**EDSC 508: Foundations of Literacy**

**Summer 2019**

**Instructor:** Dr. Suzanne Horn

**Class Meetings Time & Location:** Monday – Friday 8:30 – 10:30 or 11:15 -1:15 Prince 101 (Thursday and Friday are held on-line.)

**Office Location: 105J**

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**Office Hours:** 12:40 – 2:30 Monday, Tuesday, and Wednesday

**Intended Audience:** Pre-internship candidates in the M.A.T. program

**Prerequisite(s):** Admittance in the M.A.T. Program or special permission from the professor

**Spadoni College of Education Mission Statement:** The Mission of the William L. Spadoni College of Education at Coastal Carolina University is both to embrace the teacher-scholar model in preparing candidates to be productive, responsible, reflective practitioners and leaders for professional careers in education; and to embrace a leadership role through collaboration, service, and faculty research with P-12 [schools](http://www.coastal.edu/education/mission.html), institutions of higher education, community agencies, and professional associations.

**EDSC 508 Catalog Course Description:** An introductory course to literacy and its role in secondary schools and society. Candidates will research literacy by defining it and directly relating it to their field. An overview of literacy education topics including assessment, testing, equity, and multiple literacies will also be surveyed.

**Conceptual Framework**: The conceptual framework of all teacher preparation programs in the Spadoni College of Education is *The Teacher as Reflective Practitioner*. Through this framework, programs are directed toward the development of knowledge, skills, professional behaviors, and dispositions which will insure that all candidates are highly qualified and meet all university, state, and national expectations of pre and in-service teachers at the completion of their respective programs of study. Intertwined in our professional unit are the INTASC Principals, NCATE standards, the state-mandated ADEPT framework, NBPTS Principals (MED programs only) and nine of the Specialized Professional Associations standards.

**Course Texts:** When Kids Can’t Read What Teachers Can Do: A Guide for Teachers 6-12. By Kylene Beers. Heineman Publications

**Course Objectives:** The following are statements that represent the dual purposes of this course:

1. This course is designed to provide candidates with an overview of literacy education.
2. This course is designed to develop candidates’ research skills and use of APA.

**Student Learning Outcomes:** By completing this course, candidates will be able to:

1. Candidates will be able to articulate a definition for literacy and explain literacy’s role in society.
2. Candidates will be able to design a classroom that supports literacy instruction.
3. Candidates will engage research to form and then articulate their beliefs regarding a variety of literacy topics.

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| **Student Learning Outcome** | **Major Assignment** | **Read to Succeed Competency** | [**NCTE Standards**](http://www.ncte.org/library/nctefiles/groups/cee/ncate/approvedstandards_111212.pdf) | [**SCOE Conceptual Framework**](http://www.coastal.edu/academics/colleges/education/aboutus/conceptualframework/) | [**InTASC Standards**](file:///C%3A%5CUsers%5Cshorn%5CDesktop%5CEDSC%20508%20Foundations%5C%E2%80%A2%09http%3A%5Ced.sc.gov%5Cscdoe%5Cassets%5CFile%5Ceducators%5Cteacher-evaluations%5CNIET%20InTASC%20Crosswalk%20%282%29.pdf) | [**SC Teaching Standards**](http://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/SC%204_0%20Rubric%20Printable%20FINAL.pdf) | **Expanded Adept** |
| 1 | Foundations of Literacy Paper | 1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.2.3: Use a wide range of texts (e.g., narrative, informational, expository, and poetry) from traditional print, digital, and online resources, taking into consideration the students’ background knowledge and academic ability.6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture. | 1: Element 11: Element 22: Element 36: Element 2 | 1.11.2 | Grouping Students Standard 3 Expectations Standards 1, 2 & 3. Environment Standard 1, 2, & 3Growing and Developing Professionally Standards 9& 10.Community Involvement Standards 9, & 10. |  | Instruction 8.0 Grouping StudentsInstruction 16.1 ExpectationsInstruction 2.1, 2.2, 2.3 Motivating students |
| 2 | Classroom DesignLesson Plan Assignment | 5.1: Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. | 5: Element 2 | 1.11.42.12.2 | Motivating Students Standards 4 & 5Grouping Students Standard 3Teacher Knowledge of Students Standards 1 & 2.Problem Solving Standards 5 & 8.Expectations Standards 1, 2, & 3.Managing Student Behavior Standards 1, 2, & 3.Environment Standards 1, 2, & 3.Respectful Culture Standards 1, 2, & 3.Growing and Developing Professionally Standards 9 & 10.Reflecting on Teaching Standards 9 & 10.Community Involvement Standards 9 & 10School Responsibilities Standards 9 & 10.  | Standards and ObjectivesMotivating StudentsPresenting Instructional ContentLesson Structure and PacingActivities and MaterialsQuestioningAcademic FeedbackGrouping StudentsTeachingInstructional PlansAssessmentManaging Student BehaviorEnvironmentRespectful Culture | Instruction Standards and Objectives1.1, 1.2, 1.3,1.4, 1.5Instruction Motivating Students 2.1, 2.2, 2.3 Instruction Presenting Content 3.0InstructionLesson Structure and Pacing 4.1, 4.2, 4.3, 4.4Instruction Activities and Materials 5.0Instruction Questioning 6.0Academic Feedback 7.1, 7.2, 7.3, 7.4Instruction Grouping 8.0PlanningInstructional Plans 13.1, 13.2, 13.3, 13.4PlanningAssessment 15.1, 15.2, 15.3, 15.4EnvironmentManaging Student Behavior17.1, 17.2, 17.3, 17.4Environment 18.0Environment Respectful Culture19.1, 19.2, 19.3  |
| 3 | Topical Discussions | 4.1: Recognize, understand, value, incorporate, and build upon the students’ cultural and linguistic diversity and know their differences in the teaching strategies and materials used to improve literacy learning.4.3: Develop and implement strategies to advocate for equity.6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. | 3: Element 15: Element 16: Element 17: Element 2 | 1.53.14.1 | Presenting Instructional Content Standard 5Activities and Materials Standard 5 & 8.Questioning Standards 5 & 8.Academic Feedback Standards 6 & 8.Problem Solving Standards 5 & 8. Instructional Planning Standard 7 & 8.Community Involvement Standards 9 & 10. | Standards and ObjectivesMotivating StudentsPresenting Instructional ContentLesson Structure and PacingActivities and MaterialsQuestioningAcademic FeedbackGrouping StudentsTeachingInstructional PlansManaging Student BehaviorEnvironmentRespectful Culture | Instruction Standards and Objectives1.1, 1.2, 1.3,1.4, 1.5Instruction Presenting Instructional Content 3.0Instruction Motivating Students 2.1, 2.2, 2.3 PlanningInstructional Plans 13.1, 13.2, 13.3, 13.4 |

**Course Calendar**

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| Class  | Topic | Reading(s) / Assignments Due |
| 1July 15 | Introduction Defining Literacy and Multiple Literacies Educational Policy and Literacy Accessing Research: ERIC & Google ScholarDefining & Examples of Credible Practitioner Resources  | None |
| 2July 16 | Literacy in Society Literacy Rates (NAEP & State Data Analysis) Creating a Literacy Rich Environment in Content-Area ClassroomsTextbook Analysis Types of Texts | Urquhart, V., & Frazee, D. (2012). Characteristics of literacy-rich content- area classrooms. *ASCD Express*, *8*(6), 48-51. Retrieved from  <http://www.ascd.org/ascd-express/vol8/806-urquhart.aspx> Beers, K. (2003) When kids can’t read, what teachers can do: A guide for teachers 6 – 12. Heineman Publications. Portsmouth, NH. Chapters 1 and 2. |
| 3July 17 | What We Know about Literacy Defining Quality Literacy Practices  | Allington, R. L. (2002). What I’ve learned about effective reading  instruction. *Phi Delta Kappan*, *83*(10), 740-747.  Retrieved from <http://diywithrti.files.wordpress.com/2013/05/what-ive-learned-about-effective-reading-instruction.pdf> Beers, K. (2003) When kids can’t read, what teachers can do: A guide for teachers 6 – 12. Heineman Publications. Portsmouth, NH. Chapter 3.[Text Structure: Features & Organization (p. 1-5)](http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res_TxtStruc_ORS_Module%20copy.pdf)  |
| 4July 18 | Types of TextsTextbook Analysis Text Features | [Text Features Chart (p. 1-2)](http://hahnersworldwonders.weebly.com/uploads/4/9/8/0/4980399/text_feature_chart_handout.pdf)Please see Moodle Page for specific on-line activities. |
| 5July 19 | Practicing What We Learned | Today we will finish up activities and discussions of the week. We will also work on outlining the term paper.You will create an item for your classroom based on this week’s instruction and share it with a small group. |
| 6July 22 | Assessing Texts: * Quantitative Text Analysis
* Qualitative Text Analysis
* Matching Reader to Text
 | National Governors Association Center for Best Practices & Council of  Chief State School Officers. (2010). *Common Core State Standards for  English language arts and literacy in history/social studies, science, and  technical subjects.* *Appendix A*, **p. 1-9**. Washington, DC: Authors.  Retrieved from <http://www.corestandards.org/assets/Appendix_A.pdf> Beers Chapter 4  |
| 7July 23 | Overview of Differentiated Instruction Modifying Instruction for Types of Readers: * Low-Performing Readers
* High-Performing Readers
* Grade-Level Readers
* English Language Learners
* Special Education Students
 | Robb, L. (2008). What is differentiated instruction? In *Differentiating  reading instruction: How to teach reading to meet the needs of each  student*. Jefferson City, MO: Scholastic. Retrieved from  <http://www.scholastic.com/teachers/article/what-differentiated-instruction> Beers 5 and 6 |
| 8July 24 | Overview of the Reading Process:* Fluency Rates
* Vocabulary Knowledge
* Reading Comprehension
* Decoding and Word Analysis
 | Zakaluk, B. L. (1996). A theoretical overview of the reading process:  Factors which influence performance and implications for  instruction. *National Adult Literacy Database*. Retrieved from  [www.njxgjx.cn/resource/websubject//1799/1799\_951.doc](http://www.njxgjx.cn/resource/websubject//1799/1799_951.doc) Beers 9 |
| 9July 25 | Types of TextsTextbook Analysis Text Features | [Text Structure: Features & Organization (p. 1-5)](http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res_TxtStruc_ORS_Module%20copy.pdf) [Text Features Chart (p. 1-2)](http://hahnersworldwonders.weebly.com/uploads/4/9/8/0/4980399/text_feature_chart_handout.pdf) |
| 10July26 |  | Today we will finish up activities and discussions of the week. We will also check on the process of the term paper.You will create an item for your classroom based on this week’s instruction and share it with a small group.We will work on the lesson plan and how to write a lesson plan.**Assignment Due:** Classroom Design |
| 11July 29 | Fluency Assessments for Secondary Students:* Graded Passages
* Word Per Minute Assessment
* Tracking Fluency Rates
 | Wexler, J., Vaughn, S., Edmonds, M., & Reutebuch, C. K. (2008). A  synthesis of fluency interventions for secondary struggling  readers. *Reading and Writing*, *21*(4), 317-347. Retrieved from  <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3320221/> **Assignment Due**: Hard Copy of Outline to Discuss in Class |
| 12July 30 | Vocabulary Assessments for Secondary Students:* Vocabulary Knowledge Scale
* Vocabulary Recognition Task
* Vocabulary Assessment Magazine
* Semantic Map
 | Flanigan, K. Hayes, L., Templeton, S., Bear, D., & Invernizzi, M. (2010).  Vocabulary Assessment and Organization. *Word Study Assessment and  Instruction for Vocabulary* (2nd ed.) (p. 235-261). Upper Saddle River,  NJ: Pearson. Retrieved from <http://ptgmedia.pearsoncmg.com/images/9780135135211/downloads/Chap-8-WTW-SR.pdf> **Assignment Due:** Bring First Rough Draft to Class (As much as you can do based on your outline). |
| 13July 31 |  Comprehension Assessments for Secondary Students:* Cloze and Maze Passages
* Oral Reading Fluency Assessment
* Creating Questions Aligned to QAR and DoK
* Representation of Text-Based Understanding
* Graphic Organizers
* Think Alouds and Retellings
 | Rosenblatt, L. (1999). Louise Rosenblatt interview: Distinguished visiting  scholar. Department of Teaching and Learning, School of Education,  The University of Miami. Retrieved from  <http://www.education.miami.edu/ep/rosenblatt/index.html> Harrison, C., & Harrison, D. (2014). *Writing across the curriculum:  R.A.F.T. writing prompts.* Retrieved from  <http://writingfix.com/wac/RAFT.htm> |
| 14August 1 | Overview of the Writing Process* Brainstorming
* Pre-Writing
* Drafting
* Revising
* Editing
* Publishing
 | Herring, D. (n.d.). *The writing process*. [A Slide Share Presentation].  Brenham Writing Room. Retrieved from  <http://www.slideshare.net/weigansm/detailed-overview-of-writing-process?related=1>  |
| 15August 2 |  | Today we will finish up activities and discussions of the week. You will create an item for your classroom based on this week’s instruction and share it with a small group.We will answer any last questions about creating your own lesson plan.Work on rough draft of your term paper for students to edit and review for you.**Assignment Due**: Lesson Plan |
| 16August 5  | Types of Genre-Writing Constructed Response Paragraphs (ICE)A Basic Essay Structure: The Five-Paragraph EssayTranscending the Five-Paragraph Essay Writing Prompts (RAFT) | **Assignment Due:** Topical Discussion Presentation |
| 17August 6 | Assessing Student Writing* 6+1 Writing Traits Rubric
* Assessment & Feedback (HOCs & LOCs)
* Writing Workshops / Conference
 | **Assignment Due:** Topical Discussion Presentation |
| 16August 7 | Responding to Student Writing * Anchor Papers
* Other text responses
* Creating Evaluation Tools (e.g. rubrics, criterion checklists)
 | Keh, C. L. (1990). Feedback in the writing process: A model and methods  for implementation. *ELT Journal, 44*(4), 294-304. Retrieved from  <http://203.72.145.166/ELT/files/44-4-5.pdf>DePaul University. (2014). *Types of rubrics.* Retrieved from <http://teachingcommons.depaul.edu/Feedback_Grading/rubrics/types-of-rubrics.html> **Assignment Due**: Foundations of Literacy Paper Due. Students will participate in small groups and discuss their papers. |
| 17August 8 | Review Foldables | Students will work with foldables and create samples for their own class.Students will also work on a journal entry regarding their process of completing the research paper. |
| 18August 9 | Class Review and Reflection  | Final Exam Due: Students will complete a reflection on-line evaluating their study skills and what they learned this semester. |

**Topical Discussion**

Topical discussions will be hosted by small groups. (You will sign up in class.) To prepare for these discussions, your group will prepare a 10 – 15 mini-lesson on the assigned topic. You will then hold a 15-20 minute Socratic seminar. You may discuss as a whole group or break the class into small groups with each group including a member of the presenting group. Candidates will be required to demonstrate understanding of the topics by completing a presentation and leading a comprehensive discussion. Specific topics to be discussed are listed on the course calendar. Your total presentation and discussion time must not exceed 40 minutes. A hard copy and electronic copy are due on the day of the presentation. All presenters names must be on the hard copy.

Group topics are as follows. You must include the assigned Beers chapter and two other articles in your presentation.

Linguistic Diversity

(Include Beers Chapter 3 & 10)

Creating Meaningful Classroom Activities with Students at Different Comprehension Rates

(Include Beers Chapter 7 & 8)

Creating Meaningful Connections Between Text and Students’ Lives

(Include Beers Chapter 13 & 14).

Helping Students at Different Reading Levels To Be Successful in Classroom Assignments

(Include Beers 11 & 12)

**Rubric**

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| **Dimension** | **Unacceptable (1)** | **Below Average (2)** | **Average (3)** | **Above Average (4)** | **Outstanding (5)** |
| **Length** | The presentation is short and does not inform the class of new information.  | The presentation is short but the discussion flows well but is too short or too long. | The presentation makes the time limit and the class has a good discussion that flows well. | The presentation is good and the class discussion has thoughtful discussion with depth in the time limit provided. | The presentation is excellent, on-time, and the class discussion has thoughtful discussion with depth in the time limit provided.  |
| **Focus** | The presentation is not aligned to the topic. | The presentation is loosely aligned to the topic. | The presentation is somewhat aligned to the topic. | The presentation is mostly aligned to the topic. | The presentation is tightly aligned to the topic. |
| **Content** | The presentation and discussion does not demonstrate that the candidate understood the topic | The presentation and discussion demonstrates that the candidate understood very little of the topic | The presentation and discussion demonstrates that the candidate understood some of the topic | The presentation and discussion demonstrates that the candidate understood very most of the topic | The presentation and discussion clearly demonstrates the candidate’s deep understanding of the topic |
| **Grammar** | The presentation contains more than 10 grammatical errors | The presentation contains 7-9 grammatical errors | The presentation contains 4-6 grammatical errors | The presentation contains 1-3 grammatical errors | The post contains no grammatical errors |
| **Thoughtful-ness** | It is evident that the candidate put no effort into expanding his/her thinking about the topic  | It is evident that the candidate put little effort into expanding his/her thinking about the topic | It is evident the candidate put some effort into expanding his/her thinking about the topic | It is evident the candidate put decent effort into expanding his/her thinking about the topic | It is evident the candidate put sincere effort into expanding his/her thinking about the topic |
| **Total Score****\_\_\_\_ / 25** | **Comments:** |

**Classroom Design**

Using Microsoft PowerPoint or Publisher, candidates are to design two classroom configurations. One configuration should be designed for whole group instruction. The second configuration should be for collaborative learning (e.g. students working in pairs, small groups, or in another context). The configurations must contain labeled characteristics for literate environments, including classroom libraries, choice, community-building, classroom routine and rules, instructional tools (e.g. smartboard, computer carts), and materials for differentiated instruction. Candidates are expected to provide commentary to the following prompts:

*Prompt 1:* Explain the types of activities that will be used for the different configurations. For example, in a science classroom, Figure A might be designed for whole group instruction, and Figure B is for lab work. In an English classroom, Figure A might be whole group discussion, and Figure B might be for a writer’s workshop activity. In a math classroom, Figure A might be for the teacher to model how to solve an equation, and Figure B can be designed for partner work. In a history classroom, Figure A might be for viewing a PPT as part of a lecture, and Figure B can be for a debate.

*Prompt 2:* Explain how the classroom culture is enhanced using both of the configurations. Specific comments regarding how the configurations support classroom routine, differentiated instruction, and equity must be articulated. Use your course literature here to support your assertions.

*Prompt 3:* List and describe the types of supports available for a variety of students that includes: high-achieving students, English language learners, and special education students based on the choices you have made. Think about how you are supporting multiple students in your decisions to be challenged and supported in their learning.

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| **Dimension** | **Unacceptable (1)** | **Below Average (2)** | **Average (3)** | **Above Average (4)** | **Outstanding (5)** |
| **Classroom Configuration A** | A limited sketch of a classroom designed for whole group instruction is provided | A sketch of a classroom designed for whole group instruction complete with two resources and/or materials for differentiated instruction that are labeled is provided | A sketch of a classroom designed for whole group instruction complete with three resources and/or materials for differentiated instruction that are labeled is provided | A sketch of a classroom designed for whole group instruction complete with four resources and/or materials for differentiated instruction that are labeled is provided | A detailed sketch of a classroom designed for whole group instruction complete with five or more resources and/or materials for differentiated instruction that are labeled is provided  |
| **Classroom Configuration B** | A limited sketch of a classroom designed for small group and/or collaborative instruction is provided | A sketch of a classroom designed for small group and/or collaborative instruction complete with two resources and/or materials for differentiated instruction that are labeled is provided | A sketch of a classroom designed for small group and/or collaborative instruction complete with three resources and/or materials for differentiated instruction that are labeled is provided | A sketch of a classroom designed for small group and/or collaborative instruction complete with four resources and/or materials for differentiated instruction that are labeled is provided | A detailed sketch of a classroom designed for small group and/or collaborative instruction complete with five or more resources and/or materials for differentiated instruction that are labeled is provided  |
| **Prompt 1** | An explanation regarding how the configurations work is provided, but the explanation might not address practical implementation of the configuration or the explanation is more than 165 words or less than 130 words | A generic explanation of how the two configurations could be used in the classroom is provided, or the explanation is between 130-144 words or 151-165 words | An explanation of how the two configurations could be used in the classroom is provided, and the explanation is 145-150 words in length and includes a specific example | An explanation of how the two configurations could be used in the classroom is provided, and the explanation is 145-150 words in length and includes two specific examples | A detailed explanation of how the two configurations could be used in the classroom is provided, and the explanation is 145-150 words in length and includes three specific examples |
| **Prompt 2** | A rationale explaining how the configurations enhance is provided, but the rationale is not detailed. Or, the rationale is more than 165 words or less than 130 words.  | A rationale explaining how the configurations enhance the classroom culture is provided. The explanation is between 130-144 words or 151-165 words | A rationale explaining how the configurations enhance the classroom culture is provided. The explanation is between 145-150 words and includes one specific example. | A rationale explaining how the configurations enhance the classroom culture is provided. The explanation is between 145-150 words and includes two specific examples. | A detailed rationale explaining how the configurations enhance the classroom culture is provided. The explanation is between 145-150 words and includes three specific examples. |
| **Prompt 3** | A generic description is provided regarding how students could be supported, but no student subgroups are addressed. Or, the rationale is more than 165 words or less than 130 words. | A description of supports for one different student subgroups is included, and description is between 130-144 words or 151-165 words | A description of supports for two different student subgroups is included, and description is between 145-150 words. | A description of supports for three different student subgroups is included, and description is between 145-150 words. | A detailed description of supports for four different student subgroups is included, and description is between 145-150 words.  |

**Foundations of Literacy Paper**

Candidates will compose an essay where they **research** and address the prompts for each component of this paper. This means that you should reference 3 sources at the minimum for each prompt.

**Part 1:** Candidates will explain the central principle(s) for a theoretical literacy model (e.g. transactional reading theory, skills model, psycholinguistic theory, or schema theory) in approximately 250 words and including at least three in-text references. Next, candidates will apply the model to the following prompts:

*Prompt 1:* Explain how the theoretical model can support first and second language development (150-250 words);

*Prompt 2:* Summarize the reading demands placed on students by specific content area’s professional standards (150-250 words);

*Prompt 3:* Describe what a motivating literate environment looks like (e.g. words walls and classroom libraries) and feels like (e.g. variety of texts and opportunities to read traditional and digital texts) to a student (150-250 words);

*Prompt 4:* Discuss how the literate environment includes traditional and digital texts (100-150 words);

*Prompt 5:* Explain how reading instruction can be differentiated by using this model (150-250 words); and,

Prompt 6: Explain district and state assessment frameworks, proficiency standards, and student benchmarks as they pertain to assessing students’ literacy abilities (250-500 words).

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| **Dimension** | **Unacceptable (1)** | **Below Average (2)** | **Average (3)** | **Above Average (4)** | **Outstanding (5)** |
| **Prompt 1** | An overview for how the theoretical model supports first and second language development is attempted, but no specific examples are included. Or, the overview is fewer than 150 words or over 250 words. | An overview for how the theoretical model supports first and second language development is provided, but no specific examples are included. The overview is between 150-250 words. | An explanation for how the theoretical model supports first and second language development is provided, the model includes one specific example, and is within 150-250 words. | A detailed explanation for how the theoretical model supports first and second language development is provided, the model includes two specific examples, and is within 150-250 words. | A detailed explanation for how the theoretical model supports first and second language development is provided, the model includes three specific examples, and is within 150-250 words. |
| **Prompt 2** | An overview of the reading demands placed on students by a content area’s professional is attempted, but specific information is omitted. Or, the overview is fewer than 150 words or over 250 words. | An overview of the reading demands placed on students by a content area’s professional standards is provided, but no specific examples are included. The overview is between 150-250 words. | A synthesis of the reading demands placed on students by a content area’s professional standards is provided, one specific example of these standards are offered, and the synthesis is between 150-250 words. | A detailed synthesis of the reading demands placed on students by a content area’s professional standards is provided, two specific examples of these standards are offered, and the synthesis is between 150-250 words. | A detailed synthesis of the reading demands placed on students by a content area’s professional standards is provided, three specific examples of these standards are offered, and the synthesis is between 150-250 words. |
| **Prompt 3** | An overview of what a motivating literate environment looks and feels like is attempted, but specific information is omitted. Or, the overview is fewer than 150 words or over 250 words. | An overview of what a motivating literate environment looks and feels like is offered, but specific examples are not included. The description is between 150-250 words. | A description of what a motivating literate environment looks and feels like is offered, and the description includes two specific examples (one example explains what it looks like and one example explains what it feels like). The description is between 150-250 words. | A detailed description of what a motivating literate environment looks and feels like is offered, and the description includes three specific examples (1-2 examples explain what it looks like and 1-2 examples explain what it feels like). The description is between 150-250 words. | A detailed description of what a motivating literate environment looks and feels like is offered, and the description includes four specific examples (two examples explain what it looks like and two examples explain what it feels like). The description is between 150-250 words. |
| **Prompt 4** | No mention of the different types of texts that could be included in a literate environment were put forward, or the explanation is fewer than 100 or more than 150 words.  | An explanation of the different types of text is provided, one type of text is included, and the explanation is between 100-150 words. | An explanation of the different types of text is provided, at least two types of texts are included, and the explanation is between 100-150 words. | A detailed explanation of the different types of text is provided, at least three types of texts are included, and the explanation is between 100-150 words. | A detailed explanation of the different types of text is provided, at least four types of texts are included, and the explanation is between 100-150 words. |
| **Prompt 5** | An overview for how reading instruction could be differentiated is attempted, but specific information is omitted. Or, the overview is fewer than 200 words or over 250 words. | An overview for how reading instruction could be differentiated is offered, but specific examples are not included. The explanation is between 200-250 words. | An explanation regarding how reading instruction could be differentiated using this model is provided, the explanation include one example, and is between 200-250 words. | A thoughtful explanation regarding how reading instruction could be differentiated using this model is provided, the explanation includes two different examples, and is between 200-250 words. | A thoughtful explanation regarding how reading instruction could be differentiated using this model is provided, the explanation includes three different examples, and is between 200-250 words. |
| **Prompt 6** | A limited overview of how district and state assessment frameworks, proficiency standards, and student benchmarks address literacy is attempted, but key information is omitted. Or, the overview is fewer than 200 words or over 250 words. | A limited overview of how district and state assessment frameworks, proficiency standards, and student benchmarks address literacy is provided. The overview is between 200-250 words. | An overview of how district and state assessment frameworks, proficiency standards, and student benchmarks address literacy is provided. The overview is between 200-250 words. | An explanation or critique of how district and state assessment frameworks, proficiency standards, and student benchmarks address literacy is provided. The explanation is between 200-250 words. | A thoughtful explanation or critique of how district and state assessment frameworks, proficiency standards, and student benchmarks address literacy is provided. The explanation is between 200-250 words. |

**Lesson Plan Template**

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| **Subject Area & Grade Level** | * What grade level and subject area does this lesson address?
 |
| **Unit Title**  | * What unit does this lesson fall under?
 |
| **Essential Question(s)** | * What overarching question(s) will students be exploring in this lesson?
 |
| **Lesson Title & Instructional Objective**  | * What is the name of this lesson?
* State the lesson’s instructional objective
 |
| **Assessment** | * What assessment(s) will evidence students met this lesson’s objective? Or How will you know at the end of the lesson that students have learned the information from the lesson that you had planned on.
 |
| **Materials & Media** | * What are the materials needed for this lesson and how will they be used?
* Include blank copies of all materials
 |
| **Standards** | * List the national and state content standards this lesson addresses
 |
| **Instructional Procedures** | * Write out the “recipe” of your lesson
	+ I do (teacher)
	+ We do (teacher and student)
	+ You do (student)
* Remember to include:
* Questions you plan to ask
* Steps for activities
* Descriptions of what you and students will be doing during the lesson

Consider breaking your lesson into 15 to 20 minute chunks.  |
| **Grading** | * Describe the methods used to establish and distinguish a student’s grade including rubrics, assignments, discussion, anecdotal notes, etc. (Remember to include all copies of assessment instruments)
 |
| **Reflection** **(or Predictions)** | * Identify the strengths and weaknesses of the lesson?
* Explain how this lesson addresses differentiated to meet the needs of diverse learners.
* What were the students’ reactions to the lesson?
* Did the environment affect the lesson?
* Any other thoughts, concerns, critiques, or comments about the lesson?
 |

**Lesson Plan Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rubric Indicators** | **Not Acceptable (4 points)** | **Acceptable (9 points)** | **Exemplary (12 points)** |
| **Alignment of Lesson Identifiers**  | The subject area, grade level, unit title, essential question, lesson title, instructional objective, materials, and standards are loosely aligned | The subject area, grade level, unit title, essential question, lesson title, instructional objective, materials, and standards are mostly aligned | The subject area, grade level, unit title, essential question, lesson title, instructional objective, materials, and standards are tightly aligned |
| **Assessment** | An assessment aligned to the objective is underdeveloped OR the copy of the assessment is not included  | An assessment aligned to the objective is provided and a copy of the assessment is included | An assessment aligned to the objective is well-described and a copy of the assessment is included |
| **Instructional Procedures**  | Underdeveloped directions are provided and a “substitute” may struggle teaching this lesson  | Directions for leading this lesson are offered, so a “substitute” could teach it | Well-described directions for leading this lesson are offered, so a “substitute” could teach it |
| **Grading** | An underdeveloped rubric or checklist is provided to distinguish grade intervals or total points | A rubric or checklist is provided to distinguish grade intervals or total points | A detailed rubric or checklist is provided to distinguish grade intervals or total points |
| **Reflection** | No predictions about successes or challenges regarding the lesson are included. The candidate does not offer any ideas for potentially modifying or differentiating the lesson to meet the needs of diverse learners.  | One prediction about successes or challenges regarding the lesson is included. The candidate also offers one idea for potentially modifying or differentiating the lesson to meet the needs of diverse learners.   | Two predictions about successes or challenges regarding the lesson are included. The candidate also offers two ideas for potentially modifying or differentiating the lesson to meet the needs of diverse learners.   |
| **Total \_\_ / 48** | **Feedback:**  |

**Course Policies and Procedures**

The following policies will be used as guidelines to express the instructor’s expectations for candidates’ professional behavior during this course.

***Attendance/Administrative Policy***

***Classroom Attendance***

This is a hybrid course. For this course completing your on-line work on time counts as your attendance for that course date. Pay close attention to all deadlines for your coursework. After two missed in-class sessions or two missed online sessions, your course grade will be dropped one letter grade for each missed date.

* Note that in a graduate class you must receive a C or better to be considered passing in the course.
* In the case of extreme extenuating circumstances with attendance issues, the student must appeal to their advisor with a written letter. The advisor will work with the coordinator on the appeal.

***Class Web-Site***

We will be using Moodle for our electronic meeting space this semester. After registering for this class, candidates should have access to this course’s Moodle site. If not, the candidates need to contact the course instructor via email immediately.

***Late Work***

Because classmates and the course instructor are depending on you, all assignments must be submitted on time. On-line work, topical discussions, and major assignments will be penalized 10% of the assignment’s worth for each day it is late. Please contact the course instructor if an emergency situation arises.

***Use of Technology***

Please respect the course instructor and classmates enough to give them full attention. Silence cell phones and text messaging devices. The use of laptops and tablets during class is strongly encouraged as long as they are used for academic purposes. Please refrain from surfing the web or checking non-class related messages. **Be the student you want in your class.**

***Nettiquette***

Since this is a hybrid course, candidates must use netiquette when engaging this class. Some big ideas for netiquette include being respectful of peers, considering who will be reading your postings, staying on topic, using professional communication skills, and citing sources. *Being respectful of peers* means NO HARRASSING classmates with postings, insulting classmates, and using abrasive fonts, all caps, punctuation, and anything else that may be disrespectful (this may come down to a case-by-case basis). *Considering who is reading your posts* is crucial because this is an online community, and all classmates are allowed to read any content that appears on this website, which is not noted as an assignment. *Staying on topic* and using *professional communication skills* means staying within a word count and not straying from the focus of a prompt.

***Respect***

This class relies heavily on class discussion and group interaction. While candidates are permitted and, in fact, encouraged to disagree with one another and the course instructor during class discussions, candidates must do so in a way that demonstrates respect and a willingness to hear differing opinions. The course instructor will handle any disrespectful behavior on a case-by-case basis.

***Spadoni College of Education’s Task Stream Policy***

The Spadoni College of Education adopted TaskStream as a candidate assessment management tool in all programs (undergraduate and graduate) in 2006. Each program has identified required key assessments at the course level which are entered by the student into TaskStream. The Spadoni College of Education requires all degree seeking **and/or licensure-only seeking students** have a TaskStream account. The purchase of TaskStream is handled differently within each program and course. Please note:  Failure to submit a required assignment or assessment into TaskStream may result in delayed processing of your final course grade (i.e, Incomplete) until this requirement is met.

***Plagiarism***

Pearson (2011) defines plagiarism as "Simply put, **plagiarism is using someone else's words and ideas in a paper and acting as though they were your own**. This definition includes copying someone else's ideas, graphs, pictures, or anything that you borrow without giving credit to the originator of the words and ideas. It definitely includes anything you download from an Internet site or copy out of a book, a newspaper, or a magazine. It also includes stealing the ideas of another person without giving her or him proper credit" (<http://wps.prenhall.com/hss_understand_plagiarism_1/6/1668/427065.cw/>). Plagiarizing is an unethical practice and the course instructor will deal harshly with plagiarism or any work submitted as a candidate’s own, or original, which is not the candidate’s own or original to this class. If candidates are unsure if their work contains plagiarism, they are advised to ask the course instructor.

Additional Examples of plagiarism include but are not limited to the following:

(i) Words, sentences, ideas, conclusions, examples and/or organization of an assignment are borrowed without proper acknowledgment from a source (for example, a book, article, electronic documents, or another student’s paper).

(ii) A student submits another person’s work in place of his/her own.

(iii) A student allows someone else to revise, correct, or edit an assignment without explicit permission of the instructor.

(iv) A student submits work without proper acknowledgment from commercial firms, Web sites, fraternity or sorority files, or any other outside sources, whether purchased or not.

(v) A student allows another person to take all or any part of a course, including quizzes, tests, and final examinations.

(vi) A student submits any written assignments done with the assistance of another without the explicit permission of the instructor.

(vii) A student knowingly aids another student who is engaged in plagiarism.

b. Examples of cheating include but are not limited to the following:

(i) A student uses unauthorized information, materials or assistance of any kind for an assignment, quiz, test, or final examination.

(ii) A student knowingly aids another student who is engaged in cheating.

See the *Code of Conduct* for more details, as well as other cases of academic misconduct. The simplest rule of thumb here is this: Do your own work and give properly formatted credit for ideas that are not your own.

***Honor Code***

Please review Coastal Carolina University’s Academic Integrity Pledge that all candidates signed when first enrolling.

On my honor, I pledge:

* That I will take responsibility for my personal behavior; and
* That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.

Academic Integrity: **(**from the Student Code of Conduct, Section III,

*(*[*http://www.coastal.edu/judicialaffairs/codeofconduct.pdf*](http://www.coastal.edu/judicialaffairs/codeofconduct.pdf))

 *Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity, and personal responsibility. As members of this community students are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.*

 Academic misconduct will not be tolerated, and if you are caught committing an academic infraction your action will be reported to the university and may result in failure for the course and/or dismissal from the Professional Program in Teacher Education. The *CCU Student Code of Conduct* gives examples of cheating and plagiarism.

***Format***

All typed worked must be double-spaced and use size 12-point font. Candidates may choose any font they wish to use as long as it is professional. All research much use the APA style.

**Closing the Campus for Inclement Weather**

In the event of hazardous weather, faculty, staff, and students are requested to listen to local radio and television stations or visit the Coastal Carolina University website for official University closing announcements. Announcements about hazardous weather are also posted on the University’s homepage. Review the Hazardous Weather and Emergency Conditions Leave Policy (FAST-HREO-220). Instructors may refer to the Contingency Instruction website or Section VIII N. Contingency Instruction for information about what to do if class has been cancelled.

To stay up-to-date on emergency situations on campus, students are asked to sign-up for text alerts found on the [CCU Alerts Page.](https://www.coastal.edu/emergency/emergencynotification/ccualert.html)

***Accessibility and Disability Services***

Coastal Carolina University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Accessibility](http://www.sds.ucf.edu/) and Disability Services, Kearns Hall 106, Conway, SC 29528-6054

843-349-2503 - See more at: <https://www.coastal.edu/disabilityservices> before requesting accommodations from the professor.

***Learning Assistance Centers***

The Learning Assistance Centers offers assistance through the Writing Center, the Mathematics Learning Center, the Foreign Language Instructional Center, Peer Tutoring, and placement testing. You may make an appointment or go to sessions at the center for any help you may need in your academic work. [www.coastal.edu/lac](http://www.coastal.edu/lac)

***Student Health Services***

Services are available to currently enrolled students for general outpatient care, first aid, allergy injections, limited lab services, vaccines, physicals, and personal counseling services. Student health services are not for routine use by faculty.  [www.coastal.edu/health](http://www.coastal.edu/health)

***Grading Scale***

The following increments will be used to assign final grades:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A Range | B Range | C Range | D Range | F Range |
| A 90-100% | B 89- 80% | C 79-70% | D 69- 60% | Below 59% |

***Percentages of Assignments Towards Final Grade***

***Potential Changes***

This syllabus may be modified as deemed necessary by the instructor.