

Teaching Subject Matter to Diverse Learners: Literacy
TE 401, Section 13; Fall, 2003

Instructor

Dr. Margaret Malenka
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Schedule

Wednesdays, 9:10-12:00
(Mondays: Social Studies; Tuesdays & Thursdays, field experience)

Required Texts

Literacy: Helping Children Construct Meaning, (Fifth Ed), Cooper, 2003
Elementary Classroom Management: Lessons from Research and Practice, (Third Ed),
Weinstein & Mignano

Course Goals

- To develop a stance toward teaching: You will be supported in developing and articulating a research-based, principled stance toward teaching in the English language arts.
- To build a teaching repertoire: You will begin to build a repertoire of teaching strategies and resources that are consistent with your stance. You will learn to make analysis and reflection a regular and ongoing part of your professional teaching practice.
- To develop knowledge of curriculum and planning: You will develop your knowledge about the language curriculum and begin to learn how to select and organize content, skills, materials, and strategies for teaching to facilitate student learning.
- To understand students as learners: You will observe and work with students as readers, writers, speakers, listeners, and learners of the English language. The field work in the classroom will help you think about how knowledge, skills, and teaching stances develop over time.

COURSE POLICIES

Absences: Professional Criteria states that “teacher candidates must generally have been present and on time for professional commitments, including classes and field experiences. Teacher candidates must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Teacher candidates must have a record of meeting deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable.”

Each unexcused absence will reduce your participation grade by two points. If you are unable to attend a class session, you **MUST** call or email me in advance. If you

absolutely must be absent in the field, you are required to notify your collaborating teacher in advance.

Plagiarism: Spartan Life states that “the principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done by the students to whom it is assigned, without unauthorized aid of any kind.”

In any case of plagiarism, the Team coordinator will be informed and a meeting will be held to determine the consequences of this violation of University policy.

Final TE 401 Grade: Your final grade will be based on the Social Studies portion and the Language Arts portion of the course. You must pass BOTH portions in order to pass the course. You must also pass your field experience in order to qualify for the internship.

COURSE REQUIREMENTS

15% Participation: You are expected to come to class prepared by having carefully read the assigned materials. It is important that you are attentive in class and volunteer relevant information and ideas, as well as participate in all class activities. Verbal and nonverbal behaviors will be noted. Points will be deducted for tardiness (1), early departures (1), and unexcused absences (2).

15% Three email journals: You will submit three emails, each worth 5 points, relating the course readings to your experiences in the field. The first will address the literate environment (due September 26); the second will address the management system and literacy program components in your field placement (due October 3). You may write these with your classroom partner. The third email will relate to a mini-lesson, and must be submitted individually (due October 17 OR October 29). See rubric for more details.

20% Children’s literature presentation: You will select a genre of children’s literature for in-depth study, and with a small group make a presentation to the class. Your presentation will include an overview of the characteristics of the genre, samples of children’s literature, ideas for how to use this literature in reading and writing instruction, and a model lesson. See rubric for more details.

30% Three lessons: You will plan and teach three lessons in your classroom field placement: a whole group read-aloud (due October 8), a strategy lesson using a narrative text (due November 19 or 26), and a strategy lesson using an expository text (due November 19 or 26). Lesson plan format and instructional strategies will be discussed in class. See rubric for more details.

20% Final exam: The final exam will assess your knowledge of the terms, ideas, and teaching strategies that we will study throughout the semester. We will review these in class the week before the exam. Date: December 3

Technology Requirement: The technology requirement that must be completed in this course is as follows:

- Teacher candidates submit a written review, from the point of view of a user outside of school, of one piece of educational software. The review will include a general description of the program, a description of the user's affective responses to the software, and a description of the user's cognitive responses to the software.

You will apply this requirement to one of the lessons that you plan and teach for this course. The review of software must be turned in at the same time as the lesson itself. See rubric for more details.

GRADING SCALE

95-100	4.0
90-94	3.5
85-89	3.0
80-84	2.5
75-79	2.0
70-74	1.5
65-69	1.0

Please note that a grade of 4.0 is considered to be exceptional work; 3.5 is considered to be strong work; 3.0 is considered to be good work; and 2.5 is considered to be adequate work.

COURSE SCHEDULE

August 27

- Course overview
- Beliefs about literacy instruction
- Children's Literature

September 3

- Stages of literacy development
- Theoretical orientations
- Literate environment (discuss first email journal)

Reading for today: Cooper, Chapter 1 and pages 402-411

September 10

- Balanced literacy programs
- Modes of reading (discuss read-aloud lesson)
- **Folktales Presentation**

Reading for today: Cooper, Chapter 2, pages 21-45

September 17

- Literacy program texts (discuss second email journal)
- Selecting literature

- Guided listening

Reading for today: Cooper, Chapter 2, pages 46-63

Assignment for today: Bring children's book to class

September 24

- Prior knowledge of text structures
- Prior knowledge of topics
- Strategies for activating and assessing prior knowledge

Reading for today: Cooper, Chapter 3

Assignment due today: Bring children's book to class; **Email journal** on literate environment, due September 26 (May submit with school placement partner.)

October 1

- Phonemic awareness and phonics
- Decoding routines (go over K-2 phonics email journal)
- **Fantasy Presentation**

Reading for today: Cooper, Chapter 4, pages 127-152

Assignment for today: **Email journal** on components and management of literacy program, due October 3 (May submit with school placement partner.)

October 8

- Reading routines
- Comprehension and writing routines
- **Realistic Fiction Presentation**

Reading for today: Cooper, Chapter 4, pages 152-183

Assignment due today: **Whole class lesson: Read-Aloud**

****October 13** Please note date change**

- Vocabulary development
- Vocabulary instruction (go over 3-6 vocabulary email journal)
- Word maps

Reading for today: Cooper, Chapter 5, pages 185-220

Assignment for today: **Email journal** for K-2 phonics instruction, due October 17

October 22

- Responses to literature
- Types of journals
- **Historical Fiction Presentation**

Reading for today: Cooper, Chapter 6, pages 241-267

October 29

- Literature discussion groups
- Discussion vs recitation
- **Biography Presentation**

Reading for today: Chapter 6, pages 267-273; Weinstein & Mignano, chapter 11

Assignment for today: **Email journal** for 3-6 placements on vocabulary instruction, due October 31

November 5

- Strategies for constructing meaning
- Strategy instruction (go over strategy lessons)
- **Informational Books Presentation**

Reading for today: Chapter 7, pages 277-304 and pages 385-393

Assignment due today: Bring children's book to class

November 12

- Reading and writing connection
- Process writing
- **Poetry Presentation**

Reading for today: Cooper, Chapter 8

November 19

- Role of assessment
- Standards and assessment
- Assessment techniques

Reading for today: Cooper, Chapter 11, pages 457-477

Assignment due today: **Strategy lesson: narrative OR expository**

****November 24** Please note date change**

- More assessment techniques
- Student self-evaluations
- Scoring using rubrics

Reading for today: Cooper, Chapter 11, pages 478-497

Assignment due today: **Strategy lesson: narrative OR expository**

December 3

- Review for final exam

Final exam is scheduled for Monday, December 8, 7:45-9:45 a.m.