 **CAMPBELLSVILLE UNIVERSITY**

#### COURSE SYLLABUS

PLEASE TYPE. DATE 9/1/16

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY Dr. Carolyn Garrison

Discipline ED Course# Section 361

Title of Course

Language Arts P-9 Credit Hours 3 Cross Reference

(if applicable)

TEXTBOOK Required X Not Required

Author Tompkins, G. Title Language Arts: Patterns of Practice, 9th ED

Publisher Pearson Date of Publication 2016

ADDITIONAL MATERIAL

Author Allen, J. Title Tools for Teaching Content Literacy

Publisher Stenhouse Publishers Date of Publication 2004

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

**Campbellsville University**

**School of Education**

**ED 361 Language Arts Methodology, P-9**

**Fall, 2016**

**Professor: Carolyn Garrison, Ed. D**

**Office: ED 101**

**Office Phone: (270)789-5284**

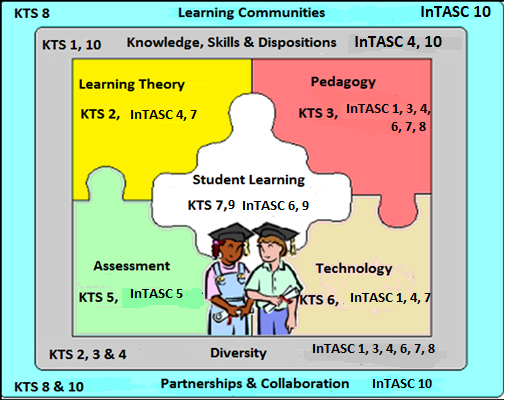
**Office Hours: MWF 11:00-12:00; TR 9:30-11:00**

**Email:** [**cagarrison@campbellsville.edu**](mailto:cagarrison@campbellsville.edu)

**Security Cell: 270-403-3611**

**THEME: EMPOWERMENT FOR LEARNING**

**Conceptual Framework Model**



**I. COURSE DESCRIPTION:**

Candidates in this course explore the six language arts of listening, talking, reading, writing, viewing and visually representing with an emphasis on reading/writing methodology for content literacy. The course includes field projects in the school setting and is aligned with KY Teacher Standards (KTS), InTASC standards, Kentucky Academic Standards (KAS) and national learned society standards including International Literacy Association (ILA) Content Standards.

**II. TEXTBOOKS:**

Tompkins, G. (2016). *Language Arts: Patterns of Practice, 9th Ed.* Pearson: Indianapolis.

Allen. J. (2004) Tools for Teaching Content Literacy. Stenhouse Publishers

**SCHOOL OF EDUCATION MISSION**

Campbellsville University’s School of Education, in keeping with the spirit of Campbellsville University, seeks to

prepare teachers by providing an academic infrastructure based on scholarship, service, and Christian leadership. The primary aim of the program is to advance scholars who are competent and caring educators committed to life-long learning in a diverse society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**III. COURSE OBJECTIVES**:

During this course, candidates will demonstrate their knowledge and understanding of the following principles, strategies and assessments related to six language arts and content literacy:

1. How children develop the language arts. (ACEI 1, 2.1, AMLE 1)
2. How to teach and assess the language arts/content literacy. (ACEI 4; AMLE 4)
3. How children develop Emergent literacy. (ACEI 1; AMLE 1)
4. How to teach the six language arts. (ACEI 2.1, 3; AMLE 2, 3)
5. How to implement the reading and writing processes generally and as related to content literacy including grammar, spelling and handwriting (ACEI 2.1; AMLE 2)
6. How to increase and refine Vocabulary (including specialized vocabulary), comprehension and composition of stories (ACEI 2.1; AMLE 2)
7. How to read and understand Poetry/Nonfiction/expository text structures/research (ACEI 2.1; AMLE 2)
8. How to implement Strategies for teaching content literacy (ACEI 2.1; AMLE 2, 3, 4)
9. How to develop a unit based on appropriate grade level literature and incorporating the LDC model.
10. How to meet the respective ACEI standards for P-5 candidates and AMLE standards for middle grades candidates and ILA standards for content literacy for both programs.

**IV. TOPICS:** (Not necessarily in this order, nor all inclusive).

1. Learning and Language Arts
2. Teaching and Assessing Language Arts
3. Emergent Literacy
4. The Six Language Arts: Listening, Talking, Reading, Writing, Viewing and Visually Representing
5. Reading and Writing
6. Visual Language
7. Instructional Practices related to the Standards
8. Comprehending and Composing Stories
9. Nonfiction
10. Poetry
11. Grammar, Spelling, Handwriting
12. Focus Units, Literature Circles, Reading/Writing Workshop/WebQuests
13. Content Literacy Strategies

**V. COURSE ASSIGNMENTS:**

1. **Attendance**

Students are expected to

* Attend all classes; notify the professor in advance if there is an expected absence; submit any work due on date absent.
* Arrive for class punctually; three tardies=an absence; tardies exceeding 10 minutes=absence
* *No absences or tardies for the term will result in 10 bonus points.*
* The class will adhere to the CU/School of education attendance policy.

*Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than four (4) absences will be allowed for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an F for the course*

1. **Participation (50 pts.)**

* Attend class prepared to actively contribute to the class discussion and participate in class activities based on thorough study of the assignments.
* Contribute to and lead class discussions/activities for participation points.

**3. Exams (200 pts.)** **Objectives A-J**

There will be four exams, one for each section of the main text and including strategies from the other supplementary text.

**4. Introductory Activity-Week 1 (25 pts) Objective A, C**

* Creatively share a brief bio, photo of yourself, including family, interests and hobbies.
* Include an overview of significant memories learning to read and write through the grades.

**5. Textmasters Activity Group Project (50 pts.) Objective D, E, F, H, J**

* Meet as Textmasters groups during the week three synchronous class session to discuss chapter \_\_\_ of the text with each member assuming one of the Textmaster roles.
* Plan a project that demonstrates their learning of the major concepts in chapter \_\_\_.
* Present projects on designated days.
* Self-assess participation in the process/group.

**6. Webquest in Reading (50 pts): Objectives B, D, E, F, G, H, I, J**

* Design a WebQuest which will reflect a current trend or issue in the teaching of reading.
  + It could be used to train staff and/or faculty in a specific trend or current concept in reading practice and research.
* Include a minimum of 8 relevant and scholarly links.
* Submit the WebQuest to the course assignments in advance and distribute to class members. Make a presentation of your issue/trend and findings during designated classes (via chat). Students could also video the presentation to YouTube and distribute the link to use during class. Maximum 15 minutes.

**(Course Objectives 1, 2, 5, 6, 8)**

**7. Field Experience Collaboration Project (50 pts.) Objectives A-J**

* You will acquire at least 20 field/clinical hours in a grade of least experience.
  + **CO-TEACH:** with the teacher through planning and teaching (5 hours-20 pts.). Incorporate a minimum of five of the strategies in the Allen text.
  + **TUTOR:** a struggling reader/s in collaboration with a reading specialist or reading interventionist (10 hours; 20 pts.) Complete SoE for Collaboration.
  + **PLC:** Attend at least one PLC meeting
  + **Teach Unit (see #8)**
  + **Reading/Writing Workshop**
* Write reflections based on your experiences.
* Submit reflections and a 2015-16 Field Experience Summary Form with appropriate signatures. Enter field hours into KFETS.

**8. Unit of Study (100 pts.) (Literature Focus/Thematic): Objectives A-J**

* Collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours; 50 pts.)
* Include all required unit components, reflections
* Incorporate the Literacy Design Task format for Information/explanation and argument. [www.ldc.org](http://www.ldc.org)
* The unit will integrate national and state standards for content and ELA standards.

**9. PPD Hours/Project (50 pts.) Objective J**

For this class you are to acquire at least three PPD hours (P-5) or six PPD hours (5-9)

* **CONTENT AREA PROFESSIONAL ORGANIZATION** : become familiar with the professional organization for one your content area (NCSS, NCTE, NCTM, etc.) and [www.literacyworldwide.org](http://www.literacyworldwide.org) to explore the website for that organization, possibly attending a conference or webinar of the state level organization for resources.
* **CONDUCT a PPD:** In content groups, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about your content professional organization.
* **ATTEND TWO LITERACY RELATED PPDs.**

**VI.** **Grading Policies**:

**Total Points: 575 Pts.**

Participation 50 pts.

Exams 200 pts.

Introduce Yourself Activity 25 pts.

Textmasters Group Activity 50 pts.

WebQuest 50 pts.

Unit 100 pts.

Field/Collaboration Project 50 pts.

PPD Project 50 pts.

**Grading Scale:**

92% - 100% = A 529-575 pts.

82% – 91% = B 472-528 pts.

72% - 81% = C 414-471 pts.

65% – 71% = D 374-413 pts.

Below 65% = F

**VII. Alignments**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  | | | | | |
| **A.** | **Course**  **Assignments** | | **ILA Content Literacy Standards** | **KY Teacher**  **Standards** | **CAEP &**  **InTASC**  **Standards** | **EPSB**  **Themes** | **Conceptual**  **Framework:**  **Theme**  **Model\*** |
| **1.** | Exams  Unit  Objectives A-J  **(ILA 1, 2, 3, 4, 5, 6)** | | 1-6 | 1-Content  2-Design  4-Implement  5-Assess  6-Technology | CAEP1  InTASC 4 | Diversity Assessment Literacy  Education  Closing the  achievement  gap | **Theme**:  Content  Process  **Model:**  1, 2, 3, 6, 8 |
| **2.** | Text Master Project  Objectives D, E, F, H, J  **(ILA: 1, 4)** | | 2 | 1-Content  6-Technology  7-Reflect | CAEP 1  InTASC 5-8 | Diversity Assessment  Literacy | **Theme**:  Content  Process  Self-Efficacy  **Model:**  1, 2, 3, 5, 6, 8 |
| **3.** | WebQuest  Objectives B-J  **(ILA 1, 2, 3, 4, 5, 6)** | | 1, 2, 3 | 1-Content  2-Design  4-Implement  5-Assess  6-Technology | CAEP 1  InTASC 1,2, 3, 4, 5, 7, 8. | Diversity  Literacy  Closing the  achievement gap | **Theme**:  Content  Process  Self-Efficacy  **Model:**  1, 2, 3, 4, 5, 6, 8 |
| **4.** | Field Project  Objectives A-D, H-J  **(ILA 1-6)** | | 1-6 | 1-10 | CAEP 1, 2, 3, 4.  InTASC 1-10 | Diversity Assessment  Closing the Achievement Gap | **Theme**:  Content  Process  Self-Efficacy  Model:  1, 2, 3, 4, 5, 6, 8 |
| **5.** | PPD Project  **Objectives D, E**  **(ILA 6)** | | 6 | 8-Collaboration  10-Leadership | CAEP 1  InTASC 9, 10 | Assessment | **Theme**:  Content  Process  Self-Efficacy  **Model**: 1, 3, 4, 6, 7, 8 |
| **\*ILA Standards:** 1-Foundational Knowledge; 2-Curriculum & Instruction; 3-Assessment & Evaluation;  4-Diversity; 5-Literate Environment; 6-Professional Learning and Leadership  **\* Model**: **1**-Student Learning; **2**-Learning Theory; **3**-Pedagogy; **4**-Technology; **5**-Assessment;  **6**-Diversity; **7**-Partnerships/Learning Community; **8**-Knowledge, Skills, Dispositions  **Kentucky Teacher Standards (KTS)**  Standard 1 The Teacher Demonstrates Applied Content Knowledge  Standard 2 The Teacher Designs and Plans Instruction  Standard 3 The Teacher Creates and Maintains Learning Environment  Standard 4 The Teacher Implements and Manages Instruction Standard  Standard 5 The Teacher Assesses and Communicates Learning Results  Standard 6 The Teacher Demonstrates the Implementation of Technology  Standard 7 Reflects On and Evaluates Teaching and Learning  Standard 8 Collaborates with Colleagues/Parents/Others  Standard 9 Evaluates Teaching and Implements Professional Development  Standard 10 Provides Leadership Within School/Community/Profession | | | | | | | |

**Interstate Teacher Assessment and Support Consortium** (**InTASC**)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**Council for Accreditation of Educator Programs (CAEP)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**KY Academic Standards (KAS)**

You will be expected to incorporate the KAS (including ELA standards) into assignments as appropriate.

|  |  |  |
| --- | --- | --- |
| **B. KTS Diversity Indicators** | | |
|  |  | Course Assignments |
| **KTS 1.2** | Effectively connect content to students’ life experiences including, when appropriate, prior learning in the content area or other content area. | 7, 8 |
| **KTS 1.4** | Regularly guide students to understand content from appropriate diverse, multicultural or global perspectives. | 5, 6, 7, 8 |
| **KTS 2.1** | Develop challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests and abilities. | 5, 6, 7, 8 |
| **KTS 2.2** | Plan and designs instruction that is based on significant contextual and pre-assessment data. | 7, 8 |
| **KTS 2.3** | Plans a learning sequence using instructional strategies and activities that build on students’ prior knowledge and address learning objectives. | 6, 7, 8 |
| **KTS 3.3** | Values and supports student diversity and addresses individual needs: Consistently uses appropriate and responsive instructional strategies that address the needs of all students. | 7, 8 |
| **KTS 4.2** | Implements instruction based on diverse student needs and assessment data: Implements instruction based on contextual information and assessment data, adapting instruction. | 7, 8 |
| **KTS 5.4** | Consistently describes, analyzed and evaluates student performance data to determine student progress, identify differences among student groups and inform instructional practice. | 8 |
| **KTS 6.1** | Uses appropriate technology to design and plan instruction that supports and extends learning of all students. | 5, 6, 7, 8 |

**VIII. Notice:**

# Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services

### **IX. Academic Integrity:**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog).

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of the two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**X. Late Assignments**

All assignments are **due by due dates in the course calendar**. Deductions occur for each day late. Assignments more than seven days late will receive a 0.

**XI. Communication Methods**

* Communication during and outside of class will be primarily face to face and through TigerNet.
* When communicating with your professor in **email,** remember to include your name. Please use your CU email and check your university email daily.
* Cell phones, laptops and other electronic devices should not be on during class except during activities incorporating them.
* All assignments must be posted to the course site on TigerNet.

**X. Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

## **Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the School of Education mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be become familiar with and commit to the Codes of Ethics for Professional Educators which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc. that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education file.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian

values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student

whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**XII. References**

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Brooks, G., Flanagan, N., Henkhuzens, & Hutchison, D. (1998). *What works for slow readers? The effectiveness of early*

*intervention schemes.* The Mere, Upton Park, Slough, Berkshire SL1 2DQ: The National Foundation for Educational

Research

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Christenson, T. A. (2002). *Supporting struggling writers in the elementary classroom.* Newark, DE: IRA.

Clay, M. M. (1985). *The early detection of reading difficulties*. Portsmouth, NH: Heinemann.

Connor, C. M., Kaya, S., Luck, M., Toste, J., Canto, A., Rice, D., Tani, N. & Underwood, P. (2010). Content area

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*education* Newark, IRA.

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34-44.

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Columbus, OH: Pearson.

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Newark, DE: International Reading Association.

Frey, N. & Fisher, D. (2007). Reading for information in the elementary school: Content literacy strategies to build

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Development.

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*Leadership*, 67 (6), 12-17.

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heterogeneous fourth-grade classrooms. *Elementary School Journal*, 99, 3-20.

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become independent readers and writers of nonfiction, K-6. New York: Scholastic.

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promote word consciousness and vocabulary growth. *The Reading Teacher*, 63 (5), 362-271.

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McDonald, N. & Fisher, D. (2006). Teaching literacy through the arts. New York: Guilford.

McKenna, M. C., & Kear, D. J. (1990). Measuring attitude toward reading: A new tool for teachers. *The Reading Teacher, May,* 626-638.

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York: Scholastic.

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*Reading Improvement,* 33, 181-185.

Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades.

*The Reading Teacher*, 59 (1), 46-55.

Olsen, J. K. & Mokhtari, K. (2010). Making science real. *Educational Leadership*, 67 (6), 56-62.

Raphael, T. E. & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas.

*The Reading Teacher*, 59, 206-221.

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 Prentice.

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Yopp, R. H. & Yopp, Y. K. (2004). Preview-predict-confirm: Thinking aloud about the language and content of

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Zhu, S. P. (2004). Reviews of books on promoting cultural equality by celebrating cultural differences.

*Bibliotherapy and Reading,* 14 (2), 2-3.

Zhu, S. P. (2005). Reviews of books on motivation, *Bibliotherapy and Reading,*16 (2), 2-3.

**Relevant Websites**

[www.kde.state.ky.us](http://www.kde.state.ky.us) Kentucky Department of Education

www.readingonline.org International Literacy Association

www.cec.sped.org The Council for Exceptional Children

Additional research materials will be distributed for discussion.

**ED 361**

**ASSESSMENTS**

**TextMasters Project/Rubric**

**General Instructions:**

Students are placed in groups of four and given a schedule of the reading of the upcoming chapter. All students read the same section of the book but complete a role sheet to guide their perspective: Discussion Director, Summarizer, Vocabulary Enricher, and Webmaster. Each role was created with textbook structures and formatting in mind. Students meet together to share their roles. Meetings continue biweekly until the chapter is finished. Creative presentations serve as a review of the chapter content before groups are set up with a new reading schedule.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **3-4** | **6** | **8** | **10** |
| Foundational Knowledge  (ILA 1.1, 1.3, | No important content from the chapter is highlighted. | Little important content from the chapter is highlighted and communicated. | Some important content from the chapter is highlighted and communicated. | Important content from the chapter is highlighted and communicated. |
| Content/Creativity  (ILA 1) | No creativity is evidence in the presentation of the chapter. | Little creativity is exhibited during the presentation. | Information is presented in a somewhat creative way. | Information is presented in a creative way. |
| Group Cohesion  (ILA 6.2, 6.3)  Contribution to class review | Little evidence of group cohesion.  The presentation did not aid the class in reviewing the chapter. | One or two group members dominated the presentation.  The presentation somewhat aided in helping the class review some of the information in the chapter. | Some group members contributed to the presentation.  The presentation somewhat aided in helping the class review the information in the chapter. | All group members contributed equally to the presentation  The presentation aided in helping the class review the information in the chapter. |
| All forms submitted | Either the role sheet or the self-assessment completed. | Role sheets and self-assessment completed with little information. | Role Sheets and self-assessment completed with some information. | Role Sheets  Self-Assessment completed in detail. |
| **Total** | **33-35** | **36-40** | **41-45** | **46-50** |

**ED 361 Language Arts, P-9**

**Field Collaboration Project**

**General Instructions:**

* You will be assigned to a content area teacher and will
  + acquire at least 20 field/clinical hours
  + **CO-TEACH:** with the teacher through planning and teaching (5 hours-20 pts.).Incorporate a minimum of five of the strategies in the Allen text.
  + **TUTOR:** a struggling reader/s in collaboration with a reading specialist or reading interventionist (10 hours; 20 pts.)
  + **Unit:**  collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours; 50 pts.) The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC ([www.ldc.org](http://www.ldc.org)) It will include the Sources of Evidence for the School of Education required for units, including the context, assessment plan, lessons, reflections SOE 1.0, 1.1, 1.2, 1.3, 1.4, 2 and 6)
  + **PLC:** Attend at least one PLC meeting
* Write reflections based on your experiences.
* Submit reflections and a 2015-16 Field Experience Summary Form with appropriate signatures. Enter field hours into KFETS.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **3-4** | **6** | **8** | **10** |
| **CO-TEACH**  with a teacher in your content area  (ILA 1-6)  **20 pts.** | Co-Teach with the content teacher through planning and teaching at least five hours.  Incorporate a minimum of two of the strategies in the Allen text.  Attend at least one PLC meeting.  Reflect on this process in an electronic journal entry for each hour. | Co-Teach with the content teacher through planning and teaching at least five hours.  Incorporate a minimum of three of the strategies in the Allen text.  Attend at least one PLC meeting.  Reflect on this process in an electronic journal entry for each hour. | Co-Teach with the content teacher through planning and teaching at least five hours.  Incorporate a minimum of four from the strategies in the Allen text.  Attend at least one PLC meeting.  Reflect on this process in an electronic journal entry for each hour. | Co-Teach with the content teacher through planning and teaching at least five hours.  Incorporate a minimum of five strategies from the Allen text.  Attend at least one PLC meeting.  Reflect on this process in an electronic journal entry for each hour. |
| **TUTOR:**  a struggling reader/s in collaboration with a reading specialist or reading interventionist  (ILA 1-6)  **20 pts.** | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.  Document your work in your journal.  Complete the Source of Evidence for Collaboration. | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.  Document your work in your journal with reports.  Complete the Source of Evidence for Collaboration.  . | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.  Document your work in your journal with reports for each hour.  Complete the Source of Evidence for Collaboration. | Tutor a struggling reader/s in collaboration with a reading specialist or reading interventionist at least ten hours.  Document your work in your journal with detailed reports for each hour.  Complete the Source of Evidence for Collaboration. |
|  | 32-35 | 36-40 | 41-45 | 46-50 |
| **UNIT**  **(ILA** 1.1, 1.3, 2.1-2.3, 3-1-3.5, 4-1-4.3, 5.1-5.4, 6.1-6.2**)**  **50 pts.** | Collaborate with the content teacher to plan and teach a 3 day unit that integrates content area literacy strategies for reading and writing (5 hours)  The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC ([www.ldc.org](http://www.ldc.org)), using the Sources of Evidence for a Unit. | Collaborate with the content teacher to plan and teach a 4 day unit that integrates content area literacy strategies for reading and writing (5 hours)  The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC ([www.ldc.org](http://www.ldc.org)), using the Sources of Evidence for a Unit | Collaborate with the content teacher to plan and teach a one week unit that integrates a few content area literacy strategies for reading and writing (5 hours)  The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC, using the Sources of Evidence for a Unit ([www.ldc.org](http://www.ldc.org)) | Collaborate with the content teacher to plan and teach a one week unit that integrates several content area literacy strategies for reading and writing (5 hours)  The unit will integrate national and state standards for content and ELA standards and follow the guidelines of the LDC, using the Sources of Evidence for a Unit ([www.ldc.org](http://www.ldc.org)) |
| **Field hours and required reflections submitted on time**  **(ILA 1-6)**  **10 pts.** | 20 field hours documented in the content classroom.  Few reflections submitted. | 20 field hours documented in the content classroom.  Some reflections submitted.  Enter hours into KFETS | 20 field hours documented in the content classroom.  Required reflections submitted.  Enter hours into KFETS | 20 field hours documented in the content classroom.  Required reflections and other components submitted  Enter hours into KFETS |
| **Total** | **33-35** | **36-40** | **41-45** | **46-50** |

**ED 361 Language Arts, P-9**

**PPD Project**

**General Instructions:**

**PPD Project (50 pts.)**

For this class you are to acquire at least six PPD hours.

* **CONTENT AREA AND LITERACY PROFESSIONAL ORGANIZATIONS**: become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.) and [www.literacyworldwide.org](http://www.literacyworldwide.org) to explore the website for that organization, possibly attending a conference or webinar of the state level organization for resources.
* **CONDUCT a mini-PPD:** In content groups, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about your content professional organization and the ILA
* **ATTEND TWO LITERACY RELATED PPDs.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **12-13** | **14-15** | **16-17** | **18-20** |
| **Familiarity**  with  Content Area and literacy Professional Organizations at the national and state levels.  **(ILA 6.1-6.4)**  **10 pts**. | Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)  Become familiar with the state level organizations  (KCSS, KCTE, KCTM, etc.)  Become familiar with [www.reading.org](http://www.reading.org) to explore the website for that organization.  List each one and bullet ideas gleaned from research | Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)  Become familiar with the state level organizations  (KCSS, KCTE, KCTM, etc.)  Become familiar with [www.reading.org](http://www.reading.org) to explore the website for that organization.  Attend a webinar on the site for the organizations.  List each one and bullet ideas gleaned from research | Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)  Become familiar with the state level organizations  (KCSS, KCTE, KCTM, etc.)  Become familiar with [www.reading.org](http://www.reading.org) to explore the website for that organization.  Attend a couple webinars or other presentations by one of the organizations.  List each one and bullet ideas gleaned from research | Become familiar with the professional organization for your content area (NCSS, NCTE, NCTM, etc.)  Become familiar with the state level organizations (KCSS, KCTE, KCTM, etc.)  Become familiar with [www.reading.org](http://www.reading.org) to explore the website for that organization.  Attend a conference of the state level organization for resources.  List each one and bullet ideas gleaned from research. |
| **CONDUCT a mini-PPD**  **(ILA 6-3, 6.4)**  **10 pts.** | In groups of two, present a 10 minute presentation on what you learned about the ILA  Submit the PPT and a self-assessment. | In groups of two, present a 10 minute presentation on what you learned about some of the content strategies you found most useful.  Submit the PPT and a self-assessment. | In groups of two, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about the ILA  Submit the PPT and a self-assessment. | In groups of two, present a 10 minute presentation on some of the content literacy strategies that you found most useful and what you learned about your content professional organization and the ILA  Submit the PPT and a self-assessment. |
|  | **1-2** | **3** | **4** | **5** |
| **PPD hours**  **(ILA 6)**  **5 pts.** | Six PPD hours documented.  Attend two Related PPDs.  Few reflections submitted. | Six PPD hours documented.  Attend two Literacy Related PPDs.  Submit reflections. | Six PPD hours documented.  Attend two Literacy Related PPDs.  Submit reflections. | Six PPD hours documented with reflections submitted by the due date.  Attend two Literacy Related PPDs.  Submit reflections. |
| **Total** | **33-35** | **36-40** | **41-45** | **46-50** |

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**ED 361**

**WebQuest Guidelines**

**Great introduction to WebQuests:**

* <http://teacherweb.com/tweb/WebQuests.aspx>
* <http://www.eduscapes.com/sessions/travel/>
* <http://www.eduscapes.com/sessions/travel/define.htm>
* <http://www.teachersfirst.com/exclusives/webquest/>

**A WebQuest about WebQuests (Elementary Version):**

* <http://www.thematzats.com/webquest/index.html>

**Your WebQuest should have these components:**

|  |  |
| --- | --- |
| **WebQuest.org Model** | **Bernie Dodge Model** |
| * [Introduction](http://questgarden.com/188/00/2/160326121141/index.htm) * [Task](http://questgarden.com/188/00/2/160326121141/task.htm) * [Process](http://questgarden.com/188/00/2/160326121141/process.htm) * [Evaluation](http://questgarden.com/188/00/2/160326121141/evaluation.htm) * [Conclusion](http://questgarden.com/188/00/2/160326121141/conclusion.htm) * [Credits](http://questgarden.com/188/00/2/160326121141/credits.htm) * [Teacher Page](http://questgarden.com/188/00/2/160326121141/t-index.htm) | * an introduction that sets the stage of the activity * a doable, interesting task * a set of information resources * a clear process * guidance and organizational frameworks * a conclusion that provides reflection and closure. |

 **The Introduction** orients students and captures their interest.

 **The Task** describes the activity's end product.

 **The Process** explains strategies students should use to complete the task.

 **The Resources** are the Web sites students will use to complete the task.

 **The Evaluation** measures the results of the activity.

 **The Conclusion** sums up the activity and encourages students to reflect on its process and results. –

See more at: <http://www.educationworld.com/a_tech/tech/tech011.shtml#sthash.DbFdCmKe.dpuf>

**and** <http://www.thirteen.org/edonline/concept2class/webquests/index_sub3.html>

**Basics:**

* <http://www.webquest.org/index-create.php>
* <http://webquest.org/sdsu/templates/lesson-template1.htm>
* <http://www.educationworld.com/a_tech/tech/tech011.shtml>

**Additional Templates and ideas:**

* <http://webquest.org/sdsu/LessonTemplate.html>
* <http://eduscapes.com/tap/topic4.htm>
* <http://questgarden.com/author/reports/recentpubs.php>
* <http://teacher.scholastic.com/webquest/index.htm>

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**WebQuest Requirements**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Requirements** |  |  |  |  |
| 1. Topic of related to reading skill at level of certification  (ILA 1, 2, 3, 4, 5) | 7 | 8 | 9 | 10 |
| 2. Research/Background: Includes at least 8 Internet links related to the topic- reading strategies, assessments, attention to diversity, environment and professional organizations.  **(ILA 2.2, 2.3, 3.1, 3.2, 4.2, 4.3, 5, 6)** | 7 | 8 | 9 | 10 |
| 3. Includes all six components of a WebQuest:   The Introduction orients students and captures their interest.   The Task describes the activity's end product.   The Process explains strategies students should use to complete  the task.   The Resources are the Web sites students will use to complete  the task.   The Evaluation measures the results of the activity.   The Conclusion sums up the activity and encourages students to  reflect on its process and results.  **(ILA 2.2, 2.3, 3.1, 3.2, 4.2, 4.3, 5, 6)** | 14 | 16 | 18 | 20 |
| 4. Includes a presentation: YouTube, audio added to PPT, etc.  (ILA 6) | 7 | 8 | 9 | 10 |
| **Total Points: 70** | **33-35** | **36-40** | **41-45** | **46-50** |

**Unit/Literacy Design Project**

|  |  |  |
| --- | --- | --- |
| **ED 361 Language Arts**  **Unit Checklist**  **100 pts.** | | **Value** |
| **Source of Evidence 1 Context** | Context: Complete this for the class in which the unit will be taught in collaboration with the classroom teacher.  (ILA 1-2) | 10 |
| **Source of Evidence 1.1** | Guidelines for the Unit | 10 |
| **Source of Evidence 1.2** | Assessment Plan  (ILA 3) | 10 |
| **Source of Evidence 1.3** | Instructional Strategies to be used within the lessons.  Include at least two LDC tasks for Information/Explanatory and/or Argumentative  (ILA 4, 5) | 20 |
| **Source of Evidence 1.4** | Organizing and Analyzing Results  (ILA 3) | 10 |
| **Source of Evidence 2 Lesson Plan** | Complete at least 3-5 lesson plans in full.  (ILA 1-5) | 20 |
| **Source of Evidence 3** | Ask the classroom teacher to observe your lessons and provide feedback. | 10 |
| **Source of Evidence 4** | Post Observation Reflection  Complete after teaching lessons  (ILA 1-5) | 10 |
| \*Some of the various components will have sub-rubrics. | | |

**Rubric for LDC Information/Explanatory Task**

