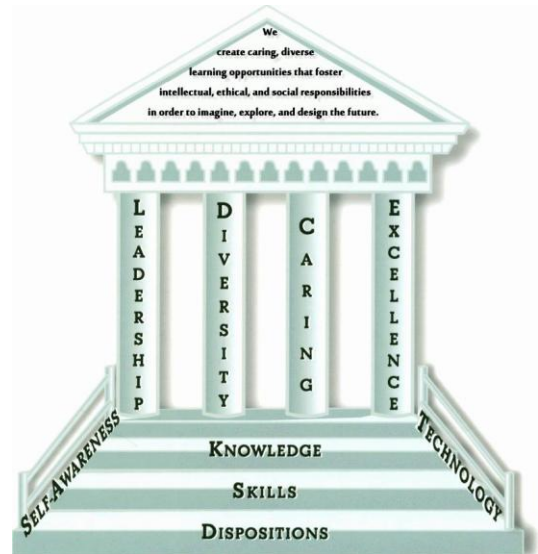


Revised January 2012

**UNIVERSITY OF LA VERNE
COLLEGE OF EDUCATION AND
ORGANIZATIONAL LEADERSHIP
ED 462-Literacy Methodology (Teaching of
Reading)
Day, Time, CRN, Location**

**Professor:
Office Phone:
Office Hours:
Fax:
E-Mail:**



Course Description

This course covers philosophy, methods, and materials for teaching beginning literacy skills. Examines assessment and instruction in a "balanced literacy" program; offers opportunities for classroom observation and participation. Requires 10 hours of fieldwork in K-6 classrooms. Can be taken for letter grade only. Not challengeable. 3.000 OR 4.000 Credit Hours
Course Attributes: BA Liberal Studies Elective

Learner Outcomes

Students who take this course will be able to:

- 1) Conduct ongoing assessment of students' literacy development;
- 2) Plan, organize, and manage reading instruction;
- 3) Execute both systematic/explicit and implicit instruction in phonemic awareness using a variety of materials and activities;
- 4) Assess concepts about print and select appropriate methods, materials, and activities to provide effective instruction in these concepts;
- 5) Provide both implicit and systematic, explicit instruction in phonics and other word identification strategies (structural analysis, sight words, context clues) to aid students in their ability to recognize words;
- 6) Know the stages of spelling and be able to provide meaningful spelling instruction that includes the teaching of orthographic patterns, morphology, etymology, and high-frequency words;
- 7) Understand the theoretical premises underlying instructional activities such as shared reading, guided reading, and independent reading and be able to utilize these structures effectively in the classroom;
- 8) Utilize methods that are appropriate and effective for English Language Learners and special needs students;
- 9) Articulate the importance of independent (and wide) reading and know

- how to encourage and guide students in their independent reading at school and at home;
- 10) Be aware of the interdependent nature of reading, writing, listening, and speaking and be able to use interrelated instruction in the four areas to promote reading proficiency;
 - 11) Comprehend the importance of literacy development in the early grades (and later) and develop ways to motivate children to be fully engaged in their own literacy growth;
 - 12) Demonstrate professionalism related to reading and language arts, including knowledge of professional organizations, journals and other resources; attend trainings, and conferences, whenever possible.

Course Assignments

1) Attendance and Participation

Punctuality and regular attendance in class, as well as full participation in each session, is required. During class, I will be discussing literacy theory and modeling strategies that are not in the course texts. Therefore, it is critical that you attend and participate in these activities. *Five points will be deducted for each class hour or portion of an hour missed.* All students are responsible for signing the roll *each class session*. If a student is present but does not sign in, participation points may be deducted. On-line class sessions are worth 15 points. (45 Points)

2) Study Guides (*Learning Outcomes: 1-10*)

It is your responsibility to complete the assigned readings from the course textbooks. Study guides will be completed on the readings to help prepare you for the course exams and RICA exam. **No late study guides will be accepted** (75 points)

4) Group Word Recognition Lesson (Narrative Text) *Learning Outcomes (1-10)*

You will choose 2-3 colleagues to create and present a word recognition lesson plan. Using Google Docs as a platform for writing, you will share your process with your instructor. In addition, you will create a reference list of online sources that can assist a teacher in your lesson topic. This online source will be posted on Bb. This lesson can address the following topics: phonemic awareness, phonics, structural analysis, vocabulary, or morphemic analysis. The lesson will be designed with an appropriate children's picture book and activities for class participation. (50 points)

5) Individual Word Recognition Lesson (Expository Text) (*Learning Outcomes 1-10*)

This lesson will be taught in your fieldwork classroom to a small group of children or entire class. This lesson can address phonemic awareness, phonics, structural analysis, vocabulary, or morphemic analysis. (50 Points)

6) Reading Resource Notebook (*Learning Outcome 2*)

Throughout the course, you will participate in a variety of literacy activities and be provided many teaching strategies that will be compiled in a resource notebook. This notebook will be completed in class and includes descriptions with accompanying handouts. (40 points)

7) Midterm Exam (*Learning Outcomes 1-10*)

A midterm exam will take place in class and will introduce you to the format of the RICA exam. The exam includes multiple choice and essay questions on the reading and class lectures. (100 points)

8) Case Study (*Learning Outcomes 1-10*)

You will conduct a case study on a K-3 student. This case study will include 5 assessments that you will administer, plus recommendations for instruction based on these assessments. You will need to administer these assessments throughout the course. See syllabus for when you need to bring your respective assessment results to class. The following assessments will be administered: Interest Inventory, Concepts About Print & Phonemic Awareness (K-1) OR Sight Word (2nd-3rd), DIBELS Fluency, Writing Sample, and Running Record. (100 points)

9) Fieldwork Log (*Learning Outcomes 1-10*)

The California Credential of Teaching has mandated fieldwork hours focusing on literacy instruction. You will complete 10 hours in K-3 classrooms participating and documenting this instruction. These logs will detail the instruction that took place and connections to the ELA Standards and RICA Competencies. Each log =ONE hour of fieldwork (10 logs total) (20 points)

10) Final Exam (*Learning Outcomes 1-10*)

A final exam will take place in class which models the format of the RICA exam. The exam includes multiple choice and essay questions on the reading and class lectures. (100 points)

Grading

Participation	45 points
Study Guides	75 points
Group Lesson Plan	50 points
Individual Lesson	50 points
Reading Resource Notebook	40 points
Midterm	100 points
Case Study	100 points
Fieldwork Logs	20 points
Final Exam	100 points

Total: 580 points

*Please note: There is a **50% penalty** per week for any assignment that is submitted past the due date. An assignment that is more than **one week late** cannot be accepted. All late work must be signed and dated by office personnel. Any ONE assignment that is not representative of graduate level quality (B- or below) may be revised and resubmitted for a new grade. However, the highest grade that a revised paper or project may receive is 85% (a B). This policy excludes midterms and finals. Grades will be determined by percentages: 94-100% = A; 90-93.9% = A-; 87-89.9% = B+; 83-86.9% = B; 80-82.9% = B-; 77-79.9% = C+; 73-76.9% = C.*

Incomplete Grades

Incomplete grades will be assigned **ONLY** in cases of emergency illness or other serious unexpected circumstances. Assignments turned in subsequent to the university term to fulfill “incomplete” requirements will receive late penalties, just as do late assignments submitted during the regular semester.

Your participation in this course demonstrates your commitment to the education field. Your understanding of the content and your participation in course activities with your peers are vital to your on-going learning. Your attendance affects your grade. Any student who misses **20% (7 hours)** or more of class time shall receive either a failing grade or an “INC” grade (incomplete) at the discretion of the instructor and consistent with the policies outlined in the ULV catalog.

Dispositions

As students and professors in ULV’s Education Department, we agree to the following dispositions and work towards improving and modeling these characteristics on a daily basis:

- Intellectual Commitment
- Respectfulness
- Emotional Maturity
- Empathy
- Socio-cultural Competence
- Responsibility
- Commitment to Professional Development
- Ethical Behavior
- Professionalism

Required Texts

Gunning, T.G. (2010 7th Edition). *Creating literacy instruction*.
Needham Heights, Massachusetts: Allyn and Bacon.

Rossi, J., & Schipper, B. (2012) *Case studies in preparation for the California reading competency test. 4th Edition*, New York: Pearson.

Tompkins, G. (2011). *Teaching writing: Balancing process and product*. New York: Pearson.

Zarrillo, J. (2011). *Ready for revised RICA. (3rd Ed)*. New York: Pearson.

Course Syllabus

(I reserve the right to make changes in the schedule and/or topics as deemed necessary)

Date	Topic	Reading	Assignment Due
Session #1	Overview of Course Syllabus CCTC Fieldwork RICA Exam		
Session #2	Major Literacy Theories Reading and Writing Programs	Gunning Chapter 1 Rossi pp. IV-IX	Study Guide
Session #3	Emergent Literacy Teaching the ABC's Phonemic Awareness Emergent Literacy Assessments	Gunning Chapter 4 Zarrillo Chapter 3	Gunning Study Guide
Session #4	Teaching Children to Write The Writing Process	Tompkins Chapter 1 Rossi, pp. 2-16	Tompkins Study Guide
Session #5	Teaching Phonics, High Frequency Words, and Syllabic Analysis Scope and Sequence Decodable Texts	Gunning Chapter 5 Zarrillo Chapters 5-9	Gunning Study Guide
Session #6	Phonics and		

	Fluency Strategies		
Session #7	Writing Workshop Minilessons Writing Assessment	Tompkins Chapter 2	Tompkins Study Guide
Session #8	Midterm Review Emergent Literacy Phonemic Awareness Phonics	Rossi, pp. 17-33	Word Recognition Lesson #1 Class Presentations
Session #9	Midterm Exam		5 hours of Completed Fieldwork Logs Signed Fieldwork Agreement Form
Session #10	Spelling Writing Strategies Writing Minilessons	Tompkins Chapter 3	Tompkins Study Guide
Session #11	Assessment IRI's and Running Records	Gunning Chapter 3 Zarrillo Chapter 2 Rossi, pp. 36-40	Gunning Study Guide
Session #12	Assessing Children's Writing Portfolios	Tompkins Chapter 4	Tompkins Study Guide
Session #13	Organizing a Literacy Block	Organizing Literacy Classrooms Article	
Session #14	Building Vocabulary Principles of Vocabulary Instruction Final Exam Review	Gunning Chapter 6	Gunning Study Guide Individual Word Recognition Lesson

Session #15	Vocabulary Academic Language Context Clues	Zarrillo Chapter 11	
Session #16	Final Exam		Case Study Reading Resource Notebook 10 Fieldwork Logs Final Fieldwork Forms