

Augusta State University
College of Education
Department of Teacher Development
Course Title: Basic Literacy
Course Prefix and Number: EDTD 6120

Instructor: Debbie Callan

Hours: 3 semester hours; Thursdays: 5:30-8:45 (UH 219)

Prerequisites: Admission to master's program and completion of EDTD 6161 (or permission for Reading Endorsement)

Texts:

LIVETEXT membership (sign up via link on Teacher Education page). All assignments will be posted/graded on Livetext. Each student will be responsible for making his/her own hard copies for personal portfolios.

Gambrel, L.; Morrow, L.; Pressley, M. (2007). Best practices in literacy instruction. 3rd ed. Guilford Press. New York.

COURSE DESCRIPTION: This course focuses on helping teachers learn to implement basic instructional strategies in the area of reading with limited attention to writing. It is intended for students who have never had a course in literacy instruction or have one that is more than five years old. Practice in informal and authentic assessment is also included. Required for Reading Endorsement.

READING ENDORSEMENT:

This is the first of three courses required for the Georgia Reading Endorsement. Students must successfully complete all three courses in order to be recommended for the endorsement. The endorsement is available to all Georgia certificated teachers, PK-12.

SPECIFIC COURSE OBJECTIVES:

1. The student shall demonstrate competence in knowledge and beliefs about reading including theoretical foundations of language development and current practices in the area of reading instruction that complement and supplement reading instruction for the classroom teacher. (Reading Endorsement Standard I)
2. The student shall demonstrate competence in knowledge about reading that includes relevant research on the interrelationship of language and literacy acquisition; various systems of language and the relationship to the reading process; research in special education, psychology, and other fields that deal with the treatment of students with learning disabilities. (Reading Endorsement Standard II)
3. The student shall demonstrate competence in knowledge about the principles of human growth and development, language development; the impact of diversity on language development and reading acquisition. (Reading Endorsement Standard III)

NATIONAL STANDARDS:

This course addresses all of the IRA/NCTE Standards for the English Language Arts. However, the following standards are specifically reinforced throughout the course:

Standard 1: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NATIONAL BOARD STANDARDS ADDRESSED:

II. Teachers know the subjects they teach and how to teach those subjects to students.

- examine various approaches to teaching language arts and develop a scheme for classifying them in relation to teaching for understanding
- examine research related to *Standards for English Language Arts*.

III. Teachers think systematically about their practice and learn from experience.

- define “best practice” as the term appears in the literature and as it appears in schools
- examine current personal practice for degree of grounding in current research on teaching language arts
- examine current personal assessment practices in regard to their authenticity

Teaching for Understanding Folio Questions Addressed:

3. How are standards-based curriculum and instruction reflective/suggestive of teaching for understanding; how do they support teaching for understanding?
4. What approaches to curriculum design support or promote teaching for understanding?
5. Why isn't activity-based instruction adequate to the task of teaching for understanding?
8. What does research on teaching tell us about the effectiveness of teaching for understanding and valid/reliable methods of assessing learning for understanding?
10. What kind and quality of teacher knowledge does teaching for understanding require (subject matter, pedagogical, interpersonal, other)?

ATTENDANCE POLICY: Attendance in class is expected. You should come prepared to discuss the materials assigned and to participate in class discussions. Much of the learning will arise from the interactions within the classroom environment in large and small discussion groups. According to the attendance policy in the Augusta State University Catalog, “A student must not be absent from laboratory periods, announced quizzes and tests, or final examinations unless the reasons for the absences are acceptable to the concerned professors.” This policy also addresses multiple absences: “If student has been absent for more than the equivalent of 10% of class time, regardless of cause, then the professor may withdraw the student from the class for

excessive absences.” Tardiness and early exits interrupt the class and should be avoided; they may be counted as absences at the instructor’s discretion. Please keep all cell phones and laptop computers OFF during class time.

ACADEMIC HONESTY: “In an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive their respect. The erosion of honesty is the academic community’s ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members” (Augusta State University Catalog).

Exclusions to academic honesty are listed in detail, and each is a serious offense. The most common offense, plagiarism, is the presentation as original work of ideas, words or thoughts belonging to someone else. **You must provide a citation for any specific words, ideas, images, etc. taken from another source.**

DISABILITY/OTHER-ABILITY: If you have special needs and wish to receive accommodations in class, please contact the Office of Disability Services in Bellevue Hall. 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

COURSE REQUIREMENTS:

1. **Attendance:** Because this is an intensive, eight-session, course, attendance is mandatory. Students must be punctual and attend class for the allocated time, unless previous arrangements have been made with the instructor. The instructor reserves the right to assign equivalent makeup work in cases of extreme emergency only. Make-up work needs to be of the highest quality.
2. **Assignments:** Study all assignments before class. Written work is due at the beginning of the class period.
3. **Participation:** All students are expected to participate in discussions, etc., and contribute their professional knowledge and expertise.
4. **Phonics Test:** All students must pass the Department of Teacher Development’s phonics test in order to pass the course (regardless of other grades).
5. **Portfolio:** Begin work on a portfolio which will demonstrate competency in each of the nine Georgia Standards for Reading Endorsement, *concentrating on the first three.*
6. **Computer:** Students are required to submit assignments Livetext and make a hard copy for your Reading endorsement portfolio. Students are also required to use the Internet for research.
7. **Deadlines:** Because work time is built into the course, students are expected to meet deadlines for turning in work. Late work is not accepted.

EVALUATION/GRADING: Much of the learning in this course takes place during class as students interact with one another and the instructor. Therefore, regular attendance and active,engaged participation are essential. Specific guidelines for assessment of assignments will be provided. Submitting assignments on due dates is expected. If unusual circumstances prevent a student’s attendance in class when an assignment is due, the student must contact the instructor as late papers are not acceptable. On the extremely rare occasion a late paper is accepted, ten percent of the grade will be forfeited.

Guidelines for grades:

EDTD 6120 Grading Scale

8 Articles and Reflections	5 points each	40 Points
Guided Reading Lesson Plan		25 Points
Group Research and Presentation		25 Points
Staff Development Plan		10 Points
Total		100 Points

- A 100 – 93 Points
- B 92 – 84 Points
- C 83- 75 Points
- D 74 – Points
- F – 69- 0 Points

COURSE REQUIREMENTS: Regular and punctual attendance & participation in class discussions and activities is expected.. Lack of participation in class (including absences) may lower your grade 10% (one letter grade).

Other course information

All assigned reading is expected to be done in advance of the class session. Class participation/group discussion is expected and can not be done to the fullest if the assigned reading has not been done.

Assignments must be posted on LIVETEXT by deadlines.

Although you may find ideas for some of your assignments in commercial books, teacher’s editions, or the Internet, the completed projects should be your own creations. Do not simply copy units or lessons from these sources or from students that have recently taken this class (See academic honesty statement.)

Check your ASU email account on a regular basis. This will be the primary form of class communication during the eight week time frame. Some handouts will be posted on Livetext for you to print before class.

MAJOR ASSIGNMENTS:

1. Group/Individual Research and Presentation

Small groups or individuals (depending on class size) will research one of the following topics and make a class presentation. Presentations should include brief summary of

research or theories related to the topic, practical classroom applications, best resources for learning more about the topic, and summary.

Handouts of at least one page should be provided for each class member. Presenter should include some type of visuals for the presentation (e.g., overhead transparencies, posters, charts).

PowerPoint presentations are acceptable, but not required. Presentations should all include a hands-on or group participation activity. Equipment will be available in the classroom. Presentations should last approximately 20-30 minutes.

The group/individual should turn in a longer version, to include a summary of information (what did you learn?), classroom application ideas, a copy of visuals, a copy of the handout, and a bibliography. The bibliography in APA format should include at least two book resources containing facts/research, at least one book resource related to effective instructional practices, at least two journal articles related to either research or application, and one Internet source. Look for important general information but also look for information that's new to you and innovative ways to incorporate the topic in your teaching. Groups/individuals will be given class time to read, critically reflect on readings, share personal insights and experiences regarding the topic, and plan the presentation. All members of a group will participate in developing the handouts and in the presentation.

Possible Topics:

- a. Emergent Literacy/stages of development
- b. Balanced Literacy program components
- c. Vocabulary development/building background information
- d. Reading in Content Area/graphic organizers
- e. Literature discussion groups/Rosenblatt
- f. Phonics instruction
- g. Early Reading Instruction
- h. Incorporating GPS objectives
- i. Others will be suggested and discussed in class

2. Portfolio (major project for third course, but begun in first course)

All participants will work toward developing a portfolio which will demonstrate personal proficiency in the nine Georgia Standards for Reading Endorsement. The main focus for this course will be the first three standards, although other standards will be addressed.

At the end of the third course, students will make individual presentations of the portfolio. Recommendation

for endorsement will be based on the quality of the evidences of proficiency in all nine areas. A minimum level of competency must be reached for each level. (See the rubric for scoring the portfolio.)

During the first course, students should begin organizing portfolio information into a three-inch notebook. Make at least five dividers, one for each standard. You may also include additional sections, if you like.

**Students will keep another notebook with additional information received during this course. Information in portfolios should be something that the student has processed in some way, not merely copies of information. Copies of articles are not useful, unless the student responds to them in some way, e.g., a reflection. Copies of worksheets are not useful, unless the student explains how they help meet student reading goals. Copies of other person's handouts are not useful, unless the student responds to them in some way, e.g., a reflection or explanation of how it was used/modified with actual students. At the end of the second course and in seminars during the third course, progress toward portfolios will be spot-checked.

3. *Phonics Test*. All students must pass the Department of Teacher Development's Phonics Test in order to pass the course. (This does not count as a grade.)

4. *Staff Development Workshop Plan* – Student will submit individually or as a group, plans to implement the workshop with their faculty and/or staff at the beginning of the school year. If you are not currently working in a school, you may work with a partner on this project.

5. *Guided Reading lesson* – Students will construct a guided reading lesson from a novel, trade book, or content area Teacher's Edition using the format provided in class.

6. *Article Reflections*: A total of 8 articles will be assigned from the textbook. Reflections should be insights gleaned from the reading connections to own teaching situations, new ideas, etc. Unless otherwise noted, they should not exceed 1 typed page. **Please include one paragraph which summarizes the article and one paragraph with your personal reflections on the article.**

Sample Course Topics:

Approaches to Reading: New Zealand reading research/program, Reading First Program, Language Experience Approach; Teaching of Phonics; Literacy-Rich Environments; Readability; Writing, Fluency, Comprehension and Vocabulary Strategies, Best Practices in Literacy, Incorporating Trade books (both fiction and nonfiction), Guided Reading, Reluctant Readers, alternative types of texts, new trends in literacy instruction

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