledge base needed to assist beginning teachers in making insightful decisions regarding their objectives and practices. Updated information on current trends, research, and state standards will be included. Simulated classroom experiences utilizing current children's literature will be routinely presented. Supervised clinical hours experiences by the Elementary Education Block I Faculty team will provide opportunities for students to connect teaching theory with classroom practice.

***REQUIRED TEXTS:***

- Armbruster, B. B. and J. Osborn. (2001). *Put reading first: The research blocks for teaching children to read*. US. Department of Education: National Institute for Literacy.  
(Pamphlet provided by Instructor, listed on syllabus as *PRF*.) ISBN: 0-590-31510-2
- Boushey, G. and J. Mosher. (2006). *The daily five*. Portland, ME: Stenhouse.  
ISBN: 978-157110-429-8
- Reutzel, D. R. and R. B. Cooter. (2009). *The essentials of teaching children to read: The teacher makes the difference*. Upper Saddle River, NJ: Merrill, Prentice Hall.  
ISBN-10: 0-13-500559-0
- Soto, G. (1992). *The skirt*. New York: Yearling Books. ISBN-10: 0440409241

### ***TECHNOLOGY:***

Technology will be used to enhance instruction whenever possible. Teacher Candidates will use Blackboard, *LiveText* web-based software, and Internet-based resources and features to design instruction and investigate exemplary literacy research.

➤ ***BLACKBOARD COURSE SITE:***

<http://blackboard.luc.edu/webapps/login>

Please regularly check this official website for changes in the schedule. In cases of clinical school site closings and emergencies, information will be posted here.

➤ ***REQUIRED SOFTWARE:***

*LiveText* web-based software account from <http://college.livetext.com/college/index.html>, United Streaming (videos) optional. Teacher Candidates will be required to utilize the *LiveText* software for the development of clinical lesson plans for this course. This software will be used in other Block I courses and throughout your program, including Student Teaching.

### ***CLINICAL SITE:***

King Lab Magnet School

2424 Lake Street, Evanston, IL 60201

Website: <http://kinglab.district65.net>, Phone: 847-859-8500, Fax: 847-492-1413

Dr. Michael Conran, Principal

### ***DIVERSITY***

Diversity in education is critical to the development of successful readers and writers. Teacher Candidates will learn how assessment promotes differentiated instruction and leads to enhanced opportunities for diverse students' successful literacy learning. Additionally, Teacher Candidates' clinical experiences will provide opportunities to participate in learning communities in which individual differences and cultural diversity are respected.

### ***COURSE OBJECTIVES:***

**In combined experiences from course reading, demonstrations, modeling, mini-lessons, and discussions, along with clinical hours on-site participation, students enrolled in CIEP 359 will:**

- a) Demonstrate a high level of competence in the use of English Language Arts.
- b) Utilize their skills in order to develop, teach and connect lessons in reading, writing, speaking, viewing, listening and thinking.
- c) Define, develop, and refine personal beliefs regarding literacy instruction.
- d) Recognize mature literacy processes and their patterns of development.
- e) Understand the science of reading through current research based practices and their connection to literacy instruction. (Phonological Awareness, Phonics, Vocabulary Development, Fluency, Text Comprehension)
- f) Understand how individual experiences, talents, and prior learning, as well as language, culture, family and community values, influence students' learning.

- g) Link ideals of comprehensive literacy instruction to instructional planning, implementation and assessment.
- h) Develop strategies for assisting children's acquisition of knowledge about print and cueing systems (Visual, Semantic, Syntactic).
- i) Understand phonological awareness, phonics, word analysis and vocabulary strategies.
- j) Develop strategies that facilitate development of the reading comprehension process through creative and stimulating instructional techniques that help students develop individual responses to text.
- k) Understand skills and strategies involved in reading for various purposes: factual information, personal response, literary appreciation, critical analysis, and social interaction.
- l) Learn how to select and utilize literature in order to enhance purposeful and meaningful instruction.
- m) Learn effective informal and formal strategies for assessing literacy development.
- n) Learn how to use knowledge gained from assessment data to develop effective instruction.
- o) Learn how to organize students and classrooms for literacy instruction.
- p) Develop lesson and unit plans that demonstrate the use of a variety of instructional strategies and are designed to meet the needs of diverse student populations.
- q) Recognize that all learners have special needs and design literacy learning experiences for students with respect to their individual learning situations.
- r) Incorporate quality multicultural literature into literacy instruction.
- s) Utilize computers and related technology in ways that facilitate the emerging roles of the learner and the educator with respect to the teachers' knowledge base and language arts curriculum and instruction.
- t) Consider and discuss the significance of "service" and "ethics" in today's educational climate in light of the responsibility educators today have in our schools' cultures with respect to literacy education.

**In addition to the content-based connections and applications between coursework and clinicals, the following additional objectives correspond directly to the clinical session:**

- a) Integrate and apply knowledge for instruction.
- b) Understand, apply and utilize the Illinois Learning Standards in lesson planning.
- c) Promote all students' ability to apply language and thinking skills to many different genres, concepts, and situations.
- d) Consider issues relating to the needs of diverse students and adapt planning and instruction with the needs of all students in mind.
- e) Use multiple teaching and learning strategies to promote the development of critical and creative thinking, problem solving, and performance skills.
- f) Actively engage in the teaching process.
- g) Recognize and practice professional behaviors of developing career teachers.
- h) Reflect on and evaluate the effectiveness of professional instruction and behavior.
- i) Develop professional relationships with administration, faculty, and staff at the clinical site.
- j) Follow school policy and procedures that respect the boundaries of professional responsibilities, when working with students, colleagues, and families.

## ***SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:***

### **Professionalism in the Service of Social Justice:**

- **Knowledge:** Teacher Candidates will develop knowledge of research-based literacy techniques and strategies for every aspect of literacy, including reading, writing, listening, speaking, and presenting.
- **Skills:** Teacher Candidates will model effective literacy practices both in class activities and presentations and in their clinical experiences.
- **Ethics:** Teacher Candidates will maintain high standards of professional conduct in their clinical experiences. They will demonstrate respect for each learner as an individual and will develop sensitivity to students and colleagues with whom they interact.
- **Service:** Teacher Candidates will consider how their actions honor and serve others.

### **Standards:**

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

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF5: Candidates demonstrate technological knowledge and skills that enhance education.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

CF8: Candidates apply ethical principles in professional decision-making.

## ***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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

[http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

## ***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***

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

### ***ADDITIONAL COURSE INFORMATION:***

- Students will take this course as part of a block of courses in Education Block I. Clinicals will be held daily from 8:00 a.m. until noon for approximately five weeks, Monday through Thursday, beginning officially on Monday, October 20<sup>th</sup>.
- The course schedule listed below is an initial tentative schedule. Please consult the Blackboard Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics. In the event of an emergency, school closing, etc., please consult the Blackboard Website for general announcements.
- Specific strategies for teaching non-English speaking students and for teaching students with special needs will be covered in class sessions with material from the text.
- Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor.

**CALENDAR**

<b>CLASS</b>	<b>TOPIC</b>	<b>ASSIGNMENT DUE</b>
Mon., Aug. 25	<ul style="list-style-type: none"> <li>▪ Course Introduction</li> <li>▪ What is reading?</li> <li>▪ Phonemic Awareness, Phonics, Fluency Vocabulary, Text Comprehension, Writing</li> <li>▪ The Power of Purposeful Reading</li> </ul>	
Wed., Aug. 27	<ul style="list-style-type: none"> <li>▪ Review Course Syllabus</li> <li>▪ Effective Reading Instruction Starts with the Teacher</li> <li>▪ Literacy Autobiographies</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Bring Course Syllabus</b></li> <li>▪ Reutzel, Ch. 1</li> </ul>
Mon., Sept. 1	NO CLASS – LABOR DAY	
Wed., Sept. 3	<ul style="list-style-type: none"> <li>▪ Phonemic Awareness</li> <li>▪ Phonological Awareness</li> <li>▪ Phonics</li> </ul>	<ul style="list-style-type: none"> <li>▪ PRF, pp. 1 - 19</li> <li>▪ Reutzel, Ch. 2</li> </ul>
Mon., Sept. 8	<ul style="list-style-type: none"> <li>▪ Emergent Readers &amp; Writers – Assessment &amp; Instruction</li> <li>▪ Share Literacy Autobiographies</li> <li>▪ <i>The Daily Five</i> –“I Pick Good-Fit Books” Lesson, Group Presentation Introduction</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Literacy Autobiography Due</b></li> <li>▪ <i>The Daily Five</i>, Intro &amp; Ch. 1 - 3</li> </ul>
Wed., Sept 10	<ul style="list-style-type: none"> <li>▪ Assessments for Learning - Informal</li> <li>▪ Assessments of Learning - Formal</li> <li>▪ <i>The Daily Five</i> Group Work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reutzel, Ch. 6</li> <li>▪ <i>The Daily Five</i>, Your Chapter</li> </ul>
Mon., Sept. 15	<ul style="list-style-type: none"> <li>▪ <i>The Daily Five</i> Presentations</li> <li>▪ Group Literacy Unit Introduction</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b><i>The Daily Five</i> Presentations Due</b></li> <li>▪ <b>Bring Good-Fit Book</b></li> </ul>
Wed., Sept. 17	<ul style="list-style-type: none"> <li>▪ Building Fluency – Snapshots &amp; Readers’ Theater</li> <li>▪ Choice as a Motivating Factor</li> <li>▪ Group Literacy Unit – Choose Text</li> </ul>	<ul style="list-style-type: none"> <li>▪ PRF, pp. 21 – 31</li> <li>▪ Reutzel, Ch. 3</li> <li>▪ <b>Bring Texts for Group Literacy Unit</b></li> </ul>
Mon., Sept. 22	<ul style="list-style-type: none"> <li>▪ Increasing Reading Vocabulary</li> <li>▪ Begin <i>The Skirt</i>, Ch. 1 -3</li> <li>▪ Before Reading Strategies: Anticipation Guide, Making Predictions / Tea Party &amp; Probable Passage</li> </ul>	<ul style="list-style-type: none"> <li>▪ PRF, pp. 33 – 45</li> <li>▪ Reutzel, Ch. 4</li> </ul>
Wed., Sept. 24	<ul style="list-style-type: none"> <li>▪ Text Comprehension</li> <li>▪ Continue <i>The Skirt</i>, Ch. 4 – 6</li> <li>▪ During Reading Strategies: Think-Aloud, Monitoring Comprehension / Making Connections, Questioning, &amp; Visualizing, Making Inferences / It Says, I Say, And So</li> </ul>	<ul style="list-style-type: none"> <li>▪ PRF, pp. 47 – 57</li> <li>▪ Reutzel, Ch. 5</li> </ul>
Mon., Sept. 29	<ul style="list-style-type: none"> <li>▪ Text Comprehension, cont.</li> <li>▪ Finish <i>The Skirt</i>, Ch. 7 – 8</li> <li>▪ After Reading Strategies: Story Mapping / Somebody Wanted But So, Retelling, Most</li> </ul>	<ul style="list-style-type: none"> <li>▪ Finish Reading Your Group Literacy Unit Book</li> </ul>

	Important Word	
Wed., Oct. 1	<ul style="list-style-type: none"> <li>▪ Planning and Teaching Guided Reading Lessons</li> <li>▪ Group Literacy Unit – Book Club Discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading will be Disseminated in Class</li> <li>▪ <b>Bring Group Literacy Unit Book</b></li> </ul>
Mon., Oct. 6	NO CLASS – MID-SEMESTER BREAK	
Wed., Oct. 8	<ul style="list-style-type: none"> <li>▪ <b>Midterm</b> – Phonics, Key terms, and Key Course Concepts</li> <li>▪ Group Literacy Unit – Group Work</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Study for Midterm</b></li> </ul>
Mon., Oct. 13	<ul style="list-style-type: none"> <li>▪ Programs and Standards for Reading Instruction</li> <li>▪ Clinical Lesson Plan Preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reutzel, Ch. 7</li> </ul>
Wed., Oct. 15	<ul style="list-style-type: none"> <li>▪ Group Literacy Unit Sharing</li> <li>▪ Final Clinical Preparation</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Group Literacy Units Due</b></li> </ul>

**Five-Week Clinical Session – Kindergarten Reading Lessons will be on Wednesdays**

- Week of Oct. 20 Begin Clinicals - Observe Lesson
- Week of Oct. 27 First clinical lesson
- Week of Nov. 3 Second clinical lesson
- Week of Nov. 10 Third clinical lesson
- Week of Nov. 17 Last Day - Informal Assessment

Mon., Nov. 24	<ul style="list-style-type: none"> <li>▪ Writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading will be Disseminated in Class</li> </ul>
Wed., Nov. 26	NO CLASS – THANKSGIVING BREAK	
Mon., Dec. 1	<ul style="list-style-type: none"> <li>▪ Preparation for Poster Session</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Clinical Assessment Due</b></li> </ul>
Wed., Dec. 3	<ul style="list-style-type: none"> <li>▪ Final Wrap Up</li> <li>▪ Revisit - What is reading?</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Bring ALL Texts to Class</b></li> </ul>
Mon., Dec. 8	<ul style="list-style-type: none"> <li>▪ Ed. Block I Poster Session Presentation Day</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Poster Session Essay Due On <i>LiveText</i></b></li> </ul>

## ASSIGNMENTS AND POINTS FOR GRADING:

**Note: Rubrics MUST be handed in with all assignments!**

ASSIGNMENT	POINTS
Course Syllabus Print Out	5
Literacy Autobiography Essay	30
The Daily Five Group Presentation	20
Block I Visit Day Participation	20
Midterm: Objective and Extended Response Test	100
Individual Components for Group Literacy Unit	40
Guided Reading Lesson Observation	20
Guided Reading Group Lessons (TBA)	40 each
Ed. Block I Poster Session – Statements on Literacy Components	20
Class Participation	3 per class session
In-class Activities	
<i>LiveText</i> and Clinical Sessions	
Preparation and Participation	
Professional Promptness	
(Attendance at clinicals is included in lesson plans)	

Grades:       A (92% - 100%)       B (82% - 91%)       C (72% - 81%)

### ***COURSE REQUIREMENTS:***

**Teacher candidates should follow the guidelines for professionalism listed in the Ed. Block I Handbook, including those for classroom and clinical site dispositions.**

- All student work should demonstrate serious effort and professionalism.
- All assignments including lesson plans and the literature unit must be typed.
- All assigned work must be completed and turned in on the dates listed on this syllabus. Late work is unacceptable. Points will be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.
- Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent.
- If Teacher Candidates are absent from class, they should notify the instructor by e-mail. Learning Partners can share responsibility for collecting handouts or handing in materials.
- Teacher Candidates may demonstrate preparedness and participation, even if absent, if they notify the course instructor via email prior to the beginning of the class session and hand in materials due.
- Teacher candidates must not assume that they can redo assignments to earn higher grades once the work is completed and graded. If there are questions about an assignment, it is highly recommended that the teacher candidate make an appointment with the instructor to receive additional assistance prior to the date the assignment is due.

**Class Participation:** Teacher Candidates will be expected to attend class, be on time, stay for the duration of the class period, and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here.

**Required Readings:** Teacher candidates will be responsible for all assigned readings. Readings should be completed by the dates listed.

**Key Content Terms & Course Concepts:** The Professor and the Teacher Candidates will work collaboratively to develop a list of key content terms, including Phonics terms, and course concepts during each class meeting. This list is intended to help in the learning of terms and concepts significant in the teaching of literacy. These terms will also provide a framework for study and review when taking the Illinois State Certification examinations. Teacher Candidates will be responsible for learning these terms and will be tested on them on the midterm.

**Literacy Autobiography Essay:** Teacher Candidates will write a 3-4 page essay reflecting on their personal literacy development. They should consider how and when they learned to read and write, teachers or family members who made contributions, language factors, instructional memories, groupings, assessments, books or resources they recall being used for personal or instructional reading, etc. The assessment rubric will be posted on Blackboard.

**The Daily Five Group Presentation:** Teacher Candidates will work in teams to read, research, and present a lesson to their peers from Ch. 4 – 6 of *The Daily Five* professional book. Each presentation will include an overview of the chapter content, including key terms, modeling, an “I” chart, and independent practice. The assessment rubric will be posted on Blackboard.

**Literature Based Literacy Unit:** Following the modeling of the in-class unit on Gary Soto’s *The Skirt*, teacher candidates will work in teams to design a literature focus unit for a piece of children’s literature. Groups will focus on an approved piece of children’s literature, published within the last ten years, and written for students in grades three through eight. Technology, comprehension, vocabulary and fluency must be incorporated. The assessment rubric will be posted on Blackboard. Grades will be individual, but the plans will be posted on *LiveText* or Blackboard and shared with classmates.

**Midterm Exam:** There will be a midterm exam given on the date listed above. This will cover material from coursework including assigned readings and in-class activities. Key content terms and phonics concepts will also be assessed.

**Clinical Site Sessions:** The students and teachers at our clinical sites depend on our involvement in their program. As a result, prompt and reliable attendance is required. Teacher Candidates will be expected to demonstrate professional behavior at all times and to follow the guidelines listed in the Ed. Block I Handbook. Teacher Candidates are expected to present themselves in a professional manner in dress and all dealings with school faculty, staff, students, and parents. Teacher Candidates will be responsible for obtaining materials and planning lessons in advance of each tutoring session. Teacher Candidates will be expected to implement the strategies and methods that have been presented, modeled, and/or discussed during class sessions. Required instructional components will be listed on the Blackboard website. New text material must be

provided for each tutoring session that is grade and reading level appropriate. Teacher Candidates should contact the clinical school site in the event of an absence.

**Clinical Literacy Lesson Plans:** *LiveText* must be used to create all literacy clinical lesson plans for this course.

- Plans must be posted prior to the 8:00 a.m. on the day they will be taught. They must be printed out and placed on the table during the lessons where the classroom teachers, course instructor or school administrators can view them. Classroom teachers may require that they be handed into them prior to the date of the lesson for approval. These must be professionally, thoughtfully and thoroughly prepared.
- Following this, a reflection should be added to the plan on *LiveText* no later than midnight, two days following the teaching of the lesson. This is necessary so that feedback can be provided prior to the teacher candidates' development of the subsequent lesson plan. Reflections may not be credited if not submitted on time.
- Teacher Candidates will not be allowed to teach without proper plans, and make up sessions will not be arranged, per our agreement with the classroom teachers.
- Prior to the teaching of the first lesson, teacher candidates will be required to observe a guided reading lesson in a classroom at the clinical site with the students they will be teaching. The response to this should be posted on *LiveText* one week following the lesson observation. Not only will the observation provide an opportunity to observe and model instructional strategies used in the classroom, it will allow us to test the *LiveText* software prior to the development of lesson plans for clinical teaching.

**Assessment:** Teacher Candidates will administer an informal benchmark assessment on the last day of clinicals, and they will evaluate the data collected. More information will be provided when clinical placements are determined.

**Ed. Block I Poster Session:** This is a combined section Block I Culminating Event. Teacher Candidates will prepare and share a 3-sided poster board display relating to their Clinical Experiences. A 2-3 page reflection stating why this ACEI standard was selected to showcase the experience will be included and posted on *LiveText*. The Block I Faculty team will direct the morning's activities. Attendance by Block I Teacher Candidates is required.