**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**CIEP M38: Instructional Methods for K-2:
Reading and Literacy
SPRING SESSION 2022
Blended**

Instructor: Bridget Farmand   Time: Tuesday 4:15-6:45
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Virtual Office hours: by appointment

Responsiveness: I will respond within 24 hours if you send an email. Grades, feedback on assignments will occur bi-weekly.

Group or Class MTGS: by appointment

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID -19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you. The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

- On-Campus COVID-19 Testing: Everyone in our community is strongly encouraged to participate in on-campus surveillance testing—even if fully vaccinated and boosted.
- COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.
- COVID-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University's Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.
- Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

Course Description

The purpose of this course is to introduce the preservice teacher candidate to the teaching and learning processes associated with research based comprehensive literacy instruction in K–2 elementary classrooms and will emphasize the scientific foundations of reading instruction: phonemic awareness, phonics, vocabulary, text comprehension and fluency. Developmental stages of learning to read and write, interactive teaching strategies, and instructional materials, methods and assessments 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 and Common Core Standards will be emphasized. These strategies, trends, and research will be meaningfully connected with the teaching of literacy via science, social studies, and other content areas. The needs of all children including those with special needs based on exceptionalities or on diversity of language or culture will be embedded in all course experiences to promote literacy development. Current multi-cultural children's literature will be used in simulated classroom teaching experiences. Clinical experiences, supervised by the faculty team, will provide opportunities for students to connect teaching theory with classroom practice.

University Policies and Information

<u>SOE Vision</u>

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

<u>School of Education Mission</u>

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

<u>Language</u>
In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. An article outlining those recommendations will be provided to you by your instructor.

<u>Diversity, Social Justice, and Exceptionalities:</u>
The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities). The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities). **Teachers should use innovative educational strategies, cutting-edge research; and support grassroots, personal, and collaborative advocacy for people with disabilities.** (These are the qualities that have come to symbolize TASH's work (http://www.tash.org/). Described by many as pioneers of social change for persons with disabilities who have been under-served and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living).

<u>Field Experiences</u>
This course is designed to support candidates while they are developing their skills in meeting children's educational needs in Sequence 7 early elementary school settings. Candidates' field experiences will primarily be supported by the TLSC 370 coach, but you are encouraged to find links among the experiences and assignments in each portion of the sequence. Your Integrated Unit assignment is also shared across these sequence activities and your instructors will collaborate to support you in developing it.

<u>Course Requirements</u>
Your responsibilities in this course include class attendance and participation, and completion of assignments (including observations, assessments, papers, quizzes, and in some cases professional development). These assignments are described in separate documents posted in the Assignments section of Blackboard. You are responsible for ensuring that you clearly understand assignment expectations *in advance of their due dates*. Thoroughly reviewing this syllabus and keeping track of assignment due dates are essential steps toward that goal.

<u>Technology</u>
Technology is an essential tool for developing one's own professional skills and for completing any degree program. This course assumes a basic and practical knowledge of technology. I assume that students will be proficient at word processing (including creating tables and diagrams), communicating via Loyola GroupWise e-mail, and downloading Microsoft Word and Acrobat Reader files. In terms of performing literature searches, it is helpful to have had experience; however, resource librarians are usually more than happy to help you with this. Otherwise, if you are not familiar with the any of the preceding skills/equipment, it is your responsibility to become so.

The <u>integrated instructional unit</u> assignment is a core assessment in the School of Education Early Childhood Special Education program. This means that the SOE uses data from these assignments in order to assess student performance and progress relative to the conceptual framework described earlier in the syllabus. Core assessment performance is evaluated by the instructor, but these assignments **<u>MUST</u>** be submitted in accordance with the guidelines described in the appendix. A Digication rubric is used to evaluate the some assessments in this course.

Digication will be the primary method of communication with students enrolled in this course. Since these systems utilizes your Loyola Outlook email account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account.

<u>Conceptual Framework:</u>
"Social Action through Education" is the conceptual framework infused into all programs within the School of Education. The underlying beliefs or principles that form the foundation of this framework include sensitivity and concern for others as essential societal values, and also the belief that caring for others will enhance the moral core of our communities and via a ripple effect, our society and the world as well. A desire to help others is an admirable first step, but collaborating cross-culturally to make a lasting impact beyond the level of the individual involves a more specialized set of competencies, some of which will be emphasized in this course. School professionals who desire to

demonstrate effectiveness in diverse settings (where social justice is of great importance) must strive to understand themselves while simultaneously trying to assess the needs, resources, and priorities of young children and their families. Empathy and a commitment to the challenging interpersonal work involved in instruction of diverse populations is the content to be addressed here. Primarily, this course addressed CF Standards 2 and 4.The following table better illustrates the relationship of all Conceptual Framework Standards to CIEP M38:

Conceptual Framework Standards: M38 Candidates demonstrate…	Activities and Assignments
CF1: …an understanding of a current body of literature and are able to critically evaluate new practices and research in their field	Philosophy of Teaching Literacy Essay
CF2: …knowledge and skills in a variety of school and professional settings.	Clinical Experience
CF3: …an understanding of issues of social justice and inequity.	Philosophy of Teaching Literacy Essay
CF4: …skills that will enable them to work effectively with diverse clients.	Reader Case Study
CF5: …technological knowledge and skills which enhance education.	In-class assignments
CF6: …professional decision-making skills and behaviors in advancing social justice and service.	Reflection Journal
CF7: …how moral and ethical decisions shape actions directed toward service to others.	Clinical Experience
CF8: …an ability to apply principles in professional decision-making.	Lesson Plans and Clinical experience

Course Objectives and Standards

In combined experiences from course readings, demonstrations, modeling, mini-lessons, and discussions, by the end of the semester, a student enrolled in CIEP M38 will demonstrate beginning competence in the knowledge base, skills, and strategies stated in the Illinois Professional Teaching Standards and ECE with which this course is aligned as follows:

Curriculum and Content Knowledge

STANDARD 1 – Curriculum

The competent early childhood teacher understands and demonstrates the central concepts, tools of inquiry, and structures of the content areas and creates and integrates meaningful learning experiences that develop children's competence across all developmental areas and content areas. [26.110] (ECE)

STANDARD 2 – Curriculum: English Language Arts

The competent early childhood teacher demonstrates proficiency in the use of oral and written English; understands and communicates ideas, information, and perspectives in reading, writing, speaking, and listening; and promotes the abilities of children from birth through grade three as they apply language and thinking skills to many different genres, concepts, and situations. [26.120] (ECE)

II. Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice. (IPTS)

Human development and learning

STANDARD 8: The competent early childhood teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, emotional, and physical development of all children from birth through grade three. [26.180] (ECE)

Diversity

STANDARD 9: The competent early childhood teacher understands how children and families differ in their perspectives and approaches to learning and creates opportunities for growth and learning that are developmentally and culturally appropriate and are adapted for children from birth through grade three. [26.190] (ECE)

I. Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning. (IPTS)

Planning for Instruction

STANDARD 10: The competent early childhood teacher understands instructional planning and designs learning opportunities based on knowledge of the children, their families, and their communities, and of content areas and curriculum goals. [26.200] (ECE)
III. Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the
community context. The teacher plans for ongoing student growth and achievement. (IPTS)

Learning Environment
STANDARD 11: The competent early childhood teacher uses an understanding of individual and group motivation and behavior as well as of children's developmental levels and needs to create a learning environment that encourages positive social interaction, active engagement in learning, intrinsic motivation, and selfesteem. [26.210] (ECE)
IV. Learning Environment –
 The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well–being, self–efficacy, positive social interaction, mutual respect, active engagement, academic risk–taking, self–motivation, and personal goal–setting. (IPTS)

Instructional Delivery
STANDARD 12: The competent early childhood teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills. [26.220] (ECE)
V. Instructional Delivery –
 The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem–solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring on going modification of instruction to enhance learning for each student. (IPTS)

Communication
STANDARD 13: The competent early childhood teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. [26.230] (ECE)
VI. Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge
of reading, writing, and oral communication within the content area and recognizes and address student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge. (IPTS)

Assessment
STANDARD 14: The competent early childhood teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all children. [26.240] (ECE)
VII. Assessment – The competent teacher understands and uses appropriate forma-

tive and summative assessments for determining student needs, monitoring student pro
gress, measuring student growth, and evaluating student outcomes. The teacher makes
 decisions driven by data about curricular and instructional effectiveness and adjusts pra
ctices to meet the needs of each student. (IPTS)

Collaboration and Professional Reflection
STANDARD 15 – Collaborative Relationships
The competent early childhood teacher understands the role of the community in educa-
tion and develops and maintains collaborative relationships with colleagues, parents/
guardians, and representatives of community service agencies in order to support chil-
dren's learning and wellbeing. [26.250] (ECE)
STANDARD 16 – Reflection and Professional Growth
The competent early childhood teacher is a reflective practitioner who continually evalu-
ates how choices and actions affect students, parents, and other professionals in the
learning community and actively seeks opportunities to grow professionally. [26.260]
(ECE)
VIII. Collaborative Relationships – The competent teacher builds and maintains col-
laborative relationships to foster cognitive, linguistic, physical, and social and emotional
development. This teacher works as a team member with professional colleagues, stu-
dents, parents or guardians, and community members. (IPTS)

Professional Conduct and Leadership
STANDARD 17 – Collaborative Relationships
The competent early childhood teacher understands education as a profession, main-
tains standards of professional conduct, and provides leadership to improve children's
learning and well-being. [26.270] (ECE)

Required texts
Gunning, T. G. (2016). *Creating literacy instruction for all students PreK-4, 9th Edition*.
Boston: Pearson.

Boushey, G. & Mosher, J. (2009). *The CAFÉ book: Engaging all students in daily litera-
cy assessment and instruction.* Portland, Maine: Stenhouse.

Boushey, G. & Mosher, J. (2014). *The Daily 5; Fostering literacy independence in the
elementary grades, second edition.* Portland, Maine: Stenhouse.

Additional readings:

http://www.ascd.org/publications/educational-leadership/jun12/vol69/num09/Vocabu-
lary@-Five-Common-Misconceptions.aspx

http://www.edutopia.org/blog/8-strategies-teaching-academic-language-todd-finley

Required Readings on Sakai Several articles and resources posted under Readings.

University Policies and Information

Syllabus Addendum Link

https://www.luc.edu/education/academics/syllabi/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.

- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Digication

All students, except those who are non-degree, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

Digication is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Diversity

By focusing on individual, diverse students in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to the diversity in students'

backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

Dialogue is expected to be open and honest while remaining respectful and appropriate at all times in order to foster deeper understanding of issues pertaining to diversity. Diversity will be defined to include issues of race, gender, religion, orientation, income, and abilities. As part of Loyola's commitment to social justice, issues of diversity will be discussed in relation to equity, sensitivity, and prosocial practices. In our class discussions and your writing, please adhere to the recommendations made by TASH regarding the use of "People First" language. If interested, an article outlining those recommendations will be provided to you by your instructor.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related

to these dispositions in Digication. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to

work with students to develop throughout their program and address any issues as they arise.

Disposition Rubric

	Target	*Acceptable*	*Unacceptable*
Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication	*Candidates report to class or field sites early, are dressed in professional attire, and are prepared for course activities.* *Candidates proactively communicate to faculty and others directly impacted about potential issues of attendance, participation or assignments, and provide solutions to address the issue or attempt to resolve the issue independently.* *Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co- teachers, peers, and students.*	*Candidates report to class or field sites on time, are dressed in professional attire, and are prepared for the activities of the course as described in the syllabus.* *Candidates initiate communication with faculty and others directly impacted when an issue of attendance, participation or assignments arises, accept constructive feedback and initiate changes to improve performance.* *Candidates use appropriate tone, word choice, and etiquette when interacting with faculty, co-teachers, peers, and students.*	*Candidates repeatedly report to class or field sites late, or fail to make up absences, are dressed unprofessionally, or are repeatedly unprepared for class activities.* *Candidates do not respond to faculty communication concerning issues of attendance, participation or assignments within 48 hours, and/or use inappropriate tone, word choice and etiquette when interacting with faculty, co- teachers, peers, or students.*

Participating in ongoing professional development, reading, and research in order to deepen their knowledge and expand their repertoire of skills.	*Candidates seek opportunities to participate in professional development during field experiences or through involvement in professional groups and organizations*	*Candidates read and critique professional literature and make connections between the literature and field experiences*	*Candidates read professional literature and communicate their understandings of the literature in writing or by actively participating in discussions*
Valuing and utilizing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments	*Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment and encourage their incorporation at a school-wide level*	*Candidates draw upon the identified strengths of students, families and communities and use them in the classroom environment*	*Candidates recognize the importance of valuing the unique identities of students, families and communities but fail to utilize identified strengths*
Implementing proactive and preventive practices that represents an understanding that student behavior is shaped by complex envi-	*Candidates adopt a functional perspective to understanding student behavior and participate in promoting a positive classroom environment*	*Candidates identify the factors that influence student behavior and utilize the information to make decisions that promote student learning*	*Candidates communicate through writing or orally an awareness of the range of factors that influence student behavior, but fail to take action*
Demonstrating that his/her personal and professional expectations and capacities influence the motivation, positive learning results and achievement of students	*Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations and involve students in setting expectations*	*Candidates communicate high expectations for all learners, and design and implement instruction that challenges students to reach expectations*	*Candidates recognize and communicate through writing or orally that that one's expectations impact students learning and development, but fail to take actions on that knowledge*

Additional ONLINE Course Policies

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is of-

fered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Aynchronous Meetings
Candidates will meet Asynchronous on the following dates: 2/8, 4/12 . During these meetings candidates will complete learning modules and other independent assignments for class.

Student Participation
Candidates will be expected to demonstrate **professionalism** (e.g., attendance, participation) both in-class and at school sites. **Late work** is accepted, but not encouraged. Points will be deducted at the rate of 10% per day for any assignment turned in late unless alternative arrangements have been made. It is also understood that clinical sites' calendars will sometimes conflict with your assignment calendar, and adjustments to due dates may be necessary.

It is your responsibility to attend class, arriving and departing at the appropriate times. Missed classes or tardiness will result in point deductions as outlined in the section above. Students are also expected to complete all clinical hours, follow the behavioral expectations laid out in their clinical experiences handbook, and to complete the coursework associated with their clinical experiences.

As for participation, it is more than talking in class. Participation means allowing oneself to become engaged in the learning process. Good examples of presentation include contributing comments and examples from your experiences, as well as building on the comments of others. Raising questions and listening and responding to others' comments and presentations also count. You should also be sensitive to your own level of participation and either increase it or decrease it when appropriate.

Examples of behavior leading to the loss of participation points include the following: allowing your cell phone to disturb others, using lab/personal computers, and failure to engage in the positive forms described above. You will lose participation points when you are engaged in activities such as side conversations with classmates, text messaging, and/or making/accepting phone calls during class, as well as for failing to do the assigned readings. Participation points will also be deducted when you do not attend class. Therefore, regular attendance is mandatory.

Professional Attitude and Demeanor Part I
- ☐ 2-Always prompt and regularly attend sessions.

☐ 1-Rarely late and regularly attend sessions (No more than 1 absence).
☐ 0-Often late and/or poor attendance at sessions (More than 2 absences).

Professional Attitude and Demeanor Part II
☐ 2-Always prepared for sessions with assignments and required materials.
☐ 1-Rarely unprepared for sessions with assignments and required materials.
☐ 0- Often unprepared for sessions with assignments and required materials.

Level of Engagement in Class
☐ 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
☐ 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
☐ 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation
☐ 2-Often cite from readings; use readings to support points.
☐ 1-Occasionally cite from readings; sometimes use readings to support points.
☐ 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills
☐ 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
☐ 1-Listen when others talk, both in groups and in sessions
☐ 0-Rarely listen when others talk, both in groups and in sessions.

*Class Conduct
One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support
Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of sup-

port: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***

Assignments

1. Philosophy of Teaching Literacy
- Write a 3-5 page essay depicting your philosophy of teaching literacy to meet the needs of all students. This should include specific personal experiences in reading and writing that have influenced your beliefs as well as established theories. Explain how you plan to blend theory with practice in a K-3 classroom setting. Use specific experiences as a student and preservice teacher to provide evidence of your philosophy. This essay should follow APA 6th edition formatting-- citing all sources -- and be submitted on Sakai. [26.120] (ECE), [26.180] (ECE), [26.220] (ECE), [II] (IPTS), [V] (IPTS)

2. Reflective Journals
- Reflect each week upon your clinical experience and its connection to course reading and class discussion.
- Read class members' journal entries and respond to at least 2 other reflections – in class.
- Consider how content from your weekly readings are reflected in practice
- What impact does the clinical experience have on your beliefs about teaching literacy?
- Specific prompts may be given during class [26.260] (ECE)

3. Lesson Plans
- Candidates will evaluate one lesson plan/planning format from their clinical site using an assigned framework, and then create three (3) lesson plans of their own which align with various planning frameworks to be discussed in class. The candidates teach one lesson to the university class and receive peer and faculty feedback. If possible, candidates will teach this lesson at their practicum site after reflection and revisions have been made during the class presentation session. The candidates are allowed one rewrite on the plan after faculty has made comments. Detailed instructions will be provided after clinical placements have begun. [26.110] (ECE), [26.120] (ECE), [26.180] (ECE), [26.190] (ECE), [26.200] (ECE), [26.220] (ECE), [26.230] (ECE), [I] (IPTS), [II] (IPTS), [III] (IPTS), [V] (IPTS), [VI] (IPTS)

4. Reader Case Study
- Gather background information regarding a struggling reader (personal interests, family life, school attendance, friendships, etc.)
- Identify the student's reading level, reading strategies, concepts of print, phonological awareness, and writing/spelling levels using chosen assessments (these assessments should be included in the appendices)
- Create an instructional plan reflective of collected data to improve the child's literacy skills. Make connections to psychological and linguistic foundations of reading and writing processes and instruction, and language development and reading acquisition and the variations related to cultural and linguistic diversity. [26.120] (ECE), [26.190] (ECE), [26.200] (ECE), [26.240] (ECE), [26.250] (ECE), [26.270] (ECE), [I] (IPTS), [II] (IPTS), [III] (IPTS), [VII] (IPTS)

5. In-class assignments
- These assignments will be assigned and completed during class sessions. In some cases they will involve pre-planning and materials to be brought to class. All instructions from in-class work will be provided during class sessions.

6. **Book Talks and Read Aloud Texts**
- Each candidate will choose one chapter book that would be a good read aloud for a K-2 classroom and three (3) picture books that would make good read alouds for K-2. At least one of the picture books must be science-related, and at least one picture book must be social studies-related. Candidates will share all four titles in class. One handout for each title (four handouts total) will be submitted. A sample of a handout is presented in class.

7. Quizzes
- There will be three quizzes throughout the semester that address course readings

8. Attendance, Professionalism, and Participation
Attendance:
- Arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for
students and school professionals. Ask your professor and classroom teacher(s) how they wish to be contacted regarding any special circumstances. Make arrangements and notify everyone involved before a scheduled absence.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor to discuss implications for your grade and participation in the sequence.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments. If you are absent, it

is your responsibility to send assignments that are due, obtain handouts, assignments, class notes, and information about activities from a classmate prior to the meeting of the next class. You must be prepared for the next class.

- Check your e-mail regularly. Please understand that you will not be excused from your responsibility for course requirements or other course changes/announcements due to failure to check your e-mail regularly.

Participation:

Candidates are expected to consistently and actively participate in all class activities and discussions. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having read all assigned texts and articles. Candidates must also write thoughtfully in their dialogue journals every class. Candidates must submit all work on time, or in advance for feedback. Assignments will not be re-evaluated or regraded for additional credit if candidates fail to follow assignment directions.

In addition to the expectations for professionalism and teaching growth in the Sequence 6 site, the following guidelines for participation will be considered in the module grades.

<u>Professional Attitude and Demeanor Part I</u>
- 4-Always prompt and regularly attend sessions.
- 2-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (2 or more absences). <u>Professional Attitude and Demeanor Part II</u>
- 4-Always prepared for sessions with assignments and required materials.
- 2-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.
<u>Level of Engagement in Class</u>
- 4-Always a willing participant. Contributes by offering ideas and asking questions.
- 2-Often a willing participant. Contributes by offering ideas and asking questions.
- 0-Rarely a willing participant. Rarely offers ideas or asks questions.
- <u>Integration of Readings into Classroom Participation</u>
- 4-Often cite from readings; use readings to support points. High quality written responses.
- 2-Occasionally cite from readings; sometimes use readings to support points. Moderate quality written responses.
- 0-Rarely cite from readings; rarely use readings to support points. Poor quality/missing written responses.
- <u>Listening Skills</u>
- 4-Listen when others talk, both in groups and in sessions. Incorporate/build off of the ideas of others.
- 2-Listen when others talk, both in groups and in sessions
- 0-Rarely listen when others talk, both in groups and in sessions

Assignments and Grading

ASSIGNMENTS FOR CLASS:	Points
Reflection Journals (4)	20
Quizzes (3)	30
Lesson plans (includes reflections)	25
Literacy Philosophy Paper	30
Reader Case Study	35
Book Talks, Read Aloud selections and handouts (4 total: 1 chapter book, three picture books; handouts for each)	45
In-Class Assignments	20
Attendance, Professionalism, and Active Participation	25
TOTAL	230

Final course grades will be assigned as follows:

Percent-age	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	<60
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F

General Outline of Course Topics:

Date	Topic	Assignments Due
1/18 #1 Virtual	Introduction to literacy, content area lit-eracy	Review Syllabus

1/25 #2 Virtual	Literacy Theories	Read chapter 1 of GUNNING
2/1 #3 Virtual	Teaching all students Getting to know your students; motiva-tion	Read chapter 2 of GUNNING **Assignment Due:** -Reflection #1- Sakai
2/8 #4 Asyn-chronous	Emergent Literacy/Early Literacy	Read chapter 4 GUNNING **Assignment Due:** -Philosophy of Literacy Paper
2/15 #5	Reading Literature TBD: Library Visit	Read chapter 10 Gunning Read chapters 1 and 2 *The Daily Five, second edition* Read chapter 1 of *The CAFÉ Book* **Assignment Due:** -Lesson Plan (2)
2/22 #6	Assessment IRIS Module: Progress Monitoring https://iris.peabody.vanderbilt.edu/mod-ule/pmr/	Read chapter 3 GUNNING **Assignment Due:** -Lesson Plan (2) -Reflection #2- Sakai - -IRIS Progress Monitoring: Reading Module (Take screenshot of completed screen and submit on Sakai)
3/1 #7	Phonics, High-Frequency Words, Pho-nemic Awareness and Syllabic Analysis	Read chapter 5 GUNNING *QUIZ#1* **Assignment Due:** -Lesson Plan (2)
3/8 #8	Spring Break – no class	

3/15 #9	Vocabulary	Read chapter 6 GUNNING Read Todd Finley's "8 Tips" article Read "Vocabulary: Five Misconceptions" article **Assignment Due:** -Lesson Plan (2) -Reflection #3- Sakai
3/22 #10	Comprehension Part I: Theories and Strategies	Read chapter 7 of GUNNING *QUIZ #2*
3/29 #11	Comprehension Part II: Text Structures and Teaching Procedures	Read Chapter 8 of GUNNING Close Reading in Science Texts **Assignment Due:** -Reflection #4- Sakai
4/5 #12	Writing and Reading Creating and Managing a Literacy Program	Read Chapter 9, 12 of GUNNING *QUIZ #3* Present Book Talks **Assignment Due:** -Book talk books and share four (4) handouts- Sakai
4/12 #13 Asynchronous	Asynchronous Work Day: * Finish any outstanding assignments. * Prepare Reader Case Study Presentation.	Read chapter 13 GUNNING
4/19 #14	Last class meeting – presentation of case study	**Assignment Due:** -Reader case study- Sakai
4/26 #15	No class meeting	**Assignment Due:** -Lesson Plans and Reflection due to LiveText/Digication -Complete online course evaluation