

Rutgers University
Graduate School of Education
Teaching Reading in the Elementary and Middle School
15:299:516 (01)
Fall 2013 Online
3 credits

Dr. Kristine Shurina
shurina@gmail.com
Office Hours: Available by phone or online by appointment
Phone: 973-885-1147

Required Books:

Teaching Literacy in the Middle Grades by G. Tompkins, 2nd Edition

Writing a Life: Teaching Memoir by Katherine Bomer

The Reading Zone by Nancy Atwell Literacy Breakthroughs by Susan E. Israel

Recommended Reading:

Thinking Through Genre by Heather Lattimer

Kick-Start Your Class by LouAnne Johnson

Course Catalog Description:

Focus on literacy skills for grades 3-8. Emphasis on higher order comprehension skills, vocabulary development, content area reading, writing, and struggling readers. Upper elementary and adolescent literature is explored.

Course Goals and Objectives

By the end of this course, each student should be able to:

- Articulate a philosophy of literacy instruction that emphasizes the interactive and integrative nature of language and builds upon these connections when creating learning opportunities.
- Demonstrate knowledge and skills that are needed for creating and implementing a literacy curriculum using small and large group work, collaborative learning, conferencing, and individual work based on professional standards.

- Identify, plan, and design literacy instruction based on students' needs, developmental progress, learning styles and prior knowledge.
- Identify and understand the characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support students' growth and development.
- Critically reflect on his/her teaching and learning.
- Identify and use available resources and materials for instructional planning.
- Articulate how educational research can be used as a means for continuous learning and development.

Confidentiality: When discussing classroom situations during course sessions, do so carefully. Mask the name of a student on any written or visual work shared in class or used in an assignment. When discussing teaching practices you have observed in the field, be mindful of maintaining a tone of professional courtesy. Under no circumstances (whether in class or in casual conversation with friends) should you relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child or family.

Academic Integrity Policy: You can find the Policy on Academic Integrity for Undergraduate and Graduate Students at the following site: <http://teachx.rutgers.edu/integrity/policy.html>. You are responsible for understanding and adhering to the policy. Please pay particular attention to the information provided on Cheating, Fabrication, and Plagiarism. Also, please become familiar with copyright laws and the Internet.

Citing Sources: In our online discussions and assignments please use APA format to document your sources.

Grading Scale

A = 90% and above

B+ = 87 - 89.9%

B = 80-86.9%

C+ = 77-79.9% C = 70 - 76.9%

D = 60 - 69.9%

F = below 60%

Grading Summary

A = Outstanding work

B = Good work

C = Satisfactory work

D = Poor work

F = Failing work

Brief Overview of Assessment for Course:

20% Online Discussion of Assigned Reading

- Your initial discussion posts should be approximately 250-500 words; responses to others should be approximately 100 words.
- Discussion posts should be supported by your readings and properly cited using APA format.
- All posts and responses to posts should be completed by the due dates that appear below in this syllabus.
- It is advisable to not use postings such as “I agree,” “I don’t know either,” “ditto,” etc. These types of responses take up space and do not add anything substantial to the conversation. It is important to know that such responses will not be counted for assignment credit.
- Respect each other’s ideas, feelings and experience when posting responses and keep confidentiality in mind when referencing experience.

20% Writing Unit of Study

This project will be done in small groups of two to three. If possible, I will try to match you with other colleagues who work with similar grade levels of students.

For this assignment you will create a writing unit of study that includes immersion materials for students, at least one lesson for each stage of the writing process and an assessment instrument for the final product. Also include a brief overview of the unit and refer to how it is supported by our course reading.

You can choose any genre for this project. Some ideas to consider are memoirs, blogs, novels, children's picture books, essays, photo essays, short stories, feature magazine articles, responding in online discussion forums. I've even seen a unit created out of obituaries.

Immersion materials should include at least two of the following: student samples, professional samples and/or a teacher created sample. Student samples do not have to be your own students' work. You can find samples online.

You will need a total of five lesson plans including one for each of the following: prewriting, drafting, editing, revising and publishing/sharing. Lesson plans should include objectives, link to core curriculum content standards, a list of materials needed, activities and assessment. Try to incorporate technology as well as cooperative learning in your plans.

In addition, you will need to include an assessment instrument for the final product. It can be a rubric, a checkbrick, a scorecard or any other instrument you feel is appropriate.

Finally, include a brief, up to one page, explanation and rationale for your unit. Relate your work to our course reading on research-based best practices. Please use APA format for your citations within your text, and include a references section at the bottom. You can pull in outside sources, but it is not required.

10% Word Study or Vocabulary Lesson Plan

Based on our course reading, design a vocabulary or word study lesson plan. Your lesson can be for a single student, small group or whole class. Your lesson plan should include objectives, link to core curriculum content standards, a list of materials needed, activities and assessment.

Include a brief, up to one page, explanation and rationale for your plan. Relate your work to our course reading on research-based best practices. Please use APA format for your citations within your text, and include a references section at the bottom. You can pull in outside sources, but it is not required.

20% Reading Instruction Philosophy

Please articulate your philosophy of classroom reading instruction. Include at least three references linking to research and/or course reading. Please use APA format for your citations and include references at the end. Your philosophy should be one to two double-spaced pages. Think of this as a document you would post on your website for parents and students to read.

10% Classroom Reading Assessment and Reflection

Design a reading assessment tool for classroom use. It can be a think-mark, a survey, an open-ended question in response to reading with a rubric, a journal entry page with a scorecard, a scale for assessing independent reading along with a class chart, etc....

Write a brief one page or less reflection linking your assessment tool to research and explaining how you will use it. If you are not currently a practicing teacher, explain how it could be used. Use citations in your text and include references.

10% Book Recommendations

You will complete this assignment in Module 5. Through the threaded discussions, you will share book recommendations for the following:

- Favorite From Childhood
- Favorite as a teacher
- Published in 2013 Book
- YA Novel
- Picture Book

In each recommendation please include the title, author and year of publication. Also include the grade level you feel it is appropriate for and explain why the book appealed to you. Recommendations do not need to include text references and can be short compared to our previous weekly posts.

10% Literacy Breakthrough Story

Using the Israel book as a model, write a breakthrough story. Your story can be a student breakthrough you witnessed, your own experience or one you get by interviewing someone. It doesn't have to be something from this school year.

Include a narrative, and at the end link the story to research-based best practices we have read about and discussed this semester.

This piece should be three to five typed pages with citations and references at the end.