

**Boise State University**  
**Idaho Comprehensive Literacy Course Syllabus**  
**ED-LTCY 340**

Fall Semester 2009

Course: ED-LTCY 340  
 Course Number: 40321    Section: 001    Schedule: T 6:00 – 9:00  
 Instructor: Carolyn Cort Loffer    Room: Columbia High School A142  
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**Conceptual Framework: The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

**Standards and Assessments**

| Idaho State Standards for Reading   | Assessment Measure                                      |
|---|---|
| <b>Teacher Knowledge</b>  |   |
| 1.1 The teacher understands the relationships and roles of the components of a balanced literacy program.                                     | Exams, Quiz, Reading Responses, Final Project           |
| 1.2 The teacher knows the methods of literacy instruction congruent with a balanced literacy program.   | Lesson plans, Exams, Reading responses                  |
| 1.6 The teacher understands the relationships between reading, writing, speaking, listening, and viewing                                      | reading responses                                       |
| 1.7 The teacher understands why it is important for developing literacy skills to read aloud to students.                                     | Reading responses                                       |
| 3.1 The teacher understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties | Field work activities                                   |
| 8.1 The teacher understands the use of assessment for different literacy purposes.  | In-class assessment activities<br>Field work activities |
| 8.2 The teacher understands how to use assessment for attitude and motivation as related to reading.  | Field work activities                                   |
| 8.3 The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading.                           | Field work activities                                   |
| 10.0 The teacher interacts in a profession, effective manner with colleagues to support students' learning and well-being.                    | Mentoring teacher evaluations                           |
| <b>Teacher Dispositions</b>   |   |
| 1.1 The teacher recognizes the importance of reading aloud to children  | Reading responses,                                      |
| 1.2 The teacher recognizes the importance of early literacy experiences for the prevention of   | Reading responses,                                      |

|   |  |
|---|--|
| reading failure.  |  |
| 9.1 The teacher values the critical examination and sharing of research and professional publications in order to advance understandings of literacy practices. | Research article responses, Exit slips                           |
| <b>Teacher Performance</b>  |  |
| 1.1 The teacher applies the components of reading instruction in classroom settings.  | Field experience reports, Lesson plans                           |
| 1.2 The teacher articulates and demonstrates knowledge of various research-supported approaches to prereading and decoding instruction.                         | Matching activity, exams, field experience reports. Lesson plans |
| 1.5 The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build students literacy skills                | Field experience reports, LEA activity                           |
| 1.6 The teacher provides literacy lessons and opportunities congruent with best research practices.   | Field experience<br>Lesson Plans                                 |
| 1.7 The teacher reads aloud to children.  | Field experience   |
| 7.0 The teacher plans and prepares instruction.   | Lesson plans, field work activities,<br>Field Activities         |
| 8.1 The teacher gathers and interprets data from multiple assessments to plan instruction.  | Field work activities, discussion board                          |



**Course Description:**

ED-LTCY 340 Comprehensive Literacy provides pre-service teachers with knowledge and strategies involving children’s oral language, the structures of language, assessment and intervention, and the role these play in developing literacy. Prepares the pre-service teachers to meet part of the literacy requirements for an Idaho teaching credential. Strongly recommended for students who are required to pass the Idaho Comprehensive Literacy Exam: Standard One, the Structure of Language, and Standard Three, Assessment. Includes a field-based experiential component 3 hours per week. (From Boise State University Undergraduate Catalog)



**Texts:**

- ☉ Bear, D. R. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, N.J.: Pearson Prentice Hall.
- ☉ *Put Reading First: The research building blocks for teaching children to read*. National Institute for Literacy. (download from <http://www.nifl.gov/partnershipforreading/publications/PFRbookletBW.pdf> )



**Assessments and Evaluation:**

|  |         |
|--|---------|
| Weekly checks for understanding            | 15 pts. |
| Tests (2 @ 15)                             | 30 pts. |
| Response to professional articles (2 @ 10) | 20 pts. |
| Lesson plan work sample (4 phases)         | 15 pts. |
| On-line Assessment Responses (4 @ 5)       | 20 pts. |

Criteria for evaluation on all assignments are explained in detail on the course Blackboard site.

Attendance policy: Much of the information critical to this course is developed through participation in class activities. Attendance is vital. There is no penalty for one absence provided you keep me informed. Each absence afterward counts 3% off your final grade.

Projects will be evaluated on quality, scholarship, professional presentation (standard English mechanics, spelling, language, effort) clarity of thought, and fulfillment of objectives according to individual rubrics posted on Blackboard.

Your final passing grade is dependent on successful completion of 33 hours of field work. If an intern receives marks of *unsatisfactory* in any area of the evaluation by the mentor teacher, the intern will be receive a grade of incomplete, until the field experience can be completed satisfactorily.

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## **Written responses to Professional Journal Articles (10 points each)**

Select an article from the *Reading Teacher* (not earlier than 1995) that addresses one of the following topics:

**Response #1 (due** – Phonological awareness, phonemic awareness, or phonics

**Response #2**—Fluency, spelling/orthography, vocabulary or comprehension

Be sure that the article is thoughtfully chosen. It should be an area of particular interest to you, or perhaps a concept about which you need more clarification or examples. Resist the tendency to write about the first article you find that fits the topic. Instead, choose carefully and make the assignment worthwhile to you and your future teaching career.

The easiest way to access articles in via the Albertson Library internet site. There are many easy to use data bases which will give you quick access to full-text articles, electronically. Librarians are available during business hours via live chat or in person to walk you through the process if it is unfamiliar to you.

Your responses should be written in narrative format and typed. These responses should be fairly thorough and well thought out, and approximately two pages, one for each section. Your papers **will need to include two sections which are described in detail below:** (1) a summarization of the article, (2) your response to the article.

### Summarization

As the reader of your paper I want to know what this article is about. After reading the article, write a summary of it. Include in your summary:

1. Main idea

2. Supporting details related to the main idea

### Response/reflection

As the reader of your paper I want to know how you've connected with and understood the article. Include in your response:

1. What have you learned from this article.
2. Implications for classroom instruction
3. How did this article connect with your prior understandings, experiences, readings from the text, and /or our discussions in class.
4. How you might use the ideas in the article in your future literacy instruction

**Please attach a copy of your articles to your papers.**

### **On-line responses to assessment experience (4@ 5pts. each)**

Assessment (both formal and informal) is critical for teachers to make informed instructional decisions. You will be required to perform and reflect on 4 different literacy assessments. Posted on Blackboard, you will find explicit directions and reflection questions to guide each assessment and reflection. Post your response on Blackboard's discussion board, then take time to read and respond to some of the others. This forum will provide you with an excellent opportunity to dialogue and collaborate with your classmates in order to develop your understanding of assessment and its role in literacy instruction. Reflections must be posted by Saturday of the week they are due.

### **Literacy Lesson Plan (10 points)**

#### **Phase 1: Pre-planning**

Arrange to meet with your teacher regarding the literacy lesson assignment. Let him or her know that you'd like to teach a lesson to a small or large group of students during the weeks of 4/6 – 4/16.

Questions to ask mentor teacher:

1. Within what literacy area(s) would you like me to teach?
2. What objectives would you like me to cover?
3. Should I teach to introduce, develop or master the concept(s)?
4. Do you have a suggested activity or lesson, or would you like me to come up with my own?
5. How much time should my lesson take?
6. Is this a whole or small group lesson?

## **Phase 2: Lesson planning**

Draft a **standards-based** lesson using resources from your mentor teacher, the CRC, internet or other resources. Bring this draft to class on for peer review and revision. Two suggested lesson plan formats are posted on Blackboard.

## **Phase 3: Implementation of plan**

Teach your lesson. Collect or copy and submit work samples, instructional materials or anything else relevant to my understanding of your instruction. Ask your mentor teacher for feedback.

## **Phase 4: Professional reflection**

Questions to guide reflection.

- Were learning objectives met? How do you know?
- Were children engaged? Evidence?
- What went well?
- What could be improved?
- What is the next instructional step?
- Was differentiation sufficient to meet all needs? How do you know?
- Were higher order thinking skills utilized? How?
- What did you learn about yourself as a teacher?
- What did you learn about your students as learners?
- What did you learn from your students?

**Your final work sample will include all 4 phases. Due date listed is tentative, as it may take some longer to implement and reflect on the lesson. Please turn the whole work sample in as soon as you are able.**

## **Weekly Checks for Understanding (10 points)**

In class activities and discussions are most effective when students are equipped with the proper foundation of background knowledge. This foundation is provided in the assigned readings. When some are unprepared, the activities and discussions in small groups are compromised. For this reason, there will be weekly checks based on the assigned readings for the week. Most readings are short, ensuring that you'll have ample time to read them thoroughly. Weekly checks for understanding may come in the form of quizzes, discussion groups or reading guides.

