FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education

EDUC 6819 Language Development, Literacy & Reasoning
for Elementary Teaching II

Instructor:
Phone:
e-mail:
Office and office hours:
(For all introductory information, please see the Blackboard site.)

Assigned Texts:


Boston, MA: Allyn and Bacon.

Martin, D. J. (2006). *Elementary science methods: A constructivist approach*, Belmont,

COURSE DESCRIPTION
Recent research and findings in language development and literacy and applications in social
studies and science in the elementary school will be the focus of this course. Literacy across
the curriculum will be emphasized.

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**

**Course Standards:**

All teaching candidates must be familiar with and use the new 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/](http://www.corestandards.org/)

This course will contribute to a teaching candidate being qualified to teach subject matter, competent in pedagogical knowledge and skills, and a caring teacher. Upon completion of this course, all participants will demonstrate knowledge of three cross-cutting themes: learning how to learn, multicultural perspectives, and technology. This course also supports the New Jersey Core Curriculum Content Standards (NJCCCS); New Jersey Professional Standards for Teachers (NJPST) and the International Reading Association (2003) Standards which can be found at:

- [http://www.state.nj.us/njded/profdev/profstand/standards.pdf](http://www.state.nj.us/njded/profdev/profstand/standards.pdf)
- [http://www.state.nj.us/education/cccs/](http://www.state.nj.us/education/cccs/)

The five International Reading Association Standards for Professionals 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.

Course Outcomes:

1. The student will develop a problem-based, global social studies unit/lesson plan for a specific grade level (3-8) using non-fiction, informational trade books and/or textbooks. **Standard:** (NJPST # 1, 2, 3, 4, 5, 6, 7, 8)

2. The student will develop problem-based, inquiry approach science unit/lesson plans for a specific grade level (3-8) using a hands-on science lab experiment, that is adapted to diverse learners and thinkers. **(NJPST # 1, 2, 3, 4, 5, 6, 7, 8)**

3. The student will evaluate science and social studies textbooks and assess how they address the New Jersey Core Curriculum Content Standards for these subject areas. **(NJPST standard 1, 2, 3)**

4. The student will become familiar with trade books in the content areas of social studies and science and explain how to integrate children’s literature into the content area curriculum. **(NJPST 1, 2, 3)**

5. The student will research topics in the content areas of social studies and science and become aware of current research and trends in these content areas.

6. The student will reflect upon his/her professional growth in becoming a qualified, competent and caring teacher and discuss how literacy is integrated into the content areas of science and social studies. **(NJPST 1, 2, 3, 4, 5, 6, 7, 8)**
### SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Review of the syllabus, student expectations and course requirements. What are metacognitive &amp; constructivist approaches to content area instruction? What are Informational texts or content literacy? Why is it important to use informational texts in the literacy program?</td>
<td>Cohen &amp; Cowen: 12</td>
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<tr>
<td>2</td>
<td>What are current Issues and Concerns in Social Studies: Examination of the SS Curriculum and NJCCCS in SS Can you define Global / Multicultural Education? How can you design a Global H.O.T.S. lesson?</td>
<td>Ellis: 1-3</td>
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<td>3</td>
<td>How are textbooks used in the classroom? What are the advantages/disadvantages of using textbooks in the class? How have special interest groups affected the development of textbooks?</td>
<td>Ellis: 4, 5</td>
<td>Informational Text Worksheet</td>
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<td>4</td>
<td>How do your Social Studies Trade Books and textbooks compare in motivating students in teaching SS content?</td>
<td>Ellis: 6-9</td>
<td>Trade Book Presentation</td>
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<tr>
<td>5</td>
<td>How to design Information Unit and Lesson Plans for Social Studies Review of FDU Lesson Plan Format Review state, national and association standards to social studies lesson plans What are Visual Tools? How can they be used for authentic assessment? Establish cooperative teams to work on SS lesson</td>
<td>Martin: 1-3</td>
<td></td>
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</tbody>
</table>
Why is teaching vocabulary and comprehension in the content areas, (i.e., Social Science and Science) important? Why is Study Skills instruction in content areas so valuable? Teams work on SS unit/lesson plans

Textbook Evaluation Day: Evaluating a SS & Science textbooks Teams continue working on SS unit/lesson plans

Presentation to class of SS Units/lessons

What are current issues and concerns in Science? Examining science curriculum and standards What does research say about teaching comprehension strategies in the content areas?

Groups work together on science lesson

Groups work together on science lesson

Groups work together on science lesson

Science lesson plan presentations

Science lesson plan presentations

Science Lesson plan presentations Conclusion and Wrap-up

EDUC 6819 COURSE REQUIREMENTS AND EVALUATION STANDARDS:

1. Regular attendance and punctuality will be assessed.
2. In-class participation discussions will be assessed.
3. Cooperation and Interpersonal Communication skills will be assessed, particularly with regard to collaborative planning and group work.
4. Assignments must be handed in on time or a minimum of 5 points will be deducted.
ATTENDANCE/TARDY POLICY
Students are required to attend ALL classes. However, 2 absences for legitimate and approved reasons will not affect your grade. Additional absences will result in a lowering of the grade. 3 or more absences can result in FAILURE. Extenuating circumstances such as serious illness, death in the immediate family, and other contingencies may be excused based upon the instructor’s decision. Accumulative LATENESS to class will reflect in your grade.

BASIS FOR GRADE

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

| Assignment #1 | Trade Book Talk -- Social Studies and Science | 10 pts |
| Assignment #2 | Evaluating Science and Social Studies textbooks | 10 pts |
| Assignment #3 | Collaborative Global Social Studies Unit/Lesson Plans | 25 pts |
| Assignment #4 | Collaborative Science Lab/Experiment Unit/Lesson Plans | 35 pts |
| Assignment #5 | Fill in 3 worksheets | 15 pts |
| Assignment #6 | Reflective Statement | 5 pts |

* Professional disposition, class participation, timeliness, attendance, tardiness: 10 pts

TOTAL POSSIBLE POINTS: 100*

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100-95</td>
<td>A</td>
</tr>
<tr>
<td>94-90</td>
<td>A-</td>
</tr>
<tr>
<td>90-86</td>
<td>B+</td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
</tr>
<tr>
<td>80-79</td>
<td>B</td>
</tr>
</tbody>
</table>

DESCRIPTION OF TASKS:

TASK: Trade Book Talks – Social Studies and Science

Select 10 trade books that relate to social studies and science; 5 books in each area will be shared in your cooperative group. Continuity must be considered when selecting books, i.e., themes, topics or content area. **Note:** A "trade book" is **NOT** a textbook; it is an information book, biography, historical fiction, picture book, etc. When sharing your books in class, explain the **key concepts developed** in each book and explain how they are **connected**.
**TASK: Evaluation of a Science and Social Studies Textbook**

Using the form provided in class, you will evaluate a Social Studies textbook (preferably grades 4-6) AND a Science textbook (preferably grades 3-6). One form will be filled out for each textbook. A complete evaluation sheet must be filled in for each textbook including:

- A well-written paragraph summarizing the strengths and weaknesses of the book
- A reflective statement on: how to use textbooks with special needs students, how this assignment will help you as a future teacher, and how this assignment helped you with knowledge of content.

**TASK: Collaborative Project: Interdisciplinary Thematic Social Studies Unit/ Lesson Plan Presentation (Written – 15 Pts) and (Oral – 10 Pts)**

**Written Task:** Each collaborative group will pick a grade level (3-6) and decide upon a specific global topic appropriate for that grade level. They will create an interdisciplinary, thematic, hands-on, problem-based unit of instruction on some global issue. Lesson activities should take into consideration HOTS (higher order thinking skills), multiple intelligences and learning styles of students. Internet sources are needed to gather additional information for the Unit. At least 3 Internet sources should be noted. The Team Written Unit will consist of the Unit Overview (3-5 week plan) and 3 individual lesson plans: 1 from the beginning, 1 from the middle and 1 from the end of the unit. Be sure that the content is explained thoroughly and is accurate and thorough. It will mean you must research your topic extensively. Each unit will contain 3 visual tools (one for each lesson) and a strong technology integration. You must include how this lesson will accommodate students with special needs, and you must list specific strategies used to teach English language learners.

**ORAL PRESENTATION:** The Team will describe the unit to the class within a ten minute time frame. The presentation should include a rationale as to why the global topic was chosen. Remember to bring all materials and supplies necessary for the lesson on the day your Team is scheduled for the Oral Presentation.

**TASK: Collaborative Project: Inquiry (Hands-on) Science Unit/Lesson Plan Presentation**

Inquiry (Hands-On), Lab Experiment: Unit/Lesson Plan in Science

Collaborative teams will pick a grade level, unit of study and a specific topic appropriate for that grade level. The team will develop one Unit/Lesson Plan using the Constructivist Approach and present it to their classroom peers; it must be scaffolded and modified to meet the needs of diverse learners. The lesson **MUST INCORPORATE A LAB EXPERIMENT OR INQUIRY (HANDS-ON) APPROACH.**

**NOTE:** Group written unit/lesson plans will be handed in on the day scheduled for all group presentations. Remember: you must simulate a real hands-on science lesson using your peers as participants in this simulated classroom experience. Remember to bring in all materials and supplies necessary on the day your team is scheduled to give its oral lesson presentation.

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**TASK: Complete three worksheets:** Informational Text Worksheet, Social Studies Instructional Approaches Worksheet, and Science Processes Worksheet

**TASK: Reflective Statement:** a) Write a brief self-reflection about the benefits of this class and how this class has contributed to your professional development. Reflect on the advantages and disadvantages of developing a global unit plan in this class. b) Reflect on how this class has helped you to become a more qualified, competent and caring teacher. How has this class helped you to become more qualified in teaching content in SS and Science? How has this class helped you to be more competent in pedagogical skills? How has this class helped you to become a more caring professional?
FDU School of Education Policy Reference

**Mission:** 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.

A. **Attendance:** Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU policy). The School of Education’s Policy Committee suggests the following for graduate classes which meet for 15 sessions:

a. Attendance is required in all our classes
b. 3 absences, grade drops by half a grade
c. 4 absences, grade drops by one full grade
d. 5 absences, the student fails or withdraws from 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.

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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]

B. Graduate Programs – Grading & similar policies
(based on a draft presented to the School of Education’s Policy Committee by Dean Al Schielke on 10/15/03)

1. Grades (The instructor should specify his or her grading scale to equate points/percentages into letter grades.):
   a. Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.
   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.
   c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation
   a. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.
   b. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.
   c. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).
   d. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

C. Undergraduate Programs – Grading & similar policies

1. Grades
   a. Weighted grades: A, A-, B+, B, B-, C+, C, C-, D, and F. The minimum passing grade for the undergraduate programs is a D.
   b. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the
incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

c. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.

2. Repeated Courses: If an undergraduate student repeats a course, both grades remain on the transcript but only the last earned grade will be computed in the cumulative grade-point ratio. The student will earn the credit associated with the grade received in the last repeated course.

3. Degree Requirements and Academic Probation
   a. In general, a student must earn a minimum 2.00 GPR (GPA) for graduation. The School of Education, however, requires a minimum undergraduate grade-point-ratio of 3.00 for acceptance and retention in the QUEST program. If a full-time student’s semester GPR (or part-time student in blocks of twelve credits) is between 2.75 and 3.00, the student will be continued in the QUEST program for one additional semester. Students will not be retained in the QUEST program if their CGPR falls below 2.75.
   b. QUEST students who receive two or more grades of C in MAT courses will be placed on probation. If they do not demonstrate improvement in their MAT coursework they will be removed from the program.
   c. An undergraduate program of study must be completed within a period of ten years.

D. Student Academic Services: The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made.

E. Policy on course completion: In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. A leave of absence allows students to interrupt their graduate studies if necessary. Please see the Student Handbook for specific details.

F. Student responsibilities regarding fulfilling course requirements (the following represents the MAT committee’s policy regarding student responsibility in fulfilling course requirements):
   It is expected that students enrolled in courses and programs in the FDU School of Education take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the School of Education faculty will make every effort to smooth the path for students and keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

G. Picking up graded papers: Students are requested to pick up all of their papers from their professors (or the School of Education main offices at each campus) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.