

Literacy and Literature in Elementary Schools

LLED 400 and 40I, All Sections PK-4

Spring 2023

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Dr. Patterson's In-Person Office Hours (165 Chambers): Immediately after class; By appointment with at least 2 hours notice

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Section 3: LLED 400 Tuesdays 11:15am - 2:15pm, Chambers 236

<https://psu.zoom.us/j/93402248199?pwd=Z3lNZFJTZlNnZlIxZEMOWdJcWFnZz09>

Password: 684987



Welcome to LLED 400 and 40I! We are excited that each of you is here, and we are looking forward to learning together in the coming months.

Purposes and objectives of these courses are to acquaint preservice teachers with theories and practices of teaching literacy in today's pre-school and elementary classrooms. Literacy teaching is both an intellectual and practical matter in which teachers work in conjunction with other school personnel, parents, and students to offer experiences that invite students to acquire literacy and to learn about literacy practices in and out of the classroom. Students enter schools with multiple types of literacy knowledge and cultural experiences. Coming to understand and work with the complexities of language and its social uses, learning and its cultural contexts, and schooling as organizational requires the coordination of both theoretical awareness and applied knowledge. Teachers' practice is developed from this coordination as they learn to address the puzzles students present as they construct their knowledge of language and literacy in various social situations. Developing practical strategies to teach literacy requires a dedication of head, hand, and heart to treat all people with dignity, acknowledging the contributions of all cultural groups, and respecting diversity as it honors ideals of social justice. In this way, LLED 400 and 40I ask pre-service teachers to consider how their work addresses the question: how do we wish to live together?

Basic goals of these courses are to help preservice teachers to use language well and thoughtfully concerning language, literacy, and culture; and to think through instructional problems thoroughly, using multiple sources of information to experiment with alternative solutions. We recognize that text expands from print texts to multimodal texts, including visual, auditory, digital, movement, and artifactual. The ability to work with both digital and traditional texts and literacy practices is critical to contemporary teaching. We expect you to understand the roles which culture and language play in literacy practices, literature, and schooling; to learn how people function effectively in communities of practice; and to develop a repertoire of organizational, instructional, and evaluative strategies that are based on research and best professional practices.

Shared principles: LLED 400 and 40I are parts of the PSU teacher education program that is unified by a basic set of principles, called the [*Penn State Conceptual Framework for Teacher Education*](#). LLED 400 and 40I offer opportunities for pre-service teachers to explore each of these principles. For example, these courses present the theories, practices, and ethics for visions of literate citizens in a just and democratic society and the corresponding ways in which to organize the work of teaching children to read and write print and other communication media. This work requires knowledge of the social nature of language and how it works, and text and how it works across diverse communities and contexts. Through consideration of research, practices, and standards, the courses demonstrate the power of literacies, the complexities of students' learning to use literacy for their purposes, and the problem-solving character of teaching.

Required Course Materials: See individual course Assignments section in CANVAS

LLED 400: Teaching Reading in the Elementary Classroom

Areas of Emphasis - 100 possible points distributed across four emphasis areas

- 1. Reading response:** Education is a complex problem-solving endeavor. Course reading and response to the readings challenge readers to extend their understanding beyond retelling. Readers are expected to make connections between the readings, personal experience, and other texts; to apply the readings to new situations; to react to the readings using varied ways of conveying meaning. Throughout the semester, you will respond to course readings in formats explained by your instructor.

- 2. Understanding reading development and children as readers:** Educators must understand, teach, and assess learning and development and accept their shared responsibility for their students' literacy learning. Taken together, assignments related to this emphasis are designed to demonstrate your knowledge of the reading process and to train your eye to recognize the development of readers. To monitor student progress and plan instruction, educators must understand what research tells us about how reading works and develops and about social, cultural, cognitive, and political dimensions of reading. Educators must know how to recognize and analyze students' early reading development, book handling knowledge, oral reading, retelling of the text, and theories of and feelings about reading and themselves as readers. To demonstrate this understanding, you will undertake a variety of tasks including a written analysis of early reading development and a project undertaken with a child reading partner. You will work with a child partner to collect information about the child's reading knowledge, skills, feelings, and theories about reading. You will use this data to complete a miscue analysis, running record, and/or other appropriate analyses (as determined by the instructor). Your written analyses will require connections to course readings.

- 3. Curriculum Planning:** Teachers must know how to use disciplinary knowledge and pedagogical knowledge. Curriculum planning assignments are designed to highlight your knowledge of reading development and how to create curriculum that meets needs of individual students and function for small groups and at the whole class level. Curriculum planning includes the centrality of read aloud as well as opportunities for students to engage in shared, guided, and independent reading experiences and student-driven inquiry or project-based work. Your written analysis will require connections to course readings.

- 4. Inquiry:** Educators contribute to the development and evaluation of theories of learning and development. Inquiry is learning driven by questions developed in the context of a community of learners. The inquiry process involves questioning, choice, information and data gathering, the making of artifacts, sharing, and reflection. The result is new knowledge, often leading to more questions. During the semester, you will participate in inquiries related to literacy learning and teaching in a format provided by the instructor.

LLED 401: Teaching Language Arts in the Elementary Classroom

Areas of Emphasis - 100 possible points distributed across four emphasis areas

- 1. Reading response:** Education is a complex problem-solving endeavor. Course reading and response to the readings challenge readers to extend their understanding beyond retelling. Readers are expected to make connections between the readings, personal experience and other texts; to apply the readings to new situations; to react to the readings using varied ways of conveying meaning. Throughout the semester, you will respond to course readings in formats explained by your instructor.

- 2. Understanding writing development and children as writers:** Educators must understand, teach, and assess learning and development and accept their shared responsibility for their students' literacy learning. Taken together, assignments related to this emphasis are designed to demonstrate your knowledge of the writing process and to train your eye to recognize the development of writers. To monitor student progress and plan instruction, educators must understand what research tells us about how writing works and develops and about social, cultural, cognitive, and political dimensions of writing. Educators must know how to recognize and analyze students' early writing development, use of invented spelling, understanding of concepts about print, knowledge of genre and conventions, use of the writing process, and theories of and feelings about writing and themselves as writers. To demonstrate this understanding, you will undertake a variety of tasks including a written analysis of early writing development and a project undertaken with a child writing partner. You will work with a child partner to collect information about the child's writing knowledge, skills, feelings, and theories about writing. You will use this data to analyze the child's understandings about writing and will develop and teach an individual or small group mini-lesson that builds on the child's strengths as a writer (as determined by the instructor). Your written analyses will require connections to course readings.

- 3. Curriculum Planning:** Teachers must know how to use disciplinary knowledge and pedagogical knowledge. Curriculum planning assignments are designed to highlight your knowledge of writing development and how to create curriculum that meets needs of individual students and function for small groups and at the whole class level. Curriculum planning includes the centrality of genre study and the importance of quality mentor texts as well as opportunities for students to engage in shared, guided and independent writing experiences and student-driven inquiry or project-based work. Your written analysis will require connections to course readings.

- 4. Multi-genre writing workshop:** Educators contribute to the development and evaluation of theories of learning and development. This assignment has at least three purposes - to experience and evaluate writing theory by participating in the process of writing original work, to engage in a classroom format for teaching writing that involves time, choice, revision, and peer editing, and to experience minilessons and writing in modes that are not limited to traditional texts. The basic skills and connections to course readings apply as well.

POLICIES for all sections of LLED 400 & 40I

Grading Policy: Your final grades in LLED 400 and 40I and will be based on your final point totals (possible 100 points for each course). You must receive an overall grade of C in these courses in order to continue the scheduled coursework for elementary school teacher certification.

A	94 percent and above	94 - 100 points
A -	90 to 93 percent	90 - 93 points
B +	87 to 89 percent	87 - 89 points
B	84 to 86 percent	84 - 86 points
B -	80 to 83 percent	80 - 83 points
C +	77 to 79 percent	77 - 79 points
C	74 to 76 percent	74 - 76 points
F	Below 74	Fail as per state requirements of a C or better in methods courses

Assignments must be submitted according to dates in the assignments handout.

Late submission will result in a 20% deduction.

Redos are not permitted. Do not ask to resubmit an assignment.

Attendance: For both classes (LLED 400 & 40I), attendance and participation is required at all lectures, workshops, and field visits. Three points will be deducted from your final grade for each unexcused absence. Two points will be deducted from your final grade for each late arrival or early departure. If participation is problematic, the instructor reserves the right to discuss the problematic behavior with the student and deduct points from the final grade. Only religious, collegian sports, military or medical excuses will be accepted.

COVID attendance policy: All sections of LLED400 and 40I are being offered in person during the fall of 2021. Students are expected to attend class in person and by policy, we cannot offer a Zoom-in option. The only exception is if the entire class is taken onto Zoom. Clearly students experiencing [symptoms of COVID-19](#) or other illnesses should stay home and contact university health services or a local physician's office. Absences due to COVID will be treated as other medical absences and will require that students be in contact with their instructors and do required make-up work.

While we realize that illness, caretaking, and other issues make participation more challenging at this time, we have an obligation to certify to the Commonwealth of Pennsylvania that you are prepared to be a successful literacy teacher. If you have five or more unexcused *OR* excused absences *across 400 and 40I*, you may be instructed to withdraw from one or both courses. It is incumbent upon you to communicate with your instructors about any absences.

Make-up work policy: It is the responsibility of the absent student to catch up on any missed material and do any make-up work required by the instructor, regardless of the reason for the absence.

Mask policy: At this time, Penn State University does not require face mask wearing in university buildings. If this policy changes, then then expectation will be that all students wear a mask appropriately (i.e., covering both your mouth and nose) while you are indoors on campus. In that event, anyone attending class without a mask will be asked to put one on or leave. Instructors may end class if anyone present refuses to appropriately wear a mask for the duration of class. Students who refuse to wear masks appropriately may face disciplinary action for Code of Conduct violations. If masks are required and you feel you cannot wear a mask during class, please speak with your adviser immediately about your options for altering your schedule.

Fieldwork Experience: Participation in the LLED block will involve a weeklong field experience (subject to change). You are expected to abide by professional expectations as well as meeting the expectations of the school site during this field experience. Failure to do so may result in failing one or more classes in the block. Should you be required to work instead with an individual child partner (available only with instructor's permission), failure to work professionally with the child may result in failing one or more classes in the block.

Vaccination information: If we are able to secure our typical one-week field placements for the LLED block, (which is still uncertain due to COVID limitations) the field placements is a central part of our class and figures heavily in your grade. School partners may require students to be fully vaccinated and provide proof of their vaccination to be offered the experience and to be allowed in the placement. We may not be able to find and provide placements for those students who are unvaccinated. If we cannot place you, you will be responsible to find a child with whom to work and will be required to recreate 40 hours of work, designated by your instructor, to replace the time you would have been in the field.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Disability Accommodations

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. Student Disability Resources (SDR) website provides [contact information for every Penn State campus](#). For further information, please visit [Student Disability Resources website](#). In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [See documentation guidelines](#). If the documentation supports your request for reasonable accommodations, your campus disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early as possible. You must follow this process for every semester that you request accommodations.

Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional well-being. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park \(CAPS\): 814-863-0395](#)

Counseling and Psychological Services at [Commonwealth Campuses](#)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Educational Equity and Report Bias

Consistent with University Policy AD29, students who believe they have experienced or observed a hate crime, an act of intolerance, discrimination, or harassment that occurs at Penn State are urged to report these incidents as outlined on the [University's Report Bias webpage](#).

As an institution of higher education, The Pennsylvania State University is committed to making post-high school education available to all who possess a high school diploma or its equivalent without regard to personal characteristics not related to ability, performance, or qualifications. The Pennsylvania State University does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, sex, sexual orientation, or veteran status.

This syllabus is subject to change. Any changes to the syllabus shall be distributed in writing, which may include electronic communication.

Weekly Assignment Schedule

Spring 2023 - LLED 400, Section 3 (Patterson & Trusel) - Methods of Elementary School Reading
Mondays 11:15 - 2:15, Thomas 120

In-Person Office Hours (165 Chambers): Immediately after class; By appointment with at least 2 hours' notice
Virtual Office Hours: Email: apatterson@psu.edu (with "LLED400" in subject line); text - (936-718-1802, 9am-9pm)

Class Date (Week)	Topic	Preparing for Class	Assignments Due
1.10 (1)	Course Introduction	<i>Toward an Educationally Relevant Theory of Literacy Learning: Twenty Years of Inquiry</i> (Cambourne)	
1.17 (2)	Culturally Relevant Literacy Pedagogies	Jigsaw: <i>Teaching to Change the World: The US Schooling Dilemma</i> (Oakes et al.) *You do not have to read the entire document. See CANVAS for your assigned pages* Begin Within (Teaching Tolerance) <i>Equity Literacy for All</i> (Gorski & Swalwell) <i>Committing to Culturally Relevant Literacy Teaching as An Everyday Practice: It's Critical!</i> (Souto-Manning & Martell)	Reading Notes #1 Reader Self-Study
1.24 (3)	Foundations of Reading (Part I)	**WE WILL MEET IN THE CHILDREN'S SECTION OF THE LIBRARY ON FLOOR #5** <i>Reading-Like Behavior: Its Role in Learning to Read</i> (Doake) <i>Letters, Sounds, and Word Study</i> (Dorn & Jones) <i>A Fresh Start: Shared Book Experience</i> (Holdaway)	Reading Notes #2 *Select Big Book Groups *Have Child for Case Study Identified ③ Doake Quizzes on CANVAS due by 11:59pm, Friday Feb 3
1.31 (4)	Foundations of Reading (Part II)	On Reading, Learning to Read, and Effective Reading Instruction (NCTE) <i>Checklist for Effective Reading Instruction</i> (Freeman & Freeman, chapter 1) <i>Effective Practices for Developing Reading Comprehension</i> (Duke & Pearson)	Reading Notes #3
2.7 (5)	The Reading Workshop & Guided Reading	<i>If These Walls Could Talk: The Communication of Literacy through Teacher-Created Charts</i> (Zoch et al.) <i>The Art of Reading Workshop</i> (Towle) Tips on Implementing Guided Reading Lessons (Taylor) 4 Tips for Guided Reading Success (Greene)	Reading Notes #4 Big Book/Early Curriculum Planning Draft

2.14 (6)	Literacy Curriculum (Part I)	<i>Supporting Reading</i> (Freeman & Freeman, chapter 4) <i>Learning from K-5 Teachers Who Think Aloud</i> (Ness) <i>Telling Stories</i> (Newkirk & McClure)	Reading Notes #5 Big Book/Early Curriculum Planning (Papers & Presentations)
2.21 (7)	Foundations of Assessment	<i>Understanding Reading and Assessing Reading</i> (Freeman & Freeman, chapters 2 and 6) <i>Accurate Fluent Reading</i> (Taberski) <i>Miscue Analysis Made Easy</i> (Wilde)	Reading Notes #6 Running Record & Miscue Analysis Quizzes on CANVAS due by 11:59pm, Fri, Mar 4
2.28 (8)	Literacy Curriculum (Part II)	<i>Slowing Down the First Six Weeks and Grouping Beyond Levels</i> (Sibberson & Szymusiak, chapters 4 & 5) <i>Re-Envisioning Instruction: Mediating Complex Texts for Older Readers</i> (Robertson et al.)	Reading Notes #7
3.7	Spring Break - Enjoy! 🤓 🕶️ 🥰 😄		
3.14 (9)	Literacy Curriculum (Part III)	<i>Designating the MVP: Facilitating Classroom Discussion about Texts</i> (Strom) <i>Promoting Proficient Reading</i> (Freeman & Freeman, chapter 5) <i>Browsing and Book Choice All Year Long</i> (Sibberson & Szymusiak, chapter 7)	Reading Notes #8 KID Charts drafts (bring to class)
3.21 (10)	FIELD EXPERIENCE WEEK <i>None of your Block classes will meet this week. You will be in the classroom from 7:45 am - 3:30 pm and you will have a detailed list of assignments to augment your observation each day. More details to follow!</i>		
3.28 (11)	Content Area Literacy Instruction	<i>Making a Case and a Place for Effective Content Area Literacy Instruction in the Elementary Grades</i> (Moss) <i>Talking and Writing about Reading</i> (Freeman & Freeman, chapter 7) <i>Scaffolded Reading Instruction of Content Area Texts</i> (Fisher & Frey)	Reading Notes #9
4.4 (12)	**COLLECTIVE PULSE CHECK** <i>We'll use this week to catch up on things and/or to determine what is the best use of our time. The contents of this week and whether there are any assignments due will be determined as a group!</i>		

4.11 (13)	Teaching Special Education Students in the General Ed Classroom	<i>Improving beginning reading instruction and intervention for students with LD: Reconciling 'all' with 'each'</i> (Coyne et al.) <i>Teaching reading comprehension to special needs learners: What matters?</i> (Reid et al.)	Reading Notes #10 Child Reading Analysis
4.18 (14)	Revisiting CRP & Situating Reading Instruction in the Broader Political Landscape (Pt 1)	<i>Popular Literacies</i> (Dyson) <i>Children's Everyday Literacies</i> (Alvermann & Xu) <i>Combatting, "I hate this stupid book!": Black males and critical literacy</i> (Wood & Jocius)	Reading Notes #11
4.25 (15)	Revisiting CRP & Situating Reading Instruction in the Broader Political Landscape (Pt 2)	<u>Labeling Young Children With 'Word Gap' Language is Harmful</u> (Adair) <u>Let's Talk</u> (Teaching Tolerance) <i>Answering the Hard Questions about Reading</i> (Freeman & Freeman, chapter 8)	Reading Notes #12
5.2 Finals Week			Curriculum Planning Based on Reading Analysis due by 11:59pm 5.3 at latest

This calendar is subject to change; any revisions will be posted to CANVAS.

Required textbook:

Freeman, D. & Freeman, Y. (2000). *Teaching reading in multilingual classrooms*. Portsmouth, NH: Heinemann.

Course Bibliography

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- Alvermann, D. & Xu, S. (2003). Children's everyday literacies: Intersections of popular culture and language arts instruction. *Language Arts*, 8(2), 145-155.
- Cambourne, B. (1995). Toward an educationally relevant theory of literacy learning: Twenty years of inquiry. *The Reading Teacher*, 49(3), 182-190.
- Coyne, M., Kame'enui, E., Simmons, D. (2004). Improving beginning reading instruction and intervention for students with LD: Reconciling 'all' with 'each.' *Journal of Learning Disabilities*, 37(3), 231-239.
- Doake, D. (1988). *Reading begins at birth*. Ontario: Scholastic.
- Dorn, L. & Jones, T. (2012). *Apprenticeship in literacy: Transitions across reading and writing K-4*. Portsmouth, NH: Stenhouse.
- Duke, N. & Pearson, D. (2002). Effective practices for developing reading comprehension. In A. Farstrup & S. Samuels (Eds.) *What research has to say about reading instruction*, 205-242. Newark, DE: International Reading Association.
- Dyson, A. (2003). Popular literacies and the "all" children: Rethinking literacy development for contemporary childhoods. *Language Arts*, 81(2), 61-70.
- Fisher, D. & Frey, N. (2014). Scaffolded reading instruction of content-area texts. *The Reading Teacher*, 67(5), 347-351.
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- Genishi, C. & Dyson, A. (2012). Racing to the top: Who's accounting for the children? *Bank Street Occasional Papers Series No. 27*. <https://educate.bankstreet.edu/occasional-paper-series/vol2012/iss27/6/>.
- Gorski, P. & Swalwell, K. (2015). Equity literacy for all. *Educational Leadership*, 72(6), 34-40.
- Greene, K. (n.d.) 4 tips for guided reading success. Scholastic. <https://www.scholastic.com/teachers/articles/teaching-content/4-tips-guided-reading-success/>
- Holdaway, D. (1984). *The foundations of literacy*. Portsmouth, NH: Heinemann.
- Moss, B. (2005). Making a case and place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59(1), 46-55.
- NCTE (2004). On reading, learning to read, and effective reading instruction: An overview of what we know and how we know it. Position Statement of the National Council of Teachers of English. <http://www2.ncte.org/statement/onreading/>.
- Ness, M. (2016). Learning from K-5 teachers who think aloud. *Journal of Research in Childhood Education*, 30(3), 282-292.
- Newkirk, T. & McLure, P. (1992). Telling stories. In T. Newkirk and P. McLure *Listening in: Children talk about books (and other things)* (p. 80-94). Portsmouth, NH: Heinemann.
- Oakes, J., Lipton, M., Anderson, L., & Stillman, J. (2018). *Teaching to change the world*. New York: Routledge.
- Reid, K., Baker, G., & Lasell, C. (1993). Teaching reading comprehension to special needs learners: What matters? *Intervention in school and clinic*, 28(4), 198-215.
- Robertson, D., Dougherty, S., Ford-Connors, E., & Paratore, J. (2014). Mediating complex text for older readers. *The Reading Teacher*, 67(7), 547-559.

- Sibberson, F. & Szymusiak, K. (2016). *Still learning to read: Teaching students in grades 3-6*. Portsmouth, NH: Stenhouse.
- Souto-Manning, M. & Martell, J. (2017). Committing to culturally relevant teaching as an everyday practice: It's critical! *Language Arts*, 94(4), 252-256.
- Strom, C. (2014). Designating the MVP: Facilitating classroom discussion about texts. *The Reading Teacher*, 68(2), 108-112.
- Taberski, S. (2017). *Comprehension from the ground up: Simplified, simple instruction for the K-3 reading workshop*. Portsmouth, NH: Heinemann.
- Taylor, S. (2018). *Tips on implementing guided reading lessons*. Scholastic. <https://www.scholastic.com/teachers/blog-posts/sharon-taylor/tips-implementing-guided-reading-lessons/>
- Teaching Tolerance (2016). *Begin within*. http://www.tolerance.org/sites/default/files/general/TT52_Begin_Within.pdf
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- Wood, S. & Joicus, R. (2013). Combatting "I hate this stupid book!": Black males and critical literacy. *The Reading Teacher*, 66(8), 661-669.
- Zoch, M., Davis, S., & Gray, E. (2018). If these walls could talk: The communication of literacy through teacher-created charts. *Language Arts*, 95(6), 370-382.

Spring 2023, LLED 400 Section 3 – Descriptions of Assignments

****NOTE: TO MAINTAIN EQUITY WITHIN OUR EDUCATIONAL SPACE,
ONLY LATE ASSIGNMENTS THAT HAVE PRE-APPROVED EXTENSIONS WILL BE ACCEPTED, WITH DEDUCTION****

Reading Response

28.5 points total, broken into 3 parts

From the overall course syllabus, the objective of the response assignment is to "extend the reader's understanding of a text beyond retelling. Readers are expected to make connections between the readings, personal experience and other texts; to apply the readings to new situations; to react to the readings using varied ways of conveying meaning."

For the purposes of this course, the response assignment will be composed of three requirements that encompass both oral and written response. Each is described in detail below; I encourage you to revisit these guidelines often and to ask questions in order to ensure that you understand the expectations.

● Reader Self Study (3.5 points)

Before you can learn about how other children read, you must first consider your reading attitudes, history and interests. To do this, you will do a mini self-study by responding to each of the following questions. **You may choose to present this in any creative way** (poem, newspaper, journal, cartoon...). *Strictly written responses (i.e. essay/paragraph) are not permitted for this assignment.*

1. What does reading mean to you? Based on your definition of reading, what makes a good reader?
2. Who are you as a person and a reader?
 - a. From a big picture perspective, who are you as a person? How do you describe yourself? Who are you in terms of the various markers of your identity (e.g. race, ethnicity, gender, class, age, ability, language, sexuality, etc.)? *Instead of just listing different descriptors, think about how identifying details about different aspects of yourself is helpful as you explain to others who you are as a person, learner and educator.*
 - b. What kind of a reader are you? Do you like to read? What experiences have contributed to your current reading stance?
 - c. How does who you are as a person relate to who you are as a reader? Be sure to acknowledge at least two of your identity markers in this response, e.g. race, ethnicity, gender, class, age, ability, language, sexuality, etc. One way you might think of this is by revisiting your responses to question b above and then thinking about how the details of who you are as a person give a more clear picture or explanation of what kind of reader you are.
3. Are you reading anything for fun at this time? What is it? Why do you like it?
4. What component of your own identity as a reader are you most excited to share with your future students? What is one SPECIFIC thing about your future students' identities you are excited to learn about and HOW SPECIFICALLY do you think it could help you to expand your own understandings of literacy and/or the world?

Reader Self-Study points will be earned based on completion, apparent effort and response to each of the aforementioned questions.

● Reading Notes (16.5 points total; 11 graded sets of notes, max of 1.5 points/week)

You are required to take notes on each week's readings. You will receive 0 - 1.5 points each week for doing the notes.

The purpose of note-taking is threefold: 1) to ensure that you do the reading; 2) to accumulate a body of easily searchable ideas and professional language for use in your papers throughout the course of the semester; and 3) to prepare for our class discussions. Because of #2 above, your notes must be typed.

To earn full credit, your notes must include four parts:

1. Include the author and name of the reading (or book title) AND the page numbers in your note taking, in order to make it easy to use for citations in your papers. (*Note: Full APA citations of all readings are included above and can be copied and pasted.*)
2. For the notes themselves, I suggest looking for the following (though if you have a style that works for you, that works for me!):
 - key ideas & terms
 - quotes worth remembering (included with page numbers)
 - important learning theories

- important ideas that can be applied in a classroom
- 3. At the conclusion of your notes, please include a question or a statement about something from the readings that you would like us to discuss more in class.
- 4. There will be a corresponding discussion board for the notes each week. Copy and paste the question you included at the conclusion of your notes into the discussion board for the week.

Notes are due on CANVAS by the start of class each week. You may choose to do the notes as a google docs, a word doc, or another program you choose. You may simply submit a link to an online document, such as a Google doc, but be sure that you have granted me access to that file *and that the newest entry is at the TOP of the document.*

Notes Points Breakdown:

- 15 points - You have included all of the elements listed in #'s 1, 2, 3 & 4 above
- 1 point - You have included most of the elements listed in #'s 1, 2, 3 & 4 above
- 5 point - You have included a few of the elements listed in #'s 1, 2, 3 & 4 above
- 0 points - You did not do the notes for the week.

****EVERYONE HAS ONE OPPORTUNITY TO SKIP SUBMITTING NOTES DURING THE SEMESTER.****

- **Participation and Professionalism (9 points)**

For the purposes of LLED 400, participation and professionalism points will be earned over the semester. **Participation and professionalism mean engaging your classmates and instructor in discussion and classroom activities consistently and in a constructive manner over the course of each class session.**

Professionalism is defined by the Pennsylvania Professional Code for Professional Practice and Conduct for Educators (<https://ed.psu.edu/internal/associate-dean-undergrad/dispositions/ci-295-disposition-project/professional-disposition-statements/pennsylvania-code-of-conduct>). For the purposes of the course, we draw from the Pennsylvania Code to describe professionalism in the course to include the following:

- Students will endeavor to learn the course material in furtherance of the development of competence in course content. Students will seek out and accept feedback and demonstrate an ability and willingness to critically self-assess.
- Students will exhibit respectful, collegial, consistent, and equitable treatment of peers, instructors, child partners, and school personnel and will attend to their contribution to a positive group dynamic within the classroom.
- Students will endeavor to learn principles and practices required to work successfully with a diversity of students, parents, colleagues, and communities.
- Students will demonstrate a strong sense of good citizenship and shared responsibility for the intellectual, social, and emotional well-being of cohort peers and the health of the classroom community. Students will take initiative in contributing positively to the classroom learning community.
- Students will use acceptable and professional language and communication skills. Their verbal and written communications with peers, instructors, child partners, and school personnel shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- Students will be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to issues that may arise in relation to courses and field work within the block. Students will demonstrate professional judgment in their conduct during the field experience.

You will be given the opportunity to reflect on your participation throughout the semester by responding to daily participation surveys, the link to which is available on CANVAS. *We will also engage in community circles in which we express appreciations for the participations and contributions of our classroom community members.*

In order to earn the participation and professionalism points for this course, *make yourself memorable in some positive way.* Show that you are taking responsibility for your own learning through being actively engaged. Help to build a shared professional class identity by raising questions, some examples might mean being creative and possibly humorous in your comments, bringing in interesting connections or unexpected resources. Work to bring out the best in your peers and instructor through earnestly and respectfully engaging their ideas and being a positive, responsible group member. Try to speak up during class, but if that is impossible for you, be

lively in your leadership and participation in the in-class small group activities. Be willing to raise questions or to openly critically interrogate ideas we cover in class.

Unless you are taking notes or working on a project, PLEASE KEEP YOUR LAPTOPS AND PHONES STORED AWAY DURING CLASS. Off-task behavior on cell phones, tablets, or computers during class will impact how you earn participation points. If the instructor has to ask you to put away your technology or use it appropriately during class, that may result in a one point deduction for that class period.

Please know that I am making a commitment to helping each of you to become confident in your knowledge of elementary level literacy instruction. I imagine that in at least some instances this will involve challenging what you already understand to be literacy and learning. I hold your capacity to be a smart, thoughtful, reflective teacher in the highest regard; I want the best for you in your ability to have professional control of your classroom, and I want the best for your future students. I believe that one of the most important things you can do to prepare to be a great teacher for your students is to engage in teaching as a deeply intellectual task, to know what you are doing and why you are doing it, to be able to make a strong, professional argument about what is best for your students, while keeping an honoring of their humanity at the center of your efforts. We all know that having fun in your future classroom is a very important part of being a great teacher, but that alone cannot justify your work. Always be working toward being able to explain why that things you are doing are important in a child's learning. Excited to learn alongside you as we continue to develop the professional components of our identities!

- **Field Experience Reflections (1 point total)**

During the field experience week of classes, we will be spending the week at a State College Area Elementary School. From Monday to Friday, we will be in the school from 8:00am - 3:30pm. We will be coordinating with other Block classes during that week, but if you have non-Block classes or work that will be interrupted, please utilize the form letters available on CANVAS pages. During the week, you will complete two brief reflections about the experience.

Reflection entries will be assessed based on: completion; seriousness of reflection; response to prompts.

Understanding reading development and children as readers

36.5 points total, broken into 3 parts

- **Quizzes (10 points total)**

Throughout the semester, quizzes on essential topics will be administered via CANVAS. The quizzes will not be limited by time or by number of attempts. The grade you earn for the quiz will be an average of your FIRST and your BEST score. The intent behind this scoring approach is to recognize BOTH robust upfront understanding of the material AND dedication and commitment to demonstrating and building understanding.

- **Child Reading Analysis (25 points)**

For this project, individuals will work with an elementary aged child that you identify during our field experience week. You will gather data from the student about their reading attitudes, interests and strategies and will observe and record the child reading and completing a retelling. The written assignment associated with the project will require you to do the following using the gathered data:

- Complete a miscue analysis
- Summarize and analyze the data you have collected to come up with a hypothesis of this child as a reader
- Compare your ideas to/support your ideas with those of our readings and class discussions
- Write a paper describing the child as a reader

Additional details and assessment rubric will be distributed in class.

Curriculum Planning

35 points total, broken into 2 parts

- **Big Book/Early Curriculum Planning (20 points)**

For this project, individuals or teams (no larger than five) will be responsible for developing a super brief 4 – 8 minute presentation along with supporting materials that will demonstrate your understanding of the extended use of a key Big Book and the development of supporting materials and activities in pre-k through first grade. The curriculum you will develop should meet the following goals:

- Approximately two weeks of curriculum planning centered on a Big Book of your choice
- Plans guided by Holdaway's model of discovery, exploration and independent experience and expression
- Plans reflecting opportunity for students to work with and through multi-modal approaches and materials in a way that meets the needs of many different learners

Additional details and assessment rubric will be distributed in class.

- **Curriculum Planning Based on Reading Analysis (15 points)**

The goal of this project is for you to demonstrate your ability to plan instruction based upon the needs of the individual child. This curriculum will draw from the data gathered in your children reading study and build upon the main goals identified for your partner. You will work in a small group of classmates whose students had goals similar to yours. Together you will create a plan that addresses shared, guided, and independent reading plans that could support your partners' developmental and linguistic needs, that supports student choice and interest, and that recognizes the social and collaborative nature of reading. This curriculum will be well-grounded in course readings.

Additional details and assessment rubric will be distributed in class.

EXTRA CREDIT POINTS (up to 3pts)

Throughout the semester, attendance of extra-curricular events across campus (and beyond) exposing attendees to critical, equity-oriented ways to think about education writ large will earn up to 3 extra credit points. Each event you attend will earn 1 point of extra credit. You will verify your attendance at the event by (1) uploading a selfie of yourself at the event along with (2) a brief paragraph describing something specific that you learned from the event to CANVAS under the extra credit assignment. If multiple individuals attend an event together, one picture can be taken, *but each person should upload that same picture along with their own individually written paragraph to receive credit.* If you have an event in mind, please share it with the rest of the group on the CANVAS discussion board. All day events lasting 4 hours or more count as 2 events.