

**Augusta State University**  
**College of Education**  
**Department of Teacher Development**

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**Course Title:** Basic Instruction Literacy

**Course Prefix and Number:** EDTD 6120B CRN: 81575

**Hours:** 3 semester hours

**Time and Date:** Tuesdays; 8/18-10/6, 2009; 5:30-8:45 P.M.

**Location:** University Hall 328

**Text:** *Comprehensive Literacy Instruction In Today's Classrooms - The Whole, the Parts and the Heart: Nettles*

*Early childhood and Elementary Literacy: 05-06 McGraw Hill*

Live Text Membership (Live Text is required course material that will be used in every education class. This is a one time purchase and can be bought in the bookstore.)

Disability: If you have special needs and wish to receive accommodations in class, please contact the office of Disability Services in Bellevue Hall.

**Course Description:** This course focuses on helping teachers learn to implement basic instructional strategies in the area of reading. It is intended for students who have never had a course in literacy instruction or have not had a reading course in the past 5 years.

**International Reading Standards:**

**IRA Standard 1. Foundational Knowledge and Dispositions--Candidates have knowledge of the foundations of reading and writing processes and instruction.**

1.1 Knowledge of psychological, sociological, linguistic, and anthropological foundations of reading and writing processes and instruction.

1.3 Knowledge of language development and reading acquisition and the variations related to culture and linguistic diversity.

1.4 Knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated in fluent reading.

1.5 Display dispositions related to reading and the teaching of reading.

**IRA Standard 2: Instructional Strategies and Curriculum Materials -- Candidates use a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.**

2.1 Use key instructional grouping options (individual, small-group, whole class, computer-based.)

2.2 Use a wide range of instructional practices, including technology-based practices that promote reading and/or writing across the curriculum.

2.3 Use a wide range of curriculum materials in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds.

**2.4 Plan and use appropriate practices, including technology-based practices in effective reading instruction for learners at various stages of reading and writing development and from different cultural and linguistic backgrounds.**

**IRA Standard 3: Assessment, Diagnosis, and Evaluation-- Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.**

3.1 Use a wider range of assessment tools and practices that range from individual and standardized group tests to informal, individual, and group classroom assessment strategies and also include technology-based assessment tools.

- 3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.
- 3.3 Use assessment information to plan and revise effective instruction for all students.
- 3.4 Effectively communicate results of assessments to specific individuals, (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

**IRA Standard 4. Candidates integrate knowledge and dispositions of instructional practices, curricular materials, assessment and evaluation to create a literate environment that fosters both reading and writing.**

- 4.1 Use students' interests and backgrounds as foundations for the reading and writing programs.
- 4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, cultures and linguistic backgrounds.
- 4.3 Model reading and writing enthusiastically as valued life long activities
- 4.4 Motivate learners to be life-long readers

**IRA Standard 5. Candidates view professional development as a career long effort and responsibility.**

- 5.1 Continue to pursue the development of professional knowledge and dispositions.
- 5.2 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.

Augusta State University

**Conceptual Framework: Understanding for Teaching, Teaching for Understanding**

The preparation of educators is the most critical of all professions, without Educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners. This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Professional Development School Network.

**Conceptual Framework: Vision**

Prepare school professionals who transform P-12 learners into thinking, productive citizens.

**Conceptual Framework: Mission**

Educating prospective school professionals to be knowledgeable, effective, and ethical.

**Element: Prepared**

**Dispositions: Critical thinkers about the process of teaching, learning, and assessment.**

The disposition to think critically is about the process of teaching and learning is tendency to question that which may be assumed. It involves probing, digging deeper, establishing quality and using dialogue as a means to work toward that end. It may be deconstructive in its nature and seek to unpack the black and white nature of statements, and simplistic nature of responses, procedures or assignments.

*Well prepared candidates:*

- Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.
- Participate in graduate study is to extend and refine the knowledge base of educators to build expertise.
- Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.
- Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

Demonstrate a knowledge of how to implement effective verbal, nonverbal, and information and utilize technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

**Element: Able**

**Dispositions: Empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents and peers.** This disposition is characterized by the propensity to view learning as encompassing a variety of approaches to meet individual learner needs focusing on differentiating instruction. The education professional sees multiple ways of framing learning, solving problems, approaching instruction, and providing examples. The professional is disposed to act as a guide and think in an inquiry oriented mode and views facts and knowledge as a means to build toward understanding. The professional is disposed to focus on goal setting and taking next steps toward improvement. Student competence is assumed and all students are pushed toward high levels of achievement. High quality educator preparation produces stronger *candidates and thus more effective classroom teachers, counselors, and administrators who can:*

Understand, use and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Element: Responsive**

**Dispositions: Creative, challenging, and flexible in teaching/professional practices.**

The education professional is disposed to be responsive to students' developmental needs and characteristics and exhibits responsiveness to students as diverse individuals including their personal lives and experiences. Learning is viewed as relevant and connected to students' lives. Families and parents are embraced as partners in the learning process and community is valued as an asset to learning. Peers are treated as partners and resources in a collaborative manner. This disposition is a thinking-based orientation that is reflective in many dimensions in terms of needs and actions of the learner, their developmental characteristics, their cultural background and experiences, their levels of understanding, student questions, student work samples, the learning context and expectations of the profession and society as a whole. All partners including students, parents, and colleagues are valued as providing input into important decisions in the learning process.

*Candidate who are responsive demonstrate:*

A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

Ability to teach and work in authentic settings with diverse populations of learners

Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

## Course Requirements:

1. Attendance: Because this is an intensive 8 week course, attendance is mandatory. Students must be punctual and attend class for the allocated time. Missing a class could cause your grade to be dropped by a letter.
2. Assignments: All assignments are due ON LIVETEXT no later than the assigned date and time, and must be free of grammatical, spelling and punctuation errors. Use APA style for references as needed. Assignments will be penalized 5 points if they are turned in late on the day they are due and 10 points for each day after that.
3. Revision of Assignments: Some assignments may be revised for a higher grade upon the suggestion of the instructor. It is up to you to try for a higher grade under these circumstances. Revised assignments must be received by the stated date, or it will be assumed that you have opted to keep the original grade.
4. Academic Honesty: Although you may find ideas for some of your assignments in commercial books and teacher's editions, the completed project should be your own. Do not simply copy units or lesson from these or other sources, or from a student that has recently taken this class. (The academic honesty policy outlined in the ASU catalog applies in this class.)
5. Participation: All students are expected to participate in class discussions. Discussions will result from assigned readings. Lack of participation will be perceived as not being prepared and can result in having your final grade lowered.
6. Computer: Students are required to submit assignments that have been prepared on a word processed program. Students will use the Internet for research. Computers are available in several locations on campus (personal computer is not required). Students should make backup copies (paper and file) of work they turn in.
7. Pipeline Accounts: Students are expected to check their ASU Campus Pipeline Account on a regular basis as messages might be forwarded from your instructor.
8. Student Grievances: should follow the policy as outlined in the ASU catalog. This means grievances must first be brought to the attention of the instructor.
9. Cell Phones: No cell phones or beepers are allowed in class without advanced permission of the instructor. Remember common courtesies and do not text message during class.

Assignments have assigned point values. Work is assessed based on the quality and depth of response. The total points for the assignments = 200 points. Final grade is the percentage of points earned over all course assignments.

### Grading Scale for Graduate Credit:

180-200	=	A
160-179	=	B
140-150	=	C
< 140 Points	=	F (no graduate credit)

## Assignments:

### 1. Group Research, Presentation and Paper (Presentation = 25 Points; Paper = 25 Points) Total 50 for this assignment.

Presentation:

- Small groups will research one of the assigned topics and make a class presentation. **Topics for presentations include: Six Traits of Writing, Success with Georgia Writing Assessment, Fluency Building Strategies, Comprehension Strategies, Vocabulary Strategies, Phonemic Awareness, Phonics Instruction, Fluency, Content Area Reading, Reaching Struggling Readers in the Upper Grades, Using Vocabulary Skills in Math, Other topics as identified by the class. (and approved by instructor)**
- Presentations should include brief oral summary of research or theories related to the topic, best resources for learning more about the topic, and short summary.
- The main focus of the presentation should be on practical classroom applications.
- Present a teaching strategy for integration of the skill into a content area.
- Handouts of practical classroom applications are to be provided for each class member by e-mail.
- Presenter should include some type of visuals for the presentation (e.g., power point, overhead transparencies, posters, charts).
- Equipment will be available in the classroom.
- Presentations should last approximately 30 minutes.
- Make your presentation interesting, interactive, use creative ideas, and do not rely on notes for presentation.

The group should turn in to the instructor: At the time of the presentation

- A summary of information (what did you learn?)
- Classroom application ideas
- A copy of visuals
- A copy of the handout

EACH INDIVIDUAL should submit the following on Live Text:

- A summary of information (This is your own paper, and this should be submitted as a summary of the research on your topic. It should not be the same paper for all group members.) Your paper should include at least six sources. These sources may include: books, articles, internet sites, teacher's editions, etc. Please cite your work in APA format for this paper.
- Classroom application ideas (each group member may have the same information)
- A copy of Visuals (each group member may have the same information)
- A copy of handouts (each group member may have the same information)
- Look for important general information but also look for information that is new to you.

Group Presentation Guidelines:

- Your goal is to teach the rest of the group as much as possible about your chosen topic. You may present it by using PowerPoint, Posters, Charts, etc. BE

CREATIVE! You may want to include a “hands-on” or class participation activity.

- You should provide at least one handout for the entire class and one for me. The handout should provide a summary of your research. Your handout may also include practical classroom applications or strategies. This should be e-mailed to the class.
- Each group member should have a speaking part and should have a contribution to the research.
- The presentation should last between 15 and 30 minutes.  
All members of a group will participate in developing the handouts and in the presentation. Group members are responsible for establishing time lines and for arranging meetings outside of class time, if needed.

## 2. E- Portfolio (NO Points assigned)

During this course, students will begin organizing and posting documentation to the e portfolio. This is NOT a graded assignment in this course, but it is your responsibility to plan for this using these assignments.

From this course work, you will submit your assignments on Live Text. Each Assignment should be your best work and should be given consideration in the future when you prepare this portfolio. You should be familiar with each standard to the extent that you can create a rationale of why your assignments would meet each standard.

- All errors in the document must be corrected before submitting to the portfolio. It is your responsibility to correct all mistakes before using your assignments in the portfolio.
- Information in portfolios should be something that the student has processed in some way, not merely copies of information

Examples:

Copies of articles must have a reflection

Copies of worksheets must have an explanation explaining how it would help meet students reading goals

## 3. Written Reflections: (7 Reflections worth 10 Points each = 70 points)

Reflections on assigned readings and presentations will be an integral part of the course. Reflections should demonstrate thought and understanding of the materials. Each reflection should include a ONE page typed summary of the material and a ONE page typed summary of your response to the material. Reflections that are inadequate will not receive full credit. Reflections will be assigned using the text: *Comprehensive Literacy Instruction In Today's Classrooms - The Whole, the Parts and the Heart: Nettles*

## 4. Content Area Lesson Plan Strategy (20 Points)

Create a lesson plan using a literacy strategy using fiction or nonfiction piece of literature. MAT students who are working with Middle and / or High School Students may use selected units or chapters from Social Studies or Science Textbooks. A template will be give for the lesson plan.

**5.Oral Book Share Presentation- (20 Points)**

Students will share a children’s book.

- Oral Presentation:
  - Name of Book
  - Author
  - Suggested grade level
  - Short summary of the story. Read selected pages, if needed , to add to the presentation. You may summarize chapter books or you may read the entire book if it is short.
  - 2 detailed instructional activities that teach a literacy skill- explain the activities.
  - This information should be summarized in a paper and e-mailed to each class member. A copy will be submitted to Live Text for a grade.

**6. Phonics Test: All students must pass the Department of Teacher Development’s phonics test, with 80% accuracy, in order to pass the course (regardless of course grades).** The test may be taken as many times as necessary. If a student does not pass the first test, it will be their responsibility to make arrangements with the instructor to retake the test. Test grade is a Pass or Fail.

**7. Class participation and attendance: 5 Points X 8 classes = 40 Points Total**

Summary of Assignments

Group Research:	50
Reflections:	70
Lesson Plan:	20
Oral Book Share:	20
Attendance and Class Participation:	<u>40</u>
	200

GRADES

180-200	= A
160-179	= B
140-150	= C
< 140 Points	= F (no graduate credit)

