FAIRLEIGH DICKINSON UNIVERSITY  
SCHOOL OF EDUCATION  

EDUC 6818  Language Development, Literacy and Reasoning for Elementary Teaching I  

Schedule:  

Instructor:  
Email:  
Telephone:  

Assigned Texts:  


Course Description  

Recent research and findings in language development and literacy and its applications in elementary education will be the focus of this course. Literacy skills in reading and language arts across grade levels will be included.  

School of Education Mission Statement  

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to developing scholarship, advancing student learning and achievement, and promoting democratic ideals in our global society.  

SOE Claims  

We believe our candidates are:  

1. **Qualified to teach subject matter knowledge.**  

   We believe that our evidence will show that graduates of our programs understand the central concepts, tools of inquiry, and structure of their certification area and meet the New Jersey licensure requirements (NJPST 1—Subject Matter Knowledge).  

2. **Competent in pedagogical knowledge.**  

   We believe our graduates have acquired the pedagogical skills to meet the needs and differences of individual students through teaching strategies that address individual learning styles, Multiple Intelligences, and differentiate instruction and take into account the developmental levels of their students. (NJPST 2,3,4, 5, 6, 7, 8—Pedagogical Knowledge).
3. Caring

We believe our graduates have acquired the skills to meet the needs of their students and to promote achievement for all students (NJPST 2, 3, 4, 5, 6, 9, 10, 11).

Cross-cutting Themes – Technology, Learning to Learn, Multicultural Perspectives

State and Professional Standards

All teaching candidates must be familiar with and use the Common Core State Standards in English Language Arts and have a copy of these standards on their computer. They can be found at: http://www.corestandards.org/. This course supports those standards.

This course supports the New Jersey Professional Standards for Teachers (NJPST) which can be found at: http://www.state.nj.us/njded/profdev/profstand/standards.pdf

This course also supports the following International Reading Association's 2010 Standards for Reading Professionals which all candidates should know.

The five standards are:

1. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.
Outcomes

Teaching candidates will be assessed on the following outcomes:

1. The student will observe a primary elementary school literacy program in which the teacher is actively engaged in teaching reading, writing, spelling, listening, and visual literacy and write an observational report outlining the literacy processes observed during this time and reflecting on how this observation helps the student to become a caring, competent and qualified teacher. (NJPST 1, 2, 3, 4, 5, 6) (IRA Standard 1, 2, 3, 4)

2. The student will administer an informal reading inventory to a student, and develop a diagnosis and prescription of the student’s reading ability, reflecting on how reading is a developmental process and how this procedure can be used in the classroom for more effective instruction. (NJPST 1, 5)

3. The student will develop a unit plan to teach reading which includes at least 4 lesson plans which incorporate the latest research-based strategies and methods in phonics and comprehension and which provide instructional opportunities adapted to diverse learners and thinkers. (NJPST 1, 2, 3, 4, 5, 6, 7, 8)

4. The student will explore different Internet-based resources available on the Internet that supports literacy development for all children in the classroom and evaluate these resources based upon research-based criteria. (NJPST 1, 2, 3, 4, 7, 8)

5. The student will compile a list of quality award-winning books that can be used in the elementary/middle school classroom that promote multicultural understanding and awareness. (NJPST 1, 2, 3, 7, 8)

All handouts and rubrics for this class will be posted on BlackBoard. You must have access to Blackboard for this class.

Schedule

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<tr>
<th>Session</th>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td></td>
<td>Introduction: goals, student expectations; what is literacy; A balanced approach to reading: teaching reading, writing, and language skills Short biography of student’s literacy experiences</td>
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<td>Readings- Cohen and Cowen: Chapter 1, 2</td>
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<td>2</td>
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<td>Balanced Approach: Strategies and Principles Language Development</td>
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<td>Readings- Cohen and Cowen: Chapter 3, 4</td>
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3 **Emergent Literacy**: factors of emergent literacy; activities to promote emergent literacy; phonemic awareness

Students with Learning Disabilities and English Language Learners

**Readings**: Cohen and Cowen: Chapter 5

4 **Word recognition skills**: phonetic approach to reading including a breakdown of skills needed for phonetic word attack

**Readings**: Cohen and Cowen: Chapter 7

5 **Reading comprehension skills**: schema theory; how to promote reading comprehension; levels of questioning; higher order thinking skills

**Readings**: Cohen and Cowen: Chapter 8; Johns: sec 1 – 3

**ASSIGNMENT #1 DUE**

6 **Diagnosis and prescription**: what is it and why is it so important; ways to diagnose and prescribe;

The Informal Reading Inventory: What it is; how to administer an IRI.

**Readings**: Johns: sec 4 - 6

7 **Answering questions on the IRI**: scoring an IRI; a closer look at diagnosis and prescription

**Readings**: Cohen and Cowen: Chapter 9

8 **The writing process**: integrating it into the daily classroom

Show and Tell: Children's Literature

Meeting the Needs of Diverse Learners

**Readings**: Cohen and Cowen: Chapter 10

**ASSIGNMENT #2 DUE**

9 **Writing objectives in the reading program**: what is an objective; how to write one; Bloom's Taxonomy;

Reading: Cohen and Cowen: Chapter 11

10 **Individual Conferences**: meeting to approve unit topic, goal, and objectives

**Readings**: Cohen and Cowen: Chapter 13

**ASSIGNMENT #3 DUE**

11 **Writing Lessons and Units**: introduction to formal lesson plans; introduction to writing unit plans

**Readings**: Cohen and Cowen: Chapter 6

12 **Vocabulary Instruction in a Balanced Reading Program**

**Readings**: Cohen and Cowen: Chapter 14

**Assignment**: Take one book and using Fry Readability Formula find its reading level
Different Approaches to Literacy
Readability Formulas and What They Mean
ASSIGNMENT #4 Due

Organizing and Managing a Balanced Literacy Classroom
ASSIGNMENT #5 Due

Sharing of web-sites

BASIS FOR GRADE

Your grade will be based upon an accumulation of points that you earn through completing the following course requirements:

1) Assignment #1: classroom observation - 20 points
2) Assignment #3: Administering an IRI - 35 points
3) Assignment #4: Developing a unit plan - 30 points
4) Assignment #2: Presenting Award-winning books - 5 points
5) Assignment #5: Researching 3 web sites - 10 points

TOTAL POSSIBLE POINTS: 100 POINTS

Your total number of points will be converted into the following grade:


Any grade below C is considered unacceptable in graduate programs and considered failing.

In addition, you will be assessed on the International Reading Association's Professional Standards. A rubric will be used to assess each student's competency on these standards and it is required that you earn at least a 2 (Emergent) on each of the 4 standards being assessed for this course. This score will be averaged in with your grade in the following way:

4 = A
3 = B+
2 = B
1 = C

STANDARDS FOR WRITTEN WORK

- PLEASE TYPE YOUR WORK.

- All work submitted should be neat and well written. PLEASE PROOFREAD carefully; correct your errors and then proofread it again. Any errors will be reflected in your grade.
• Each assignment should include the following information on a separate introductory page:
  NAME      DATE      COURSE NAME AND NUMBER   TITLE OF REPORT

• Please use the criteria sheet handed that is posted up on BlackBoard as your second sheet. This is where your grade will be placed.

• All assignments should be in on time. Late submissions will be reflected in your grade.

ATTENDANCE POLICY

Students are required to attend all classes. However, two absences for legitimate and approved reasons will not affect your grade. Additional absences will result in a lowering of the grade. If there are three (3) absences the grade will be lowered ½ a grade. Four (4) absences and the grade will be lowered one full grade. Extenuating circumstances such as serious illness, death in the family, and other contingencies may be excused based upon the instructor’s decision.

PARTICPATION

All students are expected to participate in class by responding to questions and taking part in class discussions. Participation is an important professional disposition in which you demonstrate enthusiasm for and knowledge of the content area of literacy. You may be called on randomly to answer questions, so be sure to keep up with the reading for this class and come prepared to actively participate our community of learners.
ASSIGNMENTS

ASSIGNMENT 1: DESCRIPTION AND ANALYSIS OF A CLASSROOM READING PROGRAM (NJPST 1, 2, 3, 4, 5, 6, 7)
DUE:

Visit an elementary school classroom (Grades K - 6) to observe during the reading period. Using the observation form given in class, record how the class is set up and all routines, activities, materials used and instructional methodology occurring at every 15-minute interval. If possible, try to arrange to speak with the teacher before or after the classroom observation.

In a written report that is attached to the observation form describe:
What type of method/approach did the teacher use, i.e., basal, whole language, phonetic?
Was reading, writing, spelling and listening integrated?
What materials were used (be specific)?
How did the teacher introduce the lesson and make the transition from one activity to another?
What were the teacher/students doing during the reading period?
How were the children grouped: whole class, small groups, individually?
How were children with special needs accommodated?
What skills/topics were being taught/discussed?
How much time was spent on each activity; how long was the total lesson?
How was the room organized?
How did the teacher manage the students, i.e., discipline, questions, time on task?
What were your impressions of what you saw?
Do you have any recommendations?

During the teacher interview, you can ask the following questions:
What method(s) of reading instruction do you use?
How/why did you select the reading materials used?
How do you decide which reading skills to teach?
What kind of students do you teach? Are they on grade level in reading?
What are their strengths, weaknesses?
How do you group your students for reading instruction?
How do you determine which groups students are placed in?
Which reading materials are your favorites and why?
How much time each day do you spend on reading?
How much time do students spend reading in your classroom?
Are you satisfied with the progress your students are making in reading? If not, what improvements can be made?

Be sure to include a reflection as to how this project helped you as a future teacher and which NJPST this assessment addresses.
ASSIGNMENT 2: PRESENTING AWARD-WINNING BOOKS  (NJPST standard 1, 2, 3, 7, 8)
DUE:

You will be expected to bring into class 6 examples of children's literature: 3 examples of award winning picture books (Caldecott) and 3 examples of award winning young adult literature (Newbury). These books should emphasize a multicultural/global theme. You will present the books to the class. You will compile a list of quality award-winning books that can be used in the elementary/middle school classroom that promote multicultural understanding and awareness. You will write a short paragraph for each book including:

- name of book
- author(s)
- publisher
- year published
- award it won and year
- short description of plot
- the theme,
- how the book can be used in a diverse classroom.

ASSIGNMENT 3: ADMINISTRATION AND ANALYSIS ON AN INFORMAL READING INVENTORY (IRI) (NJPST 1, 5)
DUE:

Administer an IRI to one child (age 7 - 11). This will include:

- Asking the child to orally read a series of graded reading passages in order to determine his/her reading level
- Recording his errors on a copy of the selection
- Asking a series of comprehension questions to determine level of understanding
- Summarizing all results, analyzing the information, and making recommendations.

Your final report should follow the “Format for Written Report on the IRI” found online at this class’s Blackboard site. Data from this task will be collected for program assessment purposes.
ASSIGNMENT 4: WRITTEN LESSON PLANS (NJPST 1, 2, 3, 4, 5, 6, 7, 8)
DUE:

Select an area of reading that interests you. Develop a unit of study comprising of 4 lessons that you can use with a group of elementary school students. Each lesson plan should include the following information:

- Description of children (grade level, background)
- Goal ("This lesson is designed to...)
- Specific Behavioral Objectives
- Materials
- Vocabulary
- Procedure
- Follow-up/Summary
- Evaluation

Some ideas for topics include:
- Teaching reading through the newspaper
- Teaching reading through learning centers
- Teaching comprehension strategies using award-winning literature
- Reading and the arts

Please talk to me about your project before beginning it.

ASSIGNMENT #5: RESEARCHING TEACHER WEB SITES THAT PROMOTE LITERACY (NJPST standard 1, 2, 3, 4, 7, 8)
DUE:

With a partner, or alone, you will investigate web sites designed by teachers throughout the world that are actively being used to promote literacy in their classrooms. One of the websites can be a commercial website that you consider an outstanding resource in the classroom. Assess each website using the Literacy Website Evaluation Form and determine if the web site promotes literacy in the classroom. You will choose 3 web sites that you feel are exemplar and write a short one-page report on what criteria you used to assess the web site and what aspects of literacy are being promoted in the web site (writing, research skills, phonics, word study, etc.). You will list the three web sites in order of their excellence and write a short description of each. You will share the best web sites with the class.
FDU Academic Integrity Policy

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:

1. Cheating—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information, or study aids in an examination or academic exercise.

2. Plagiarism—Representing the ideas or language of others as one’s own. A more complete description is listed below in the section titled “Plagiarism Described.”

3. Falsification—Falsifying or inventing any information, data, or citation in an academic exercise.

4. Multiple Submission—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.

5. Complicity—Facilitating any of the above actions or performing work that another student then presents as his or her assignments.

6. Interference—Interfering with the ability of a student to perform his or her assignments.

Plagiarism Described*

As defined by the Council of Writing Program Administrators, plagiarism “occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” (“Defining and Avoiding Plagiarism: The WPA Statement on Best Practices.”<http://www.wpacouncil.org/positions/WPAplagiarism.pdf>)

Plagiarism can occur in the following ways:**

- Using text from another source (e.g. websites, books, journals, newspapers, etc.) without documenting the source;
- Using direct quotation from a text without quotation marks, even if the source has been cited correctly;
- Paraphrasing or summarizing the ideas or text of another work without documenting the source;
- Substituting a word or phrase for the original while maintaining the original sentence structure or intent of the passage;
- Using graphics, visual imagery, video or audio without permission of the author or acknowledgment of the source;
- Translating text from one language to another without citing the original work;
- Obtaining packaged information, foreign language translation or a completed paper from an online source and submitting it as one’s own work without acknowledgment of the source; and

Fairleigh Dickinson students are responsible for authenticating any assignment submitted to an instructor should the instructor request it. Students must be able to produce proof that the assignment they submit is actually their own work. Therefore, students must engage in a verifiable work process on all assignments:

- Keeping copies of all drafts of work;
- Making photocopies of research materials (including downloads from websites);
- Writing summaries of research materials;
- Keeping Writing Center receipts;
- Keeping logs or journals of their work on assignments and papers; and
- Saving drafts or versions of assignments under individual file names on a computer, external drive or other source.

In addition to requiring students to authenticate their work, Fairleigh Dickinson University instructors may employ various other means of ascertaining authenticity—such as using search engines to detect plagiarism, using external plagiarism detection services, creating quizzes based on student work, and requiring students to explain their work and/or process orally. The inability to authenticate work is sufficient grounds for a charge of plagiarism.

For a detailed discussion of FDU’s Academic Integrity Policy please refer to the following URLs:
http://www.fdu.edu/faculty/academicintegrity.pdf;
http://www.fdu.edu/academic/0911bulletin/academicregulations.pdf [and]