EDCI 556 003- Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II

Fall 2005
Wednesday, 7:20-10:00
Robinson B113

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Course Description
This course is one of a pair of courses that provide a research-based introduction to literacy teaching and learning for children in grades PK-6. The emphasis in this second course is on writing processes, word study (including phonemic awareness, word analysis, spelling development and vocabulary development), listening, speaking and dramatic expression. Field experience is required. Prerequisites: Admission to the program, EDCI 542, EDCI 543, EDCI 553, EDCI 554, EDCI 555.

Relationship to Program Goals and Professional Organizations
This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals.

Student Outcomes
1. Students will be able to describe the linguistic, sociological, cultural, cognitive and psychological bases of literacy processes.
2. Students will reflect on their own literacy learning histories and connect these to current theories of literacy teaching and learning.
3. Students will observe and assess the literacy development and needs of elementary literacy learners.
4. Students will plan literacy lessons that demonstrate an understanding of the children’s spelling and writing development.
5. Students will survey technological tools, print materials, and other resources for teaching writing.
6. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
7. Students will explore and explain the role of families, communities, and schools in children’s literacy learning.
8. Students will describe their understanding of the knowledge, skills, and processes necessary for teaching writing, including attention to form, purpose, audience, grammar, punctuation, spelling and syntax.

9. Students will be able to describe and facilitate oral language development, including speaking, listening, and learning of “standard English” by speakers of other languages and dialects.

10. Students will be able to describe the structure of the English language.

11. Students will be able to describe the unique needs of students who have special needs in the area of literacy and language development.

12. Students will be able to design activities to promote creative thinking and expression, through writing, storytelling, drama, and choral/oral reading.

13. Students will demonstrate the ability to assess individual and group literacy needs in a classroom situation, and organize classroom instruction to facilitate the literacy development of all learners.

**Nature of Course Delivery**

This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning.

**Required Texts**


Wood Ray, K., & Laminack, L. L. (2001) *The writing workshop: Working through the hard parts (and they’re all hard parts).* Urbana, IL: NCTE. *(TWW)*

**From 555**


**Assignments**

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. According to the Elementary Program General Policies, these extensions will be granted for extenuating circumstances only.

**Revisions**

The Elementary Program General Policies state that correct grammar, spelling and mechanics are expected in the Graduate School of Education. All work is expected to be of the highest quality in the first submission. Written work that is not of high quality may be returned to the candidate before it is accepted for grading. Additional points will not be given on resubmissions for writing, spelling and/or grammar corrections.
Software Review Due 10/05/05 Outcomes 3,4,7
Students will review software useful for helping children develop reading, writing, spelling skills. Students will complete an analysis of the software after using it themselves, to determine the prerequisite skills involved, its ease of use, and value as a teaching tool.

Evaluation
Review will be evaluated based on completion of format that includes a description, recommendations for use and a rating of its usefulness.

Spelling Inventory and Lesson Plans Due 10/19/05 Outcomes 3,4,10,13
Students will implement the qualitative spelling inventory on a class of children grade one or above. Students will create developmental word study groups and develop one word lesson plan for each group. More information will be provided in class.

Evaluation
Papers will be evaluated based on appropriate interpretation of the inventory and developmental groupings. Word study cycles will be evaluated based on consistency with instructional methods taught in the course, coherence of writing and mechanics.

Hunting and Sorting Activities Due 11/02/05 Outcomes 3,4,6,10
Students will plan and implement two hunting and two sorting activities. After implementation, students will write a reflection, evaluating the activities. More information will be provided in class.

Evaluation
Activities will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics.

Writing Lesson Due 11/16/05 Outcomes 5, 6, 8, 12
Students will plan and implement a writing lesson in their placement. The focus should be on shared and or interactive writing. Additional information will be provided in class.

Evaluation
The lesson plan is half the grade (10%) and it will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other half (10%). Reflections will be evaluated for ability to apply knowledge gained in readings and in class; coherence of writing; and mechanics.

Reading, Writing, Spelling Analysis Due 11/30/05 Outcomes 3, 8, 10,13
This is the performance-based assessment for the elementary literacy classes. Each student should select a child to read with frequently in order to gather data on the child’s reading ability, level, strategy use, and comprehension. Written analysis will include instructional decisions, as well as when and how that instruction would be provided.

Each student should also collect at least three writing samples (e.g., one each from September, October, November) from the target child. Based on these samples, students will prepare an assessment of the child’s writing ability, including ideas for further instruction.
Spelling should be evaluated based on the writing samples as well as information from the qualitative spelling inventory. Instructional decisions should be outlined, including implementation.

Additional information will be provided in class.

**Evaluation**

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade.

**Final Project: Literacy Action Plan Due 12/14/05 Outcomes 1, 2, 7**

Students will outline their ideal literacy program. Students will describe an ideal classroom that supports literacy development. Select a grade level and include your own philosophy about literacy instruction in general as well as specific goals for that level. Additional information will be provided in class.

**Evaluation**

Papers will be evaluated for accuracy in explaining literacy practices and theories; appropriate citation of research; ability to apply knowledge gained in readings, in class, and during the internship; coherence of writing; and mechanics.

**Grading Scale**

100%-93% - A 92%-85% - B 84%-77% - C 76%-70% - D <69% - F

Software Review DUE 10/05/05 15%
Spelling Inventory and Lesson Plans DUE 10/19/05 20%
Hunting and Sorting Activities DUE 11/02/05 15%
Writing Lesson DUE 11/16/05 20%
Reading, Writing, Spelling Analysis DUE 11/30/05 20%
Final Project: Literacy Action Plan DUE 12/14/05 20%

**The course content meets requirements for:**

- Standards: INTASC (http://www.dpi.state.nc.us/pbl/pblintasc.html)
- Standards: ISTE NETS (http://cnets.iste.org/teachstand.html)
- Standards: IRA

**DATE** **COURSE SCHEDULE** **ASSIGNMENTS DUE**

8/31/05 Introduction – Syllabus and Assignments
K-W-L for Writing, Word Study, Phonics

9/7/05 Synchroyny of Reading, Writing, and Word Knowledge
WTW chs 1 and 2
TR ch 4

9/14/05 Word Study - Principles and Approaches
Developmental approach to word knowledge
Understanding and assessing children’s letter and word knowledge
WTW chs 3 and 4
GRW ch 18
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>9/21/05</td>
<td>Word Knowledge</td>
<td>WTW chs 5 and 6</td>
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<td>Phonological and Phonemic Awareness</td>
<td>GRW ch 22</td>
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<td>9/28/05</td>
<td>Review of Software</td>
<td>WTW chs 7 and 8</td>
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<td>Meeting with Sarah Sheehan at Library</td>
<td>GRW ch 3</td>
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<td>10/05/05</td>
<td>Word Study and Vocabulary Development</td>
<td>Stahl Article</td>
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<td>TR ch 5</td>
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<td>Software Review Due</td>
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<td>10/12/05</td>
<td>Writing Workshop</td>
<td>TWW chs 1-5</td>
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<td>Children’s Writing Development</td>
<td>GRW ch 5</td>
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<td>10/19/05</td>
<td>Managing the Writing Workshop</td>
<td>TWW chs 6-8, 10-11</td>
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<td>Independent Writing</td>
<td>Spelling Inventory and Lesson Plans Due</td>
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<td>10/26/05</td>
<td>Classroom Environment</td>
<td>TWW chs 9, 12-15</td>
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<td>Focus Lessons, Writing Conferences</td>
<td>GRW 28</td>
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<td>11/02/05</td>
<td>Units of Study</td>
<td>TWW chs 16-19</td>
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<td>Analyzing Children’s Writing</td>
<td>ICC ch 12</td>
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<td>Assessment and Evaluation</td>
<td>Hunts and Sorts Due</td>
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<td>11/09/05</td>
<td>What is Interactive Writing?</td>
<td>IW chs 1-5</td>
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<td>Arranging Space and Time</td>
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<td>Elements of interactive writing</td>
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<td>11/16/05</td>
<td>Expository text</td>
<td>IW chs 6-11</td>
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<td>Shared Writing</td>
<td>Writing Lesson Due</td>
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<td>Linking Writing to Literature</td>
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<td>11/23/05</td>
<td>NO CLASS Thanksgiving</td>
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<td>11/30/05</td>
<td>Writer’s Notebook</td>
<td>ICC chs 1-4</td>
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<td>Talk Before Writing</td>
<td>GRW ch 25</td>
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<td>Mini Lessons in Writing</td>
<td>Reading, Writing, Spelling Analysis Due</td>
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<td>12/07/05</td>
<td>Genre Study</td>
<td>ICC chs 5-11</td>
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<td>An Integrated Curriculum</td>
<td>GRW ch 23</td>
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<td>12/14/05</td>
<td>Putting It All Together</td>
<td>Literacy Action Plan Due</td>
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<td>Continuous Feedback</td>
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The College of Education and Human Development expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.