

Course Syllabus

### **EDUC 207: *Literacy Instruction***

### Welcome to the Fall Semester at Los Angeles Southwest College!

couuourse Syllabus

Fall 2015

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| Instructor: Dr. Marini Smith  |
| Fall 2015 |
| Section # 0453 |
| TTh 12:45 pm- 2:10 pm |
| Email: smithmh@lasc.edu  |

**Course Goals:**

This course is designed to examine current research-supported methods and materials used in developing reading and writing skills in children from kindergarten through high school. This course will also focus on the application of  literacy strategies across multiple content areas and address the needs of diverse learners using alternative or adaptive methods. The course will take a balanced approach to literacy instruction: balancing research with practical classroom application, balancing explicit instruction with authentic application, and balancing assessment and instruction.

**Course Objectives:**

After completing this course students will be able to:

(1) interpret and discuss the research and writings of various theories of language development and learning

(2) read, analyze, and discuss current professional articles on the connection between reading, writing, and thinking

(3) translate theory and research into practical classroom applications

(4) construct a thematic unit plan in the content area and integrate a variety of skills to meet the needs of diverse learners

(5) use literature as a center point for literacy instruction

(6) critically review relevant research literature to inform and refine instruction



**Office Hours:**

M 1-2pm, 6-6:30pm

TTH 12-12:45, 4-5pm

Also available by

appointment

Location: SSEC 216L

323-242-5551

**Website:**

smithlasc.weeebly.com

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**How to be Successful in this Class!!!!**

**Course Objectives (contin):**

(7) recognize and demonstrate the importance of modeling reading, writing, speaking, and listening on a daily basis

 (8) demonstrate and understanding of how students use literacy strategies to construct meaning, express knowledge, acquire skills, and develop the habits of mind that are necessary to actively participate in society

(9) demonstrate the ability to assess student's needs and progress and use that information when planning and implementing instructional strategies and programs

(10) demonstrate an understanding that students' physical, cultural, social, familial, emotional, and cognitive development influence the acquisition and use of language

**Student Learning Outcomes:**

Upon completing this course students will:

(1) Demonstrate an understanding that literature is a key factor in literacy development and instruction.

(2) Distinguish between various reading and writing strategies, understand their purposes and be able to implement them appropriately and effectively.



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**REQUIRED TEXT**



REQUIRED TEXTBOOK

 Class Expectations

1. In order to be successful in this class you are expected to bring required text and/or copies of the text, and assigned articles to class with a notebook and appropriate writing utensils.

2. Your input and participation is greatly valued. Regular attendance and participation in class is essential to be successful. You are expected to be on time, and responsible for all work assigned when absent. You cannot exceed 3 absences in order to pass the class and may be dropped if more than 3 absences occur. If there is an emergency, serious illness, or death in the family please communicate it to me so that it can be excused. Also, if you are late more than 3 times it will equal one absence unless case of emergency.

3. Regular classwork, homework, and group/individual projects will be assigned. In order to be successful it is important that you keep up with assignment dates, criteria of assignment, and turn in work when it’s due. If you do not understand an assignment it is important that you get assistance during office hours.

4. Weekly take-home quizzes will be assigned following each chapter. You may use any resources that will benefit you. It is your responsibility to make arrangements if you are absent the day the quiz is distributed.

5. Please make sure cell phones are placed on silent, and please step outside of the classroom to take any incoming calls and/or texts. Cell phones may be used during class only for instructional purposes, and when permitted by the instructor.

Course Requirements:

Required Textbooks:

Tompkins, Gails. Literacy for the 21st Century: A Balanced Approach, 6th Edition

**ISBN-10:** 013283779X **ISBN-13:** 978-0132837798

Beers, Kylene. (2003). When Kids Can’t Read What Teachers Can Do. Heineman. NH.

**ISBN-10:** 0867095199 **ISBN-13:** 978-0867095197

Additional Materials:

* E-mail/internet access
* Website: smithlasc.weebly.com
* Scantrons for quizzes
* Composition notebook

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Education 207

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1. Read the **assigned chapters** each week. Outline and summarize the information. Be prepared to participate in class discussion and activities based on the readings each week. For less expensive alternatives for the textbook, **try amazon.com, textbooks.com, half.com, other discount textbook websites, or using the reserve copy in the library** (if available).
2. Use a dictionary to look up any unfamiliar words. You may want to **put dictionary.com on your phone** or personal wireless device.
3. **Use the textbook website** to study vocabulary and take practice exams.
4. Form a study group with some of your peers. Practice teaching each other what you have learned.
5. **Be sure that study time is in your daily schedule.** Pay attention to due dates and complete work at least a week before it is due. Give yourself enough time to proofread and rewrite your work. If you don’t have time to do it right the first time, when will you have time to do it over?
6. **Turn in all assignments and turn them in on time.** Missing assignments is a sure way to lose points which will adversely affect your grade.
7. See the instructor to discuss any concerns or for additional information. **My office hours are Mondays from 1:00-2:00 pm (offsite), M 6-6:30pm; and Tu/Th from 12-12:45pm; 4:00-5:00pm in SSEC 216L** on the second floor in the BSS Department. I will also be available by appointment.
8. Become acquainted with the resources at the **library and student success center**. If needed, seek guidance for effective research methods.

**Grading**

Your grade will be based on your performance on assignments, take home quizzes, lesson demonstration, final assignment, and class participation. You will be given weekly quizzes to ensure that you are comprehending the reading. Quizzes are take-home and will also help you move toward gaining a working knowledge of the topics and content. The assignments and discussion will aim to test your mastery of the information presented in the course, as well as your ability to interpret and analyze that information. Written work will be graded on the *substance* of what you write (e.g., accuracy of information, inference and reasoning, etc.) and on the *skill* with which you write (e.g., organization, syntax, spelling, etc.). You are expected to write essays that meet college-level standards. Some assignments will be scored holistically, and for some assignments, the scoring guidelines and criteria are outlined in a rubric that you must read very carefully. **All course grades are based strictly on number of points earned out of possible points in the course.**  The grade book management for this course will be found at <https://engrade.com/>. Students will have access to monitor their grades by creating an account and logging in to <https://engrade.com/>

Assignment Point Values

Assignment #1: 50

Assignment #2: 100

Assignment #3: 100

Assignment #4: 200

Take-Home Quizzes: 120

Classwork/Participation: ≥80

**Total Points: ≥650**

Grading:

A=90-100 (>585)

B= 80-89 (>520)

C=70-70 (>455)

D= 60-69 (>390)

F= 59 and below (<390)

**Please Note:** The instructor reserves the sole right to make changes to the scheduled reading and writing assignments as and when such changes become necessary.



**Signature Course Assignments**

**Assignment #1-Personal Reading History**

You will write your personal narrative reflection describing key moments or events in your development as a reader. You will use details to describe experiences, including factors that may have supported your literacy development and things that may have discouraged it. You will also include a graphic component, such as a timeline representing your reading history. **Due September 22nd.**

**Assignment #2-Children’s Book**

You willwrite a story and create a picture book for a child 5-8 years old (Kindergarten through third grade). Your book will include literary elements such as plot, theme, setting, characters, conflict, etc. and you will go through the writing process to enhance your project. You will also present your finished product to the class. **Due November 12th.**

**Assignment #3—Lesson Demonstration**

You will conduct a 20 minute ELA or ELD demonstration lesson on the topic/grade level of your choosing. You will engage your peers as though they are your students and you will provide any necessary resources and materials. You will receive written feedback from your classmates and you will also submit a lesson reflection. The lesson plan template will be provided by the instructor and will be submitted on the due date. **Due Dec 8th.**

**Assignment #4- Classroom Observation**

Over the course of the semester, you will spend at least eight hours observing a K-12 English language Arts classroom. Be sure to observe at least four hours and the elementary level, and four hours in secondary classrooms.You will specifically be looking at literacy instruction as is connects to concepts being learned in class. You will make note of student/teacher interactions, student/student interactions, student engagement, and discuss how the teacher(s) meet the needs of diverse populations. You will present your findings in 6-8 typed pages, with a one-page reflection included. More detailed information will be provided closer to the due date. **Due Dec 17th.**

**Extra Credit Assignments-**

There will be an opportunity to earn 5 extra credit points for turning in an assistance sheet from the Student Success Center (Cox 3rd Floor) or the English Writing Center (SSEC 116) with any writing assignment.

**Because Stuff Happens…**

You will have one “stuff happens” late pass that allows you to complete **one** of the homework assignments within one week after the deadline. After you have used this late pass, however, **NO** additional late homework will be accepted. **See last page of syllabus in order to obtain your late passes** for the semester. Make sure you cut it out and attach it to late assignments.

**Classwork Assignments:**

**Group Activities/Projects-**

You are responsible for all assigned readings. For some text book readings not explicitly covered in class, as well as those covered, you may be required to complete an in-class group activity or project to demonstrate your understanding of the material discussed.

Other classwork assignments may be given throughout the semester.

**TENTATIVE SCHEDULE OF ASSIGNMENTS**

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| --- | --- | --- | --- |
| **Week of** | **Topic** | **Chapter(s) to be Read by Tues of that Week \*** | **Assignment** |
| Sept 1/Sept 3 | Syllabus/IntroductionsPersonal Reading History | N/A | Personal Reading History |
| Sept 8/ Sept 10 | Chapter 1: Becoming an Effective Teacher of ReadingExamining Children’s Books | Chapter 1 | Take Home Quiz: Chapter 1Make observation arrangements. |
| Sept 15/ Sept 17 | Chapter 2: The Reading and Writing ProcessBeers Strategy | Chapter 2 | Take Home Quiz: Chapter 2Observations |
| Sept 22/ Sept 24 | Chapter 3: Assessing Literacy DevelopmentBeers Strategy | Chapter 3  | Take Home Quiz: Chapter 3**Due 9/22: Assignment #1- Personal Reading History** |
| Sept 29/ Oct 1 | Chapter 4: The Youngest Readers and Writers | Chapter 4 | Take Home Quiz: Chapter 4Observations |
| Oct 6/ Oct 8 | Chapter 5: Cracking the Alphabet CodeBeers Strategy | Chapter 5 | Take Home Quiz: Chapter 5 |
| Oct 13/ Oct 15 | Chapter 6: Developing Fluent Readers and Writers | Chapter 6 | Take Home Quiz: Chapter 6Observations |
| Oct 20/ Oct 22 |  Chapter 7: Expanding Academic VocabularyBeers Strategy | Chapter 7 | Take Home Quiz: Chapter 7Observations |
| Oct 27/ Oct 29 | Chapter 8- Promoting Comprehension: Reader Factors | Chapter 8 | Take Home Quiz: Chapter 8Observations  |
| Nov 3/Nov 5 | Chapter 9: Promoting Comprehension: Text FactorsBeers Strategy | Chapter 9 | Take Home Quiz: Chapter 9 |
| Nov 10/Nov 12 | Chapter 10: Organizing for InstructionBeers Strategy | Chapter 10 | Take Home Quiz: Chapter 10**Due 11/12: Assignment #2- Children’s Book** |
| Nov 17/Nov 19 | Chapter 11: Differentiating for Success | Chapter 11 | Take Home Quiz: Chapter 11 |
| Nov 24/Nov 26- NO SCHOOL- | Chapter 12: Reading and Writing in the Content AreasBeers Strategy | Chapter 12Work on Demo Observations | Take Home Quiz: Chapter 12Complete metacognitive reflections |
| Dec 1/Dec 3  | Work on Demonstration lesson  | N/A: Work on Demo and Observations | Work on Demo and Observations |
| Dec 8/Dec 10 | Demonstration Lessons | N/A: Work on Demo and Observations | **Due 12/8: Assignment #3: Lesson Demonstrations** |
| Dec 17 | **FINAL EXAM: 12:35-2:35pm** |  | **Due 12/17: Assignment #4: Classroom Observations** |

\*Additional readings, such as articles and text excerpts are TBD and will be assigned throughout the semester.

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This coupon entitles \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to turn in one late homework assignment or in-class assignment during the Fall 2015 semester.

Redeemed for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 assignment date

Fine print: You **must** hand in this coupon. Assignments must be turned in no later than **one week** after the due date. This coupon may not be used for Assignment #4.

***Some Important Dates To Remember:***

**Deadline to drop with full refund or no fee liability** September 13, 2015

**Deadline to drop without a “W”**

September 13, 2015

**Deadline to add a class (NO EXCEPTIONS)** September 14, 2015

**Deadline to petition for course “ Credit/ No Credit” or Audit**

September 25, 2015

**Deadline to drop class and receive a “W”**

November 22, 2015

**Final Examination**

December 14-20, 2015

**Fall Semester ends**

December 20, 2015

**It is your responsibility to make sure that you have dropped the class properly and filled out and submitted the correct papers to admissions.**

**Disabled Student Services:**

*“Any student who feels she/he may need an accommodation based on the impact of a disability should contact Disabled Students Programs and Services (DSP&S) in room SSB 117 to discuss your specific needs.*

**Academic Honesty/Plagiarism Statement**: All students are expected to adhere to Los Angeles Southwest College standards of academic honesty. This includes plagiarism, the unlawful copying and failure to give credit to (cite) sources that you may use in the research and writing performance of your class work. Cheating and other forms of misconduct are covered under this statement. Failure to do so may result in failed assignment and/or a failed grade in this class.

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