C& I 209  Literacy II
Illinois State University
Section 02, MW 10-11:50, SCH 114
Fall 2007

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Office Hours: M/W 8-10 a.m. and 11:55-1:30 p.m. and by appointment

Catalogue Description:
Literacy II extends students’ knowledge of literacy instructional strategies, focusing on the assessment and instruction cycle for all children. (Clinical Hours: 35-40)

Prerequisites:
Literacy I (C&I 208) or C&I 255 and 256 required; 2.5 overall GPA required; Admission to Teacher Education required

Course Overview:
Literacy II is designed to extend undergraduate students’ knowledge of literacy learning and teaching processes so that they can make decisions about the use of appropriate assessment measures and instructional strategies for all children. Students will explore language and literacy acquisition and the complex dimensions of literacy processes. The course provides preservice teachers with classroom discussion and practicum experiences in tutoring children who may benefit from one-on-one or small group instruction. Assessment procedures that provide a wide range of information about the individual learner will be identified and used to guide instruction.

Instructional strategies for working with children will be discussed and then applied in the tutoring practicum. Careful consideration will be given to the ITPS standards for preparing new teachers as well as the ACEI Standards for Elementary Education so that students are equipped to understand and demonstrate their competencies in meeting the various standards.

Realizing the Democratic Ideal: This course, by focusing on children in relation to their language and literacy development, adheres to the principle of showing sensitivity to individual as well as cultural diversity. In addition, the underpinnings of this course recognize that appropriate teaching strategies must be tailored to diverse learners’ needs as each child is treated with respect in the classroom community and the instructional support that he/she receives.

Required Texts:
- Packet of Readings and materials. Available at PIP in the Bone Student Center.
Inquiry Group Texts (one required if book option is chosen in lieu of professional journal articles; to be selected in fifth or sixth week of course)


Recommended Texts:

• *What’s After Assessment? Follow-up Instruction for Phonics, Fluency, and Comprehension*. Portsmouth, NH: Heinemann.

Student Objectives:
Upon successful completion of Literacy II, students will develop and demonstrate knowledge, skills, and competencies in the following areas:

1. Planning literacy instruction to meet the needs of all children (ITPS 1, 2, 3, 4; ACEI 1, 2a, 2b, 3a, 3b, 3d; LBS3N, LBS3O, LBS4C)

2. Acquiring a framework for literacy assessment and instruction, and using assessment as an ongoing guide for instruction (ITPS 4, 6, 8; ACEI 2b, 3a, 3b, 4; LBS3N, LBS3O)

3. Becoming informed observers of children (ITPS 2, 8; ACEI 4; LBS3N, LBS3O)

4. Evaluating and translating assessment findings into a plan for instructional support in view of the student’s strengths, needs, and the available resources as well as teaching lessons based on this information (ITPS 4, 6, 8, 10; ACEI 1, 2a, 2b, 3a, 3b, 3d, 4, 5b; LBS3N, LBS3O, LBS4C)
5. Creating a report for the child’s school that includes literacy assessment findings, tutoring goals and a plan for instruction, and the progress that the child makes over the duration of tutoring experiences (ITPS 1, 2, 3, 4, 7, 9; ACEI 1, 2a, 2b, 3b, 3e, 4; LBS3P)

6. Continuing to develop technology skills that will assist prospective teachers in making presentations to parents and collegial work teams (ITPS 8), as well as continuing to develop skills in using databases that catalogue children’s literature as well as leveled texts for use in guided reading settings (ITPS 7).

Topical Outline:

FOUNDATIONS OF LITERACY ASSESSMENT AND INSTRUCTION
- Understanding the instruction/assessment cycle: Reflection and decision-making
- Constructive literacy assessment
- Types of assessments (formative/summative; standardized assessments; formal assessments; informal assessments)
- Contextualized and process-oriented assessment
- Review of the four language cueing systems (graphophonic, syntactic, semantic, pragmatic)

DIMENSIONS OF LANGUAGE AND LITERACY
- Understanding first and second language acquisition, dialect, and linguistic diversity
- Literacy a social and cultural practice
- Assessing the reading and writing of linguistically diverse students

THE ASSESSMENT PROCESS: PRACTICE USING SELECTED ASSESSMENTS
- Interest Surveys
- Home Language and Literacy Surveys
- Think Aloud Procedure
- Concepts about Print/Observation Surveys
- Miscue Analysis and Running Records
- Reading Retell and Comprehension Assessment
- Anecdotal Notation and Informal Assessments
- Writing Rubrics
- Portfolios and Checklists

WORKING WITH DEVELOPING LITERACY LEARNERS
- Understanding the logistics of the in-school practicum experience
- Conducting initial assessments
- Setting literacy learning goals for students
- Constructing long-range plans based on goals set forth
- Creating student-centered lessons/addressing the strengths, needs, and interests of each child
- Choosing appropriate materials (e.g., multicultural & culturally relevant children’s literature; leveled texts; using multiple sign systems; reader response and response sheets)
- Selecting and developing strategies for teaching the six language arts (writing, speaking, reading, listening, visually representing, and viewing)
TEACHER REFLECTION AND PROFESSIONALISM

• Working with the teachers and the school
• Nurturing self-assessment (in your students and in your teaching)
• Constructing a summary-document/writing case studies
• “Opening Pandora’s grade box” OR “If literacy isn’t a math problem, how do I give my students a grade?”
• Nurturing professionalism in an era of high-stakes accountability and standardized testing

Suggested Readings:
REQUIRED STUDENT TASKS/ASSIGNMENTS:
Prior to each course assignment, you will be given detailed descriptions and directions for the successful completion of the assignment. Your grade will be determined by the number of points earned through the completion of the following assignments:

1. About Me Book
   Following a specific set of directions that will be modeled in class, an About Me Book will be created and shared with the identified elementary student the first day of tutoring.

2. Assessment and Tutoring Tool Kit
   Teacher candidates will compile a kit—a notebook and/or carrying case—of assessment tools, procedures, and materials to use in their tutoring placements, as well as in their future teaching careers. The purpose of this assignment is to foster organization and preparation in terms of assessment and instruction. It should reflect a variety of assessment tools, as well as a range of grade/age appropriateness, and should be able to be used with students from a variety of experiential, linguistic, and cultural, and ability backgrounds.

3. Tutoring Goals and Plans for Instruction
   This assignment is divided into two parts. Part one includes a description of the tutee and the nature of the educational setting, followed by an analysis of initial assessments, and instructional goals and plans based on the assessment data. These goals and plans should address the reading, writing, and other language arts, as well as the affective strengths and needs of the child as the candidate considers what to do to help the child move forward in his/her literacy development. This paper will be turned in to the instructor. Part two of this assignment (the PBA in LiveText-Literacy Assessment and Instruction Cycle) includes a detailed lesson plan, a pre-reflection of the lesson plan design, implementation of the lesson (observed by your instructor) and a post-implementation reflection. This part of the assignment will be shared in LiveText and assessed as pass/fail. The purpose of this two-part assignment is to allow the teacher candidate to use information gleaned from assessment measures in order to articulate tutoring goals and a plan for instruction, and to be able to carry out and reflect on this plan.

4. Inquiry Groups
   In small groups, candidates will select and read a short professional book or a set of articles from professional journals about a topic of interest within the field of literacy instruction. Candidates will present a synopsis of the text along with appropriate instructional ideas to the rest of the class. The purpose of this assignment is for the candidate to engage with professional ideas regarding a topic of interest, and to connect the professional literature to classroom literacy instruction and assessment.

5. Student Reports
   The purpose of this assignment is for the teacher candidate to reflect on and celebrate positive shifts, no matter how small, their tutee has made in the journey toward becoming a better reader and writer. Each teacher candidate will construct a report detailing the assessments and lessons conducted, summarizing on-going assessments and reflections, and reporting positive shifts in the elementary student’s learning. In addition, each candidate will prepare a brief report for his/her tutee’s teacher at the elementary school detailing the child’s literacy understanding to
discover changes over time in language and literacy. This will be presented to the teacher in a meeting at the school.

**Children’s Literature Database (included with Student Report)**
Candidates will add to a database that catalogues the tutor’s growing knowledge of children’s literature as well as leveled texts used during tutoring. Additions will be discussed in terms of instructional uses and strategies. This will be assessed as part of the student report.

6. **Final Reflection**
Candidates will compose a final course reflection detailing what the tutor has learned throughout the tutoring experience about children’s literacy development and the tutor’s own growth as a teacher. This paper is expected to be 3-5 pages in length. All lesson plans, reflections and assessments should be included. Samples of student work exemplifying progress made must be shown.

7. **Classroom Preparation/Participation**
Candidates’ completion and understanding of the readings, discussions, and other experiences in the course will be assessed in class through discussion, question and answer, freewrite, and other reader response and informal assessment measures. Students will be expected to be on time and present at all tutoring/observations/classes.

8. **Strategy Demonstration**
Working individually or in pairs, students will present information from specific chapters identified in *Improving Reading Strategies & Resources* by John and Lenski. Students will sign up for the particular strategy in class.

9. **In-Class Knowledge Assessments**
Several tests and quizzes may be given during the semester. Exams will NOT be made up. Strategy demonstrations will be a part of these assessments.

**OTHER REQUIREMENTS FOR TEACHER CANDIDATES in C&I 209**

1. One of the requirements in Teacher Education includes the completion of **ITPS 9, Assistive Technology**. Though this is not a course requirement, completion of this requirement during the semester of this course is highly recommended. This assignment takes place in two stages: Stage 1 includes readings with a written test, and Stage 2 includes participation in the Special Education Assistive Technology Laboratory. Please allow 3-4 hours to read and take notes on definitions and 45 minutes for the test in Stage 1. In addition, allow for at least 1 hour for the laboratory experience in Fairchild 321. Please be forewarned that there are limited timeslots for Stage 2, and you must pass Stage 1 before Stage 2 is taken, so completion in a timely matter is strongly advised. For more information, please visit [http://itps9.seat.ilstu.org/](http://itps9.seat.ilstu.org/) and view all pages, including the power point that introduces and describes the requirement. Since this is not a course requirement but a teacher education requirement, this is merely a notification that the requirement should be completed during the time that you take this class. The instructor for this class is not responsible for ensuring that you follow through with this requirement. Please note that you will not be able to register for student teaching until this requirement is completed.
2. Performance Based Assessment (PBA) in LiveText: During the semester of C&I 209 you are also required to pass the Literacy Assessment and Teaching Cycle for on-going LiveText documentation of your competency as a literacy educator. This is part two of the Tutoring Goals & Plan assignment, and will be assessed on LiveText as either acceptable or unacceptable.

<table>
<thead>
<tr>
<th>Literacy II Assignments</th>
<th>Points*</th>
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<tbody>
<tr>
<td>1. About Me Book</td>
<td>10</td>
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<tr>
<td>2. Assessment Tool Kit</td>
<td>20</td>
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<tr>
<td>3. Tutoring Goals/Plans for Instruction</td>
<td>100</td>
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<tr>
<td>4. Inquiry Group</td>
<td>20</td>
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<tr>
<td>5. Student Report</td>
<td>60</td>
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<tr>
<td>Including Children’s Lit. Database</td>
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<tr>
<td>6. Final Reflection Project</td>
<td>100</td>
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<td>Including lesson plans and reflections</td>
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<tr>
<td>7. Preparation/Participation</td>
<td>20</td>
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<tr>
<td>8. Strategy Demonstration</td>
<td>20</td>
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<tr>
<td>9. In-Class Knowledge Assessments</td>
<td>50</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
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*For every day an assignment is late, a full grade will be taken off of the score (i.e., if the assessment kit is due on a Tuesday, and turned in to my office on Wednesday, and all components are exceptionally done, the student can receive no higher than a B for the assignment). If five days pass without an assignment being turned in, it will not be accepted and will receive an automatic F.

All assignments:

- Must be double spaced and type written in size 12 font—unless otherwise specified using Office 2003 as COE does not support more current versions
- Include, either in a heading or cover page, your name, section number, assignment title, and date
- Include a blank copy of the scoring rubric, if one was provided
- Must be proofread—grammatical and typographical errors will negatively influence your grade, even if not specified on the assignment rubric. Please be aware that punctuation and spelling used for email and text messaging is not appropriate for academic purposes.
- Provide complete reference citations when outside sources and/or quotations are used.

I reserve the right to adjust project guidelines, due dates and available points and will make those adjustments in a clear and timely fashion, taking students’ thoughts and needs into consideration. Final grades will be determined by the number of points earned through the completion of the assignments.

**COURSE GRADING CRITERIA:**
A = 91-100%
B = 82-90%
C = 73-81%
D = 65-72%
F = below 65%
If you need a special accommodation to fully participate in this class, please contact Disability Concerns at 438-5853 (voice), 438-8620 (TDD).

Academic Integrity
I expect and will enforce a strict policy of academic honesty. Cheating, plagiarism, or knowingly furnishing false information to the university are examples of dishonesty and will result in failing this course. (Refer to the code in the student handbook for more information on academic honesty.)

Preparation/Participation/Professionalism Expectations

- Students are expected to prepare for and actively participate in class/small group discussions and activities. Based on subjective evaluation of a student’s effort, preparation for class, and contribution to class activities, the instructor will assign a participation grade. Performance such as peer observations and elementary classroom observations will contribute to part of your participation grade.
- You are expected to have read the reading assignment(s) before each class. Lecture and class discussions/activities will follow the content of the reading assignment(s).
- Attendance: **Tutors will display professional work habits and professional attendance.** Due to the nature of this course, any tutoring that you miss due to an illness or emergency absence must be made up. Arrangements must be made with the classroom teacher to make up the missing session. The instructor must be informed ahead of time by e-mail that you will not be present and that you have made arrangements with the teacher to make up the session missed.
- Your Preparation/Participation grade will be reduced by an appropriate percentage for any missed tutoring (as well as class) sessions that are not excused ahead of time. Clinical experience hours will be deducted for each tutoring absence not made up.
- **YOU ARE RESPONSIBLE FOR ANY ANNOUNCEMENT MADE IN CLASS CONCERNING DUE DATES AND ASSIGNMENTS.**
- When tutoring, you will dress professionally. Professional attire means that you should be covered from the neck to the knees. Tank tops, T-shirts, spaghetti straps, low-rise shorts, jeans, pants, tennis shoes, and flip-flops, for example, are not professional attire. Shoulders, cleavage, and stomachs should be covered at all times; men should wear a collared shirt. Assume your school setting will be conservative. It is suggested that "piercings" be removed while you are on site.
- While tutoring, you will have opportunities to interact with administrators, teachers, support personnel, children, and parents. You will be expected to act as professional teachers at all times. Tutors will be referred to by surname (Mr./Ms./Mrs.) while on site.
- Class will start as scheduled. Please be on time. Remember, a *child is counting on you!* Points will be deducted from your final total for excessive tardiness, to be determined at the teacher's discretion.
- Grades will **not** be rounded up.
- Questions regarding graded assignments must be addressed no later than one week after the assignment has been returned to the student. After time limit has passed, all grades are final.
- E-mailed assignments WILL NOT be accepted.
- There will be no make-up exams, quizzes, or in-class assignments. Medical emergencies will be handled on an individual basis through contact with the instructor.
• No cell phones or pagers will be allowed in class or at the tutor site.
• Students will earn 40 hours of clinical hours during their tutoring experience. Missed sessions will result in earning 35 clinical hours.