

TE 301: Learners and Learning in Context, Section 001
Course Syllabus, Spring 2012
Thursdays, 9:10pm-12:00pm
202 Urban Planning and Landscape Architecture Hall

“You can’t teach reading with good intentions.”

- Alfred Tatum, July 13, 2007,
National Geographic Society/
Literacy Achievement Research Center
Literacy Institute,
Washington, DC

Instructor: Helen (Olena) Aydarova
Office: 118D Erickson Hall
Mobile Phone: 517802****
Email: aydarova@msu.edu
Office Hours: by appointment

Syllabus Contents

Course Content

Course Components

Required and Recommended Books and Other Readings

Course Assignments and Evaluation

- Major Assignments
- Written Work
- Turning in Assigned Work
- Grading Scale and Final Grades
- Incomplete Grades
- Teacher Education Criteria for Progression to the Internship Policy

Important Program and University Policies and Support Available

- Attendance and Punctuality
- Class Participation
- Professional Communication
- Confidentiality
- Criteria for Progression to the Internship
- Academic Honesty and Integrity
- Alcohol and Illegal Drugs
- Rights And Responsibilities of the Student
- Support Available at MSU

Session-by-Session Schedule for the Course

Course Content

Welcome to TE 301, Learners and Learning in Context. This course is designed to help you understand and begin to meet the professional expectations for being a teacher candidate in MSU's Teacher Preparation Program. This is a pivotal course in your transition from being a student to becoming a teacher. In this course, you will learn things that many teachers know, but many people who are not teachers do not. You begin to learn to think and act like a teacher, particularly in the area of literacy learning and assessment. You will be developing a framework and habits of mind and action that will help you form a professional identity and learn to critically appraise ideas, models, materials, and curricula.

Broadly speaking, the focus of this course is on learning: (1) how to learn about a child; and (2) ten components of literacy, including what they are, how they are expected to develop, how they are related to other concepts, how they can be assessed, and at least one instructional strategy to address them. A more detailed list of what you should know and be able to do by the end of the course is provided below:

1. How to learn about a child
 - a. A lens for learning about individual (and groups of) students: an ecological lens
 - b. What we want to learn about individual children's and groups of children's strengths and needs:
 - i. What they know and are able to do
 - ii. What they don't know and are not able to do
 - iii. How they learn
 - iv. How the child's home and school context, including how the classroom environment and instruction affords, or doesn't afford, the child access to learning
 - c. Strategies for learning about individual children and groups of children's literacy strengths and needs:
 - i. Observation/kidwatching
 - ii. Talking with children
 - iii. Formal and Informal assessment
 1. Different purposes for assessment (e.g., group achievement, individual achievement, screening, diagnostic)
 2. Different types of assessments (e.g., formative, summative, formal, informal, norm-referenced, criterion-referenced, screening, diagnostic, written work, observations, parent input, portfolio)
 3. Fundamental concepts in assessment (reliability, validity)
 4. Assessment interpretation (percentiles, stanines, grade-equivalent scores, normal curve equivalents, scale scores, quartiles, confidence intervals, rubrics, etc.)
 - iv. Response to instruction
2. Ten components of literacy and how they are related to one another
 - i. **Motivation:**
 - o what it is (including different kinds or aspects of motivation)

- why it is important
- how it is expected to develop
- how it can be assessed
- some characteristics of relatively motivating instruction
- ii. **Concepts of print:**
 - what they are
 - why they are important
 - how they are expected to develop
 - how they can be assessed
 - one instructional strategy for addressing them
 - issues for second language learners or SLLs
- iii. **Phonological awareness:**
 - what it is
 - why it is important
 - how it is expected to develop
 - how it can be assessed
 - one instructional strategy for addressing it
- iv. **Alphabet knowledge and word recognition:**
 - what it is
 - why it is important
 - how it is expected to develop (including stages of sight word and spelling development and multiple cueing systems)
 - how it can be assessed
 - one instructional strategy for addressing it
- v. **Morphology:**
 - what it is
 - why it is important
- vi. **Fluency:**
 - what it is
 - why it is important
 - how it is expected to develop
 - how it can be assessed
 - one instructional strategy for addressing it
- vii. **Vocabulary:**
 - what it is (different kinds of vocabulary)
 - why it's important
 - how it develops
 - how it can be assessed
 - one instructional strategy for addressing it
 - issues for SLLs
- viii. **Comprehension:**
 - what it is
 - why it is important
 - how it is expected to develop
 - how it can be assessed
 - one instructional strategy for addressing it
 - issues for SLLs
- ix. **Composition/writing:**
 - what it is (different components of writing)
 - why it is important
 - how it is expected to develop (including stages of writing development)
 - how it can be assessed
 - one instructional strategy for addressing it
 - issues for SLLs
- x. **Genre knowledge**

- what it is
- why it is important to comprehension and composition

Course Components

This course has two components: a class component of 2 hours and 50 minutes and a field component that requires working one-on-one with a child (hereafter “child study student”) between the ages of 5 and 12 for a total of 45 minutes at least once per week. Of course, considerable time will be necessary to plan for this 45 minutes of work with a child, and considerable time will be needed to take post-session notes, analyze assessment results, and so on, so the field component should be viewed as being longer than 45 minutes. In addition, you are required to observe the child at least once during the second half of the semester in a learning environment without your involvement (e.g., in a classroom, interacting around text with a parent). The child can be someone you already know (e.g., a relative; someone you babysit for; the child of a co-worker; a child you are acquainted with through a church, synagogue, mosque, or other religious group) or we can help you arrange access to a child through a school setting. The child cannot be your own child. In addition, you may not share a child (that is, no one in your or another 301 section can be working with the child during the term).

If you are working with a child via an elementary school, you must follow the school’s procedures for visitors (e.g., check in at the office, wear identification as specified). In addition to observing and working with your child study student, you may be expected to assist the mentor teacher (MT) in the classroom from which your child study student comes (e.g., tutoring, helping carry out assignments). We will let you know the specific expectations for where you are placed.

Class sessions will include a wide variety of formats, including presentations; large and small group discussions of readings, writings and field work; individual reports of work with child study students; and hands-on activities. Some sessions will include workshop time for you to work on assignments in collaboration with one or more colleagues.

Required and Recommended Books and Other Readings

Required Books

Three books will be read largely or in their entirety for this course. We highly recommend that you purchase these texts and that you keep them to be part of your professional library. You may choose another means of accessing the texts (for example, from the library or shared with friends) but any glitches in those means will not be considered a valid excuse for not having completed the readings (for example, a book being missing from the library will not constitute an excuse for not completing assigned readings for a particular session). All books should be available from the International Center Bookstore.

McKenna, M. C., & Stahl, K. A. D. (2009). *Assessment for reading instruction*, second edition. New York: Guilford.

Leslie, L., & Caldwell, J. S. (2010). *Qualitative reading inventory* (5th ed.). Boston: Allyn & Bacon.

Resnick, L. B., & Hampton, S. with the New Standards Primary Literacy Committee (2009). New Standards Primary Literacy Committee (2009). *Reading and writing grade by grade, Revised edition*. Newark, DE: International Reading Association.

Other Readings

You will have a variety of other readings due for the course. They are listed on the session-by-session schedule for the course or will be assigned on a case-by-case basis. All of these reading are available online or through the MSU Library.

Another form of reading in this course are email messages and postings on the ANGEL website. You are required to read your email and to check for ANGEL notices between each class and field session. Your MSU address will be used for all class correspondence so if you have not activated your @msu.edu account, please do so by the end of the first week of classes. If you use an email account other than your MSU account, please have your MSU account forward your messages to your alternate account.

Requirements and Evaluation

Major Assignments

This course has five major assignments as follows:

Assignment #1: Attendance & Participation (25% of final grade, but see also comments below)

1. Work with child study student
 - Attendance and Punctuality
 - Professional Conduct
 - Session Plans
 - Post-Session Notes

2. Class
 - Attendance and Punctuality
 - Professional Conduct
 - Reading and Writing to Prepare for Class
 - Class Discussions
 - Group Contributions

Please note: You will begin with a default grade of full credit for Attendance and Participation. To maintain full points, you are expected demonstrate full and appropriate attendance and participation in all parts of the course. That is, you are expected to provide valid reasons ahead of time if you absolutely need to be absent from class or field. More than a total of 2 unexcused absences in class or in your field placement (e.g., without timely communication with the instructor and/or your field placement, or absences without adequate reasons) will affect your grade and may result in a failing grade for the course. You also are expected to arrive on time for class and field and attend the full session, demonstrate that you have completed the assigned readings when due, demonstrate that you are otherwise prepared for field and class (e.g., being

prepared for an assigned oral presentation), pay full attention in class and participate actively and appropriately in class or field, and follow all expectations for professional conduct in class or field as outlined on p. 9 below (including wearing appropriate dress in the field and showing respect to peers in class).

Assignment #2: Assessment Memos (15% of final grade)

Assignment #3: Periodic Quizzes (6% of final grade)

Assignment #4: Literacy Reference Project (three parts - written project, oral assessment, possible written assessment) (24% of final grade)

Assignment #5: Literacy Child Study Project (30% of final grade)

The following table identifies MSU Teacher Preparation Program Standards (<http://ed-web3.educ.msu.edu/te/teacherprep/ProfTchnngStands.htm>) addressed in these four major assignments:

Assignments	MSU Teacher Preparation Program Standards
	<ol style="list-style-type: none"> 1. Employ a liberal education 2. Teach subject matter 3. Work with students as individuals 4. Organize a class 5. Use an equipped school room 6. Join a faculty and school 7. Engage guardians and community 8. Teacher as professional and reflective learner
Attendance and Participation	1, 2, 3, 6, 8
Assessment Memos	2, 3, 8
Periodic Quizzes	1, 2, 8
Literacy Reference Project	1, 2, 8
Literacy Child Study Project	1, 2, 3, 6, 7, 8

For further information about the assignments other than Attendance and Participation, please see the individual assignment sheets.

Written Work

The written work that you hand in should be quality work in content and form. The content of your written work should reflect your careful and thoughtful consideration of the ideas we are exploring in the various readings and activities that we use - and you can refer to these and to prior readings and experiences, where this serves to support your ideas. As teachers, we need to be able to articulate reasons for what we do and justify the claims and assertions we make about children, curriculum, and teaching to our students, their parents, other teachers, and administrators. Therefore, you are expected to use descriptions (including specific quotations), examples, copies of children's writings or drawings, or vignettes to support claims that you make about a child's learning, or a piece of curriculum. This does not mean

you need to write pages and pages and pages for these assignments, but it does mean you should carefully craft what you write -- be clear, succinct, and specifically support what you say. Unless otherwise stated, written work should be double-spaced, have one-inch margins, and use Times New Roman, font size 12. Your work should be checked for mechanical correctness, including spelling, grammatical correctness, spacing, and other issues. **Your work will be evaluated for mechanics as well as content.** It is imperative that our teachers have a strong grasp of written language, and you will be held to a high standard. Please use the American Psychological Association (APA) 6th edition guide for your educational writing.

Please note that this is a Tier II Writing Course as designated by the University. This means that the course provides you with opportunities to complete writing assignments typically found in the field of education and that we will provide you with explicit instruction, models, and coaching to help you improve your ability to complete those assignments. You should view improving your writing ability to be an important part of this course and direct your time and effort accordingly.

Turning in Assigned Work

Assignments are due as indicated on the course schedule or in other written communication and you are responsible for knowing what the due dates are. Unless acceptable arrangements are made *in advance* of the due date, the instructor reserves the right to reduce the grade on late papers by up to 10% per day late, depending on the circumstances. Late papers may also not be turned back to students at the same time, or near the same time, as papers submitted on time. It is very important to keep up with the due dates that are outlined since each assignment builds on the next.

Grading Scale and Final Grades

All assignments and requirements must be completed satisfactorily to receive a passing grade in the course, including those assignments related to the field component of the course.

The bases on which assignments will be graded will be indicated prior to the due date for each assignment. You will be given feedback with both comments and grades. Typically your final grade for the course will reflect the sum of the points for each individual assignment, based on the percentages identified above. Input from those in a position to observe or oversee your work with your child study student may influence the field attendance and participation grade. Trends of decline or improvement in course performance may be taken into account if and when the final point total falls close to two different grades.

General grading expectations for the quality of your work are as follows:

Course Grade	GPA Scale	General Description of Quality
95-100 pts.	4.0	Outstanding, exemplary work. Uses and integrates readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. No errors in grammar, punctuation, spelling.
90-94 pts.	3.5	High quality work. Uses many readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is thoughtful, and provides some details and examples to support ideas. Very few errors in grammar, punctuation, spelling.
85-89 pts.	3.0	Good quality work, performing at expected level for this course. Uses some readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
80-84 pts.	2.5	Work below expected level of quality for the TE program. Makes vague references or inappropriate references to relevant readings, class discussions, and teaching experiences to inform writing/assignment. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling.

75-79 pts.	2.0	Significantly below expected level of quality. Shows little evidence of having read course readings, of uses of classroom discussions, or of field experiences. Meets few of the requirements of the assignment. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.
------------	-----	--

Incomplete Grades

The grade "incomplete." MSU policy is that "the 'I' (incomplete) grade may be given only when the student (a) has completed at least 12 weeks of the semester, but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment can complete the required work without repeating the course." For the entire grading policy at MSU, please visit:

<http://www.reg.msu.edu/read/UCC/Updated/geninfoenpro.pdf>.

Due to the fact that TE 301 is a prerequisite for each succeeding TE course, incompletes must be cleared before the first meeting of the succeeding course. Therefore, it is wise to avoid Incompletes entirely.

Please note: Teacher Education Criteria for Progression to the Internship Policy (<http://www.educ.msu.edu/students/undergraduate/criteriaforprogression.htm>) requires that teacher candidates pass each teacher education course with a 2.0 or above. Minimum levels of competence, as demonstrated through grades in this course must be met before a teacher candidate will be allowed to progress to the internship. If you receive less than a 2.0 in the course, the entire course would need to be repeated in order to continue in the Teacher Preparation Program.

Important Program and University Policies and Support Available

Attendance and Punctuality

Regular on-time attendance and full participation in class is critical to learning. Of course, illness and other emergencies cannot be avoided. If you are unable to work with your child study student, **you must call or email the relevant person (e.g., teacher, parent) in advance.** You will make up all missed sessions with your child study student. Do not rely on your peers to relay messages—make sure you communicate directly with the relevant person.

This course is planned on the assumption that you will come on time and come prepared to participate. The instructor reserves the right to adjust your grade as a response to absences or excessive tardiness.

In accordance with the Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the Program. It is your responsibility to familiarize yourself with the policy that is in your Guidebook (and on the web: <http://ed-web3.educ.msu.edu/infostu/infostu/conductpolicy.htm>). In the case of recurring absences or tardiness, your Coordinator will be notified and you may be required to attend a meeting regarding your attendance. Even **one absence from class or your work with your child study**

student, particularly unexcused, may affect your grade; multiple absences may result in a failing grade for the course.

Class Participation

Your attendance and active participation in class are an important part of your grade because it is vital to the course and to your learning. Your colleagues and the instructor depend on you to do your part to read for meaning, analyze cases, generate ideas, make presentations, participate in peer teaching activities, give feedback on lesson plan drafts, share classroom observations and experiences, and so on. You cannot do your share if you are not *present and active*. You also cannot do your share if you are texting, online social networking, conversing off task with your classmates, and so on. **Again, please make sure you notify your instructor in advance if you are unable to attend class. You are responsible for the content of any class you miss.** Even with notification, please note that your participation grade can, and in most cases will, be affected absence and/or tardiness.

Professional Communication

Professional education can be an intensely personal and challenging process. In your classes and in the field component of the course, you are expected to give and accept constructive feedback appropriately and to react appropriately, even in stressful situations. You are also expected to take an active role in your learning and contribute to the learning of your colleagues in this course.

If you have concerns, problems, or questions about any aspect of your course work or field work, you should first address them to the instructor or team person who is most directly involved. This applies to situations at the university as well as in the field. If the situation is not resolved at that level, you should request assistance from the Team Coordinator or Faculty Leader.

Professional Conduct

You are required to read and abide by all policies related to professional conduct in field and class settings. This includes those in the Professional Conduct Policy for MSU Teacher Candidates (<http://ed-web3.educ.msu.edu/te/teacherprep/ProfCondPol.htm>) as well as those outlined by the University. Of particular note are two items from the University's Student Rights and Responsibilities document (<http://www.ssb.msu.edu/SpLife/acfree.htm>):

2.3.5 The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned.

2.3.1 The student is responsible for learning the content of a course of study according to standards of performance established by the faculty and for adhering to standards of professional behavior established by the faculty.

***Special note on cell phone usage during class:

Please silence your phone or turn it to vibrate during class meetings. Texting or other cell phone use during class is considered unprofessional conduct. If you are caught using your cell phone during class, you will receive a zero for participation on that day. I understand that

there are rare emergencies when you may need to use your phone. In the rare case of an urgent phone call, please be professional and step out of the classroom to take the call.

Confidentiality

Classroom Discussions: Your field experiences are an important part of your learning and you will be discussing them in this course. Just as teachers are expected to respect the privacy and dignity of the children and families with whom they work, so we expect you to use discretion. In casual conversations or social situations, do not relate stories from homes, classrooms, after school programs, or any educational setting that may be embarrassing to teachers, guardians, students, or others or that include sensitive information about a child or family. When discussing situations from an educational setting in class, do so carefully. Use a fictitious name for the student involved. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practice you have observed in the field, be mindful of maintaining a tone of professional courtesy.

Interviews: Use pseudonyms and screen or mask identifying information when reporting interviews with children or youth or adults. If an assignment requires you to interview any adult, you should clearly state or give the interviewee, in writing, the purpose of the interview and the uses you will make of the material.

Photographs, Videotapes, Audio Tapes: Always ask permission of the classroom teacher or whomever is supervising the setting where you are working with your child study student to make photographs, videotapes, or audiotapes of students. Occasionally there are circumstances that require a student's whereabouts to be kept confidential and photographs may not be allowed. Some schools, districts, or programs require written permission from parents/guardians for taking any photographs, videotapes, or audiotapes. Be sure to check with the relevant personnel on what is needed.

Criteria for Progression to the Internship

To progress to the internship a teacher candidate must: a) meet the Academic Requirements; b) submit a complete Criminal Disclosure Form; and c) meet the Professional Criteria set forth in the policy adopted by the Teacher Education Council in the Spring of 1999. This policy is outlined on the MSU Elementary Program website:

<http://www.educ.msu.edu/students/undergraduate/criteriaforprogression.htm> Please review this policy carefully so you understand clearly how your participation in TE 301, TE 401 and 402 course work and school participation impact your progression to the internship.

Academic Honesty and Integrity

We assume that each student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code (<http://www.vps.msu.edu/SpLife/index.htm>). Incidents of plagiarism are taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim on class quizzes, tests, reports, projects, lesson plans or other class assignments without using

appropriate quotations and source citations
(<http://www.msu.edu/unit/ombud/plagiarism.html>).

Alcohol and Illegal Drugs

The University Drug and Alcohol Policy will be enforced. This policy prohibits the possession or use of illegal drugs and alcoholic beverages in classes and field placements. Students are expected to be free of the influence of such substances in classes and field placements.

Support Available at MSU

Accommodations for Disabilities: Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

Counseling Center: Even typical, capable, intelligent and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. The LAET or DAET instructors or cluster leaders might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building.

Writing Center: Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents and others. For those reasons, teacher candidates are expected to write effectively and to follow writing conventions. If you need more help in meeting those expectations you can get help from the College of Education Office of Student Writing Assistance in 513F Erickson Hall or from the University Writing Center at 300 Bessey Hall, 432-3610. Grammar Hotline: 432-1370.

Office of Student Writing Assistance (OSWA): Through the College of Education, Professor Douglas Campbell is available to support COE undergraduate and graduate students in improving their writing. This assistance includes attention to the specifics of English grammar and vocabulary, and meeting the substantive requirements of particular course assignments. The office is located in 513F Erickson Hall, and Professor Campbell can be reached by phone at 517-432-1425 (OSWA) or 517-449-1849 (cell) or email at campbell@msu.edu. Weekly office hours are as follows: Monday, Tuesday and Friday: 9:30 a.m. - 12 noon and 1:30 - 5 p.m.; Thursday: 1:30 - 6 p.m.

MSU Libraries: The MSU Libraries offer not only print and digital access to millions of documents, but also many services designed to help you take advantage of these resources now and in the future. You can receive support from librarians via web chat, instant message, email, phone, and in person. The subject librarian for the College of Education (that is, the librarian with particular expertise in documents, databases, and other resources in education) is Kate Corby. Her phone number is 517-884-0852, her email address is corby@msu.edu, and her web address is <http://staff.lib.msu.edu/corby/>.

Session-by-Session Schedule for the Course

Week 1

Thursday, January 12

Topic: Introduction to the Course & Standards for Reading Professionals

Readings Due:

- Compton-Lilly, C. (2009). Listening to families over time: Seven lessons learned about literacy in families. *Language Arts*, 86, 449-457.

Assignments Due:

- Successfully log in to ANGEL site

Select Class Activities:

- Welcome to TE301 Powerpoint
- MSU Department of Teacher Education Standards for Teacher Preparation (<http://ed-web3.educ.msu.edu/te/teacherprep/ProfTchngStands.htm>)
- International Reading Association. (2010). *Standards for Reading Professionals: Pre-K and elementary classroom teacher*. Retrieved from: http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Role2.aspx
- Defining Literacy
- Discussion of Assignments
- Presentation on and Discussion of Bronfenbrenner's Bioecological Theory

Week 2

Tuesday, January 17 10:30 a.m.

- Expectations for Field Placement with Andrea Kelly

Thursday, January 19

Topic: Learning About Learners - Formal and Informal Assessment

Readings Due:

- McKenna and Stahl, Chapters 1 & 2

Assignments Due:

- None

Select Class Activities:

- Examination of Assessments
- Relationships between Standards and Assessment
- Examination of Common Core State Standards Initiative. (2010). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. Washington, DC: National Governors Association Center for Best Practices and the Council of Chief State School Officers. (These are available from: <http://www.corestandards.org/the-standards>)

Week 3

Tuesday, January 24.

Work on arrangements to begin work with child study student on 1/31.

Thursday, January 26

Topic: Motivation

Readings Due:

- **Standards:** *New Standards Primary Literacy Standards:* Select two or more grade levels and read their Reading Standard 3: Reading Habits and Writing Standard 1: Habits and Processes (e.g., For K these fall on pages 40-44). View the associated portions of the CD-Rom.
- **Assessment:** McKenna and Stahl, Chapter 9
- **Instructional Strategy:** Turner, J., & Paris, S. G. (1995). How literacy tasks influence children's motivation for literacy. *The Reading Teacher*, 48, 662-673.

Week 4**Tuesday, January 31**

- Work with child study student¹ (Session #1)
 - Roamin' 'round the known by Marie Clay²
 - Conduct an interest inventory with your student (p. 213 or p. 214 from McKenna & Stahl)
 - If rapport permits, conduct a reading motivation assessment³

Thursday, February 2

Topics: Concepts of Print and Genre Knowledge

Readings Due:

- **Standards:** *New Standards Primary Literacy Standards:* Select two or more grade levels and read their Writing Standard 2: Writing Purposes and Resulting Genres (e.g., For K this standard is addressed on pages 53-62). If your child study student attends 4th grade or higher, read the 3rd grade standards and then read the Common Core Standard for your student's grade level.
- **Assessment:** McKenna and Stahl, pages 75-77, 90-93
- **Instructional Strategy:** Zucker, T. A., Ward, A. E., & Justice, L. M. (2009). Print referencing during read-alouds: A technique for increasing emergent readers' print knowledge. *The Reading Teacher*, 63, 62-72.

Assignments Due:

- A copy of signed consent letter from your child study student's guardian

Week 5**Tuesday, February 7**

- Work with child study student
 - Engage your student in an activity that involves as many of the 6Cs as possible

¹ In addition to these, each session you should engage your student in a literacy activity likely to be enjoyable to him or her, such as reading aloud a text on a topic of high interest to the student or engaging the student in writing a letter to a friend or family member.

² Roamin' 'round the known: Marie Clay used this term in her Reading Recovery work. This was the first two weeks of instruction where the teacher focuses on what child knows about reading and writing (the known) to establish rapport, self-efficacy, and to gather data that will inform the teacher's further work with the child (baseline data, text level, strategies, etc.).

³ In addition to these, each session you should engage your student in a literacy activity likely to be enjoyable to him or her, such as reading aloud a text on a topic of high interest to the student or engaging the student in writing a letter to a friend or family member.

- If working with a younger student, administer a concepts of print assessment (those working with an older student, administer an informal assessment of more advanced concepts of print).

Thursday, February 9

Topic: Phonological Awareness

Readings Due:

- **Standards:** Excerpts TBA from Common Core State Standards Initiative. (2010). *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. Washington, DC: National Governors Association Center for Best Practices and the Council of Chief State School Officers.
- **Assessment:** McKenna and Stahl, pages 83-84, 98-99
- **Instructional Strategy** [oral word play]: Bennett-Armistead, V. S., Duke, N. K., & Moses, A. M. (2005). Chapter 5. In *Literacy and the youngest learner: Best practices for educators of children from birth to five*. New York: Scholastic.

Week 6

Tuesday, February 14

- Work with child study student
 - Conduct a read aloud with attention to developing concepts of print
 - Administer a phonological awareness assessment (this will be easy for most older students)

Thursday, February 16

Topic: Alphabet Knowledge

Readings Due:

- Block, M., & Duke, N. K. (2011). *Letter names can cause confusion and other things every early childhood educator should know about English orthography*. Unpublished manuscript: Michigan State University.
- **Standards:** *New Standards Primary Literacy Standards*: Select two or more grade levels and read their Reading Standard 1: Print-Sound Code (e.g., For K this standard is addressed on pages 28-33). View the associated portions of the CD-Rom.
- **Assessment:** McKenna and Stahl, 82-83; 97; Chapter 5

Assignments Due:

- Preparation for Quiz #1 (on concepts of print, genre, and phonological awareness)

Week 7

Tuesday, February 21

- Work with child study student
 - Engage student in word play (this will be easy for most older students)
 - Administer an alphabet knowledge assessment (kindergarten-aged students) or more sophisticated assessment of letter-sound knowledge (older students).

Thursday, February 23:

Topic: Word Recognition and Spelling

Readings Due:

- **Instructional Strategy** [Making Words]: Rasinski, T. (1999, February). *Making and writing words*. Retrieved from:

<http://www.readingonline.org/articles/words/rasinski.html>

- **Assessment:** QRI-V pages 1-5, 37-39, and 40-47

Assignments Due:

- None

Select Class Activities:

- Examine field placement students' writing from the previous session for what it reveals about their sound-letter knowledge
- Discuss assessment and scoring of the QRI word lists
- Use of QRI word lists to determine passage level for oral reading

Week 8

Tuesday, February 28:

- Work with child study student
 - Carry out a lesson related to alphabet knowledge
 - Administer the QRI word lists
 - Administer a spelling, decoding, or word recognition assessment (in addition to the QRI word lists)

Thursday, March 1

Topic: Informal Reading Assessment

Readings Due:

- **Assessment:** McKenna and Stahl, Chapter 3 and QRI-V pages 48-59; 71-90

Assignments Due:

- Assessment Memo 1 (on administration of a word or subword level assessment to child study student, but not QRI word lists)

Select Class Activities:

- Score and analyze a student's prior knowledge using the QRI-V
- Score and analyze the students' retelling and response to comprehension questions
- Read and conduct a running record using a tape of student reading a passage from the QRI-V
- Use of the QRI-V for oral reading miscue analysis and evaluating automaticity during oral reading

March 6 and 8

No class or work with child study student - MSU Spring Break

Week 9

Tuesday, March 13:

- Work with child study student
 - Conduct a Making and Writing Words lesson
 - Administer the QRI using expository text passages

Thursday, March 15

Topic: Fluency

Readings Due:

- **Standards:** National Assessment of Educational Progress (NAEP) Fluency Scale: <http://nces.ed.gov/nationsreportcard/studies/ors/scale.asp>
- **Assessment:** McKenna and Stahl, Chapter 6 and QRI-V pages 60-70.
- **Instructional Strategy** [Readers' Theater]: Martinez, M., Roser, N. L., Strecker, S.

(1998/1999). "I never thought I could be a star": A readers theatre ticket to fluency. *The Reading Teacher*, 52, 326-334.

Assignments Due:

- Preparation for Quiz #2 (on alphabet knowledge, word recognition, spelling)

Week 10

Tuesday, March 20:

- Work with child study student
 - Continue administering the QRI if needed
 - Apply the multidimensional fluency scale to the student's reading of a passage from the QRI

Thursday, March 22

Topic: Comprehension

Readings Due:

- **Standards:** *New Standards Primary Literacy Standards*: Select two or more grade levels and read their Reading Standard 2: Getting the Meaning (pages 52-57) (e.g., For K this standard is addressed on pages 34-39). View the associated portions of the CD-Rom.
- **Assessment:** McKenna and Stahl, 77-82; 95-96, Chapters 7 - 8
- **Instructional Strategy**
- [Interactive read aloud]: McGee, L. M., & Schickedanz, J. A. (2007). Repeated interactive read-alouds in preschool and kindergarten. *The Reading Teacher*, 60, 742-751. Available at: <http://www.readingrockets.org/article/16287#techniques>
- [Teaching Visualization]: Miller, C. P. (2011). *Opening the door: Teaching students to use visualization to improve comprehension*. Retrieved from: http://www.educationworld.com/a_curr/profdev/profdev094.shtml

Assignments Due:

- None

Week 11

Tuesday, March 27

- Work with child study student
 - Continue administering the QRI if needed
 - Engage your student in reading an expository text on a topic of high interest
 - Carry out a Readers Theater lesson

Thursday, March 29

Topic: Composition and Genre

Readings Due:

- Shanahan, T. (2009, March 17). Ten things good writers do [Web log message]. Retrieved from <http://www.shanahanonliteracy.com/2009/03/ten-things-good-writers-do.html>
- PBS Parents. (2003). Writing disabilities. Retrieved from: http://www.pbs.org/parents/strugglingtolearn/understanding_writing.html
- Standards: *New Standards Primary Literacy Standards*: Select two or more grade levels and read their Writing Standard 3: Language Use and Conventions

(e.g., For K this standard is addressed on pages 63-65). View the associated portions of the CD-Rom.

- Review: New Standards Primary Literacy Standards: Select two or more grade levels and read their Writing Standard 2: Writing Purposes and Resulting Genres (e.g., For K this standard is addressed on pages 53-62).
- Assessment: MEAP Narrative and Informational Rubrics (1 page each)
- Instructional Strategy [Writing Real-World Genres for Real-World Purposes]: Purcell-Gates, V. (n.d.). Chapter Four: Real-life texts; Real-life purposes. In *Real-life literacy instruction, K-3: A handbook for teachers* (pp. 79-116). Vancouver, BC: University of British Columbia. Retrieved from: <http://www.authenticliteracyinstruction.com/img/HandbookK3.pdf>

Assignments Due:

- Assessment Memo 2 (on administration of QRI-V)

Week 12

Tuesday, April 3

- No work with child study student if this is his/her spring break.

Thursday, April 5

Topic: Vocabulary and Morphology

Readings Due:

- **Standards:** Excerpts TBA of the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (2010)*
- **Assessment:** Stahl, K. A. D., & Bravo, M. A. (2010). Contemporary classroom vocabulary assessment for content areas. *The Reading Teacher*, 63, 566-578.
- **Instructional Strategies:**
- Beck, Isabel L. McKeown, M., & Kucan, L. (2002). Choosing words to teach. In *Bringing words to life: Robust vocabulary instruction* (pp. 15-30). New York, NY: Guilford Press. <http://www.readingrockets.org/article/40304/>
- [Semantic Mapping]: pages 337-342 of Rupley, W. H., Logan, J. W., & Nichols, W. D. (1998/1999). Vocabulary instruction in a balanced reading program. *The Reading Teacher*, 52, 336-346.

Assignments Due:

- Preparation for Quiz #3 (on fluency, comprehension, composition, and vocabulary)
- Assessment Memo 3 (on administration of a composition assessment to child study student)

Week 13

Tuesday, April 10

- Work with child study student
 - Carry out a lesson on visualization
 - Obtain a writing sample from your student

Thursday, April 12

Topic: Review of Development, Assessment, and Instructional Strategies for 10 components of literacy

Readings Due:

- None

Assignments Due:

- Literacy Reference Projects

Week 14

Tuesday, April 17

- Work with child study student (refer to field placement schedule)
 - Administer a vocabulary assessment
 - Engage your student in an authentic writing activity involving a specific genre

Thursday, April 19

Topic: Learning About Learners, Revisited

Readings Due:

- Select child study papers

Assignments Due:

- Drafts of select portions of child study papers to be identified

Week 15

Tuesday, April 24

- Work with child study student
 - Engage your student in semantic mapping of a topic and vocabulary from an expository text you read together
 - Conduct a QRI assessment of a narrative text
 - If time permits: Engage your student in a lesson similar to one you have previously conducted (note similarities or difference in performance this time)
 - Come to closure with your student
 - Thank the MT, parent, or whomever has been hosting you

Thursday, April 26

Topic: Learning About Learners: Culminating Event

Readings Due:

- None

Assignments Due:

- Child study papers

Week 16

Scheduled final exam session

Topic: Course wrap-up

Readings Due:

- None

Assignments Due:

- None

Select Class Activities:

- Possible: Final portion of your Literacy Reference Project (a written assessment to supplement the oral assessment on the Project)
- Parting Words
- Course evaluations