

**CIEP 421: Reading/Literacy Instruction in the Elementary School
Fall 2008**

Course Description:

This course will focus on the theoretical and practical applications associated with teaching reading in the elementary school. Emphasis will be on teaching strategies that are effective in developing the literacy abilities of elementary school students within a literate classroom environment. The interrelationship between reading and writing 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.

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Other: by appointment

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, and listening 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 a teacher of literacy, you will assist in your future students’ development as literate individuals. Universal literacy is critical to the development and nurturing of a just society. As literacy educators, we advance the work of social justice for all learners.

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 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.

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. 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

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. More information is available at:

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

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.

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. (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 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 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)
5. 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.

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.

REQUIRED TEXTS:

Tompkins, Gail E. Literacy for the 21st Century, 4th edition. Upper Saddle, New Jersey: Merrill/Prentice Hall, 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.

CD-Rom which accompanies Literacy for the 21st Century, 4th edition.

RECOMMENDED TEXT:

Boushey, Gail and Moser, Joan. *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Portland, ME: Stenhouse Publishers, 2007.

Course Requirements:

Class Participation/Literacy Sharing	15%
Reading Game or Literacy Center.....	20%
Literature Focus Unit	25%
Phonics Proficiency Demonstration	15%
Literacy Final Paper/Project.....	25%

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:

- 1) Sharing a picture book or chapter book in class and creating a response activity or collector’s item. A sign-up calendar for these activities will be circulated at the first class session.
- 2) 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.

Due Date: As determined by calendar sign-up

Reading Game or Literacy Center: Each teacher candidate will have the choice of creating either an original reading game that teaches or reinforces reading abilities or a literacy center that focuses on phonics or reading abilities. The instructor will provide additional instructions.

Due Date: September 29, 2008

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 picture book, chapter book, children's author, or a genre as the basis for the literature focus unit. 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.

Due Date: November 3, 2008

Phonics Proficiency Demonstration: Teacher candidates will successfully complete an assessment of phonics skills and application to classroom instruction.

Due Date: October 13, 2008

Literacy Final Paper/Project: Possible final paper/project activities will be suggested. Each teacher candidate will present an oral report at the final class session on the literacy final project he or she has chosen to complete. An appropriate handout for all class members will be developed and distributed during the oral report. A final written report will also be required.

Due Date: December 1, 2008

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 assigning a final grade:

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

Calendar:

August 25, 2008	Creating a Literate Environment Becoming an Effective Teacher of Reading Read: Chapter 1
September 1, 2008	Labor Day (no classes)
September 8, 2008	Reading/Writing Process Read: Chapter 2
September 15, 2008	Emergent Literacy Read: Chapter 3
September 22, 2008	The Alphabetic Code/Phonemic Awareness and Phonics Instruction Read: Chapter 4
September 29, 2008	Fluency/Vocabulary Instruction Read: Chapters 5-6
October 6, 2008	Mid-Semester Break (no classes)
October 13, 2008	Comprehension Instruction: The Reader and the Text Read: Chapters 7-8
October 20, 2008	Literature Focus Unit Read: Chapter 11
October 27, 2008	Basal Reader Approach Read: Chapter 10
November 3, 2008	Literature Circles Read: Chapter 12
November 10, 2008	Reading/Writing Workshop Read: Chapter 13
November 17, 2008	Assessing Literacy Read: Chapter 9
November 24, 2008	Current Issues in Literacy Instruction Read: TBA
December 1, 2008	Literacy Final Projects/Oral Presentations

This Lesson Plan assignment is a core assessment and will be evaluated using Live-Text. The rubric follows the lesson plan guidelines. The Lesson Plan assignment is part of the Literature Focus Unit assignment which is due on November 3, 2008.

Assignment: Reading Lesson Plan

Create a lesson plan that may be used to teach a reading/literacy strategy or skill. 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. Be sure to follow the model presented in class and to include the following components:

Introduction

Indicate the subject and the grade level for which this lesson is planned.

Standards

Cite the Illinois State Goals that will be addressed in this lesson. Include numbers and the description; for example,

State Goal 1B: Apply reading strategies to improve understanding and fluency.

1B.1a Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.

Objectives

State the objectives in terms of what the students will be able to do as a result of this lesson.

Resources

List all materials and resources that will be used in this lesson.

Motivation

How will you encourage the students to be involved in this lesson? The motivation statement is important because it provides the framework and background for the lesson.

Lesson Sequence

List each step in the lesson that you will teach as well as what the students will be doing. Remember to include before, during, and after reading steps. An excellent lesson includes multiple instructional strategies.

Evaluation

List the criteria that you will use to determine the effectiveness of the lesson. Criteria should be linked to the objectives of the lesson.

CIEP 421: Reading Lesson Plan Rubric

	Target	Acceptable	Unacceptable
Introduction	Targeted performance is evidenced by a clear and concise description of the purpose and context for this lesson.	Acceptable performance is evidenced by the inclusion of a statement telling the purpose and context for this lesson.	Unacceptable performance is evidenced by failure to include a clear or purposeful introduction to the lesson.
Content Knowledge ACEI 1 ACEI 2b ACEI 3a	Targeted performance is evidenced by demonstrated effective use of research based instructional strategies in reading, writing, speaking, listening.	Acceptable performance is evidenced by inclusion of instructional strategies for reading, writing, speaking listening.	Unacceptable performance is evidenced by failure to plan to teach instructional strategies for reading, writing, speaking, listening.
Standards ACEI 2b ACEI 3a	Targeted performance is evidenced by appropriate standards linked instructionally to lesson objectives.	Acceptable performance is evidenced by appropriate standards identified.	Unacceptable performance is evidenced by not identifying standards or by standards that are too broad or too difficult for the developmental level.
Objectives	Targeted performance is evidenced by three or four objectives that are written in correct format, are appropriate for this lesson, and are linked to the instructional procedure.	Acceptable performance is evidenced by objectives that demonstrate the instructor's basic intent for the student outcome.	Unacceptable performance is evidenced by objectives that are poorly written or not included. They may not be supported by the procedure as it is described.
Resources: Materials ACEI 1 ACEI 2b	Targeted performance is evidenced by developmentally appropriate age and interest level materials that have been effectively utilized for the lesson. They are creative and interesting. Complete information is provided about them.	Acceptable performance is evidenced by the materials working adequately to teach the objectives. Basic information about the materials is provided.	Unacceptable performance is evidenced by the choice of material that are questionable for the age and/or reading level of the students. Little effort was placed into selecting or developing appropriate materials.

Motivation	Targeted performance is evidenced by a complete and appropriate statement that encourages students to become involved in the lesson.	Acceptable performance is evidenced by a statement that may encourage students to become involved in the lesson.	Unacceptable performance is evidenced by the absence of a statement that encourages students to become involved in the lesson.
Lesson Sequence ACEI 3b ACEI 3c ACEI 3d ACEI 3e	Targeted performance is evidenced by the use of multiple instructional strategies. Complete instructional details are presented in a before, during, and after reading format. Strategies are focused, sequential, and engaging.	Acceptable performance is evidenced by the attempt to use multiple instructional strategies. Some details are presented in a before, during, and after reading format.	Unacceptable performance is evidenced by failure to utilize multiple instructional strategies. The instructional directions are vague or incomplete. It would be difficult for anyone else to teach from these instructional guidelines.
Evaluation ACEI 4	Targeted performance is evidenced by specific criteria identified to determine the effectiveness of the lesson. Evaluation criteria is linked to the lesson objectives.	Acceptable performance is evidenced by some criteria to determine the effectiveness of the lesson. Some criteria are linked to lesson objectives.	Unacceptable performance is evidenced by a lack of appropriate criteria to determine the effectiveness of the lesson. No effort is made to link criteria to lesson objectives.
Overall Score			