RUTGERS
Graduate School of Education

Rutgers, The State University of New Jersey
Teaching Reading in the Elementary School
15:299:516:02
Spring 2017
Tuesdays 4:50-7:30 P.M.
AB (Academic Building)-2150

Instructor: Dr. Kenneth Kunz	Email: kunz.kenneth@gmail.com
Phone Number: 908-294-0362 (cell)	Address: 10 Seminary Place
Office Hours: by appointment; online or telephone conference calls can also be arranged	Prerequisites or other limitations: none
Mode of Instruction: ____ Lecture _X__ Seminar ____Hybrid ____ Online ____ Other	Permission required: __X__ No _____ Yes

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

COURSE DESCRIPTION & LEARNING GOALS

The **New Jersey Professional Standards for Teachers (2014)** can be found at http://www.state.nj.us/education/code/current/title6a/chap9.pdf. In this course, we will be covering the following standards:

Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
> Essential Knowledge: 1, 2, 3, 5
> Critical Dispositions: 1, 2, 3, 4

Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards

and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

>Performance: 1, 2, 3, 4, 8
>Essential Knowledge: 1, 2, 3, 6
>Critical Dispositions: 1, 2, 4, 5

Standard Seven: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

>Performance: 1, 2, 3
>Essential Knowledge: 1, 2
>Critical Dispositions: 2, 4

Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

>Performance: 4, 5, 6, 7, 8, 9
>Essential Knowledge: 3, 4, 5, 6
>Critical Dispositions: 2, 3

Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

>Performance: 6, 7, 8, 9
>Essential Knowledge: 3, 4
>Critical Dispositions: 3, 5

In regard to the **Council for Accreditation of Education Professionals (2013)**, we will be covering **Standards #4 Content Knowledge** which falls under **Content and Pedagogical Knowledge.** This includes **1.1 Content Knowledge, Skills, and Professional Dispositions.** For additional information, please visit file:///Users/ecboling/Downloads/CAEP%20Standards.pdf. Projects such as the lesson plan, professional development group workshop, and multimedia project can be submitted as artifacts in your teacher education portfolio to reflect the professional standards that you are meeting.

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

Class Website: http://readingsp17.wikispaces.com

Other description of course purposes, context, methods, etc.

This course serves as an introduction to the teaching of literacy in the upper elementary and middle school. The major focus of the course will be literacy instruction in grades 3 through 8 with some discussion of literacy learning at other levels. Throughout the semester, we will examine the ways in which the term "literacy" is constantly evolving in today's society. In addition, we will explore the relationship between various areas of literacy, as well as the role of literacy across the curriculum. The course is designed to assist future teachers in developing the fundamental knowledge, skills/strategies and dispositions needed to carry out a literacy program where all students' expertise in reading, writing and oral language is nurtured.

During each class session, we will explore research-based practices for building literacy in diverse learners. Classes will involve a variety of collaborative activities, such as discussing readings, examining curriculum/assessment materials, analyzing/developing lesson plans, participating in reading/writing workshops and other cooperative learning activities related to content and pedagogy. The instructor will also model lessons specially geared to grades 3 to 8 with an emphasis on higher order comprehension skills, vocabulary development, content area reading, expository writing and struggling readers. There will be an emphasis on exposure to upper elementary and adolescent literature.

As some components of this class include online discussions, online participation is just as important as face-to-face participation.

Learning Goals & Objectives
At the end of the course, students 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.

Course Organization
This course is organized into three "phases." Phase 1 covers the research and theory that frame instruction in the middle grades. This phase "sets the stage" for discussing literacy instruction in grades 3-8. You will learn about research, theory, and educational standards (both state and national) that guide teaching at this level. Phase II makes up the majority of the course and takes a close look at effective instruction in various literacy domains, including comprehension, vocabulary, fluency and word study. Phase II also introduces differentiation and critical literacy. Finally, Phase III gives special attention to the materials and instructional programs that can be used for literacy instruction. This final section of the course covers how to best use the materials available to teachers at this level with emphasis given to supporting literacy learning across disciplines.

Required Texts
- Tompkins, G. E. (2009). *Literacy in the middle grades: Teaching reading and writing to fourth through eighth graders* (2nd ed.). Boston: Pearson. (ISBN: 978-0132348492)
- One children's or young adult nonfiction or historical fiction text published since 2006. (Additional information on text selection will be given in class.)
- One professional book from a list provided in class for your professional development group (PDG)
- A variety of required readings in the form of PDF files, websites, online texts, etc. will be available through the Rutgers library system, provided online, and/or available through our class website.

Grading Policy & Turning in Assignments
Assignments are due as indicated on the course schedule. The syllabus, course schedule, and due dates can be found on our class website/wikipage. You are responsible for knowing what the due dates are. *_Late assignments will be deducted a full letter grade each day that they are late._*

Some of your assignments require you to post information onto our class wiki website. I will be regularly visiting the site, so please make sure all comments and responses are posted by their due dates. Major assignments can also be submitted to me by email (kunz.kenneth@gmail.com) by their due date.

Communications & Announcements
I will update our class website each week to post information for your assignments. New information will be posted by Wednesday at midnight at the latest. You will also be sent an email if any significant changes occur. You are responsible for any information that is presented in these announcements and emails, so please make sure to check the site and your email between classes so that you are aware of any additions and/or changes.

Participation Policy
Your active participation in this course is vital to the course and to your learning. Your colleagues and I depend on you to share your load of reading for helping make meaning, participating in online discussions, giving feedback to your peers, sharing how you connect readings to classroom experiences, and so on. You are expected to participate in a variety of ways throughout the semester, and your various assignments and projects will incorporate participation as part of their grade. Additional information on requirements for class participation is provided below.

Evaluation of Course Work
The following will be considered and used when evaluating your work…
- Only work that meets professional standards will be accepted. As teachers, you are expected to clearly communicate information to parents, administrators, and colleagues. For this course, you are expected to hand in proofread work. Work that is not proofread and that has numerous grammatical and punctuation errors will not be accepted. You will have the opportunity to revise and resubmit, but points will be deducted for not initially submitting work that met professional standards. There is also the possibility that additional points will be deducted due to a late submission.
- You will be evaluated on clarity, conciseness, and organization of writing. Responsiveness to the task or question will also be evaluated (e.g., are you fulfilling the requirements of the assignment).
- Responses will be judged by completeness and depth. You must present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Your work must demonstrate independent judgment. This includes going beyond the information presented by others. Be critical, seeing both strengths and weaknesses, and support opinions with your own reasons.
- Be sure to pay attention to professional style. Papers should be typed or word-processed and follow APA format.

Feedback & Communication: Due to my role as a school district-level administrator, the syllabus represents an outline of assignment due dates, topic discussions, etc. Some revisions may be made to the syllabus throughout the semester, with changes communicated to students within the course. Please allow 24-48 hours for responses to emails, etc. regarding assignments. Issues needing immediate attention should result in a phone call to the course instructor.

Grading Scale	Grading Summary

A = 90% and above
B+ = 87 – 89.9%   A = Outstanding work
B = 80 – 86.9%   B = Good work
C+ = 77 – 79.9%   C = Satisfactory work
C = 70 – 76.9%   D = Poor work
D = 60 – 69.9%   F = Failing work
F = below 60%

Academic Integrity Policy
Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to http://academicintegrity.rutgers.edu/integrity.shtml for a full explanation of policies.

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.

EVALUATION OVERIVEW, ASSIGNMENTS & TENTATIVE SCHEDULE

Your overall course evaluation and final grade will be based on the following:

1. Attendance & Participation (in-class and online)   20%
2. Professional Development Group (PDG) Workshop   25%
3. Multimedia Project   25%
4. Lesson Plan   15%
5. Nonfiction / Historical Book Talk   15%

WEEKLY ATTENDANCE, PREPARATION, & PARTICIPATION POLICY

Your participation and attendance are necessary for you and your classmates to get the most out of this course. You are expected to *attend every class* session having read all required readings. You will receive a "0" for the day for any face-to-face class that you miss or for missed assignments/activities that are due for the weeks that we meet online. If you must miss a class, use the university absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me, but I recommend also following up forwarding the same information directly to me. You will not earn full credit if you arrive late/leave early regularly or if you do not actively participate both online and face-to-face.

In-class activities that I use to inform my planning count toward your participation grade. Activities related to readings will take the form of written reflections, article discussion group work, participation in online discussions, etc. At times materials prepared outside of class will also contribute to this portion of your grade.

PROFESSIONAL DEVELOPMENT GROUP WORKSHOP
(Due: March 28th-April 4th)

You will participate in a professional development group (PDG) and final workshop during the second half of the semester. This will include selecting a professional text to study (from titles introduced in class). Groups will be formed based on interest, and you will have the opportunity to engage in dialogue and activities centered on the pedagogical and theoretical presentations of literacy instruction offered in the multiple texts. Upon completion of the experience, you will be asked to conduct a mini-workshop (no longer than 30 minutes) for your classmates. Recommended texts for your PDG groups will be posted on our class website and introduced in class.

NONFICTION / HISTORICAL BOOK TALK
(Due: February 14th)

You will read an award-winning text appropriate for use in grades 3 through 8 and present a multimedia book talk. The book should be a nonfiction or historical text and new to you. Select a text that has been published within the past 9-10 years. Examples of awards given to such books include the Newbery Medal, Pura Belpré Award, and Robert F. Sibert Informational Book Medal.

Book talks will be presented and shared on our class wiki website. Programs such as MovieMaker, PowerPoint, iMovie, and Screencast-O-Matic can be used to create your presentation. Your multimedia presentations should be approximately 5-10 minutes in length. Additional details and requirements will be provided in class.

LESSON PLAN
(Due: March 21st)

This assignment requires you to develop a lesson that teaches some aspect of literacy, such as vocabulary, comprehension, or writing. Be sure to cite course readings to provide a rationale for the target of instruction and the method that you will use. A lesson plan format will be provided in class along with further instructions. This assignment also provides you with the opportunity to review the lessons of some of your classmates and to offer them feedback.

MULTIMEDIA LITERACY PROJECT
(Due: April 18th)

This assignment will require you to create a multimedia project that explores a literacy topic, content area topic of particular relevance to your teaching (e.g. science or social studies topic) or a "hot" topic related to literacy teaching (e.g. teaching English Language Learners, standardized assessments, digital literacies). More information about this project will be provided in class. In addition to completing the multimedia project, you will write a reflection about the experience.

Tentative Schedule

The most current version of our weekly schedule will be posted online after our first week of class.

Online Classes are indicated with the following: ▭↻▤

Phase I: The research and theory that frame instruction in grades 4 through 8			
Class Session	**Topic**	**Readings Due**	**Assignments Due**
Week 1 Jan. 17th	**Introduction - Literacy in Our Lives:** *What does it mean to be literate? How is "literacy" defined? How might literacy take on different forms in different contexts?*	NCTE Position Statement: Definition of 21st Century Literacies NCTE Position Statement: Multimodal Literacies NCTE Code of Best Practices and Fair Use for Media Literacy	Become familiar with Wikispaces Introduce yourself on our wiki by Jan. 24th (Animoto) Review syllabus and begin searching for a text for your Book Talk
Week 2 Jan. 24th	**Literacy in the Middle Grades:** *How do literacy demands change as students move through the grades?* *How do effective teachers organize and plan instruction for learners in grades 3 through 8 and beyond?* *What does effective literacy instruction look like?*	Tompkins Ch. 1 Botzakis, S. (2014). Visual and digital texts. *Journal of Adolescent and Adult Literacy, 57*(6), 503-505. Hagood, M. C., (2012). Risks, responsibilities, and rewards of using new literacies in the middle grades. *Voices from the Middle, 19*(4), 10-16. Hutchinson, A., & Woodward, L., (2014). A planning cycle for integrating digital technology into literacy instruction. *The Reading Teacher, 67*(6), 455-464.	Literacy Definitions Due Introductions Due
Week 3 Jan. 31st	**Examining Reading and Writing Processes:** *What is the reading process?* *What is the writing process?* *What are the basic principles for planning and managing a literacy program?*	Tompkins Ch. 2 Snow, C., & Moje, E. (2010). Why is everyone talking about adolescent literacy? *Phi Delta Kappan, 91*(6), 66-69.	Complete your Wiki Introduction Page Sign up on our Wiki with a book title for your Book Talk Decide upon PDG book/groups & order books once groups are confirmed

Week 4 Feb. 7th	**Assessment and Evaluation:** *How can teachers assess reading and writing?* *How can teachers use assessment to inform literacy instruction?* *How can teachers ethically prepare students for high-stakes tests?*	Tompkins Ch. 3 Shanahan, T. (2014). How and How Not to Prepare Students for the New Tests. *The Reading Teacher, 68(3)*, 184-188. Common Core & PARCC readings / resources http://www.parcconline.org/	PDG Meeting #1 Assessment activity completed in class Finalize your Book Talk (due next week)
Week 5 Feb. 14th	**Differentiating Instruction:** *How do culture and prior experiences relate to literacy practices?* *How can teachers plan and implement literacy programs based on the needs of diverse populations of students?*	Tompkins Ch. 4 and related websites Additional readings will also be provided by the instructor	PDG Meeting #2 (Continue working based on the tasks that your group decided.) Online Response to Readings/videos Due ***Book Talk Presentations (In-Class)***

Phase II: Powerful Teaching			
Class Session	**Topic**	**Readings Due**	**Assignments Due**
Week 6 Feb. 21st	**Promoting Comprehension— Reader Factors:** *What theories inform reading comprehension instruction?* *How do good readers and writers comprehend texts?*	Tompkins Ch. 7 and related videos/websites Henry, L. A. (2006). SEARCHing for the answer: The critical role of new literacies while reading on the internet. *The Reading Teacher, 59*(7), 614-627. Digital story websites, readings, and videos (provided on our class website)	PDG Meeting #3 Responses to Book Talks Due Start brainstorming topics and questions for your multimedia project

Week 7 Feb. 28th	**Eliminating Obstacles to Fluency:** *What is fluency and why is it important?* *How can teachers help students to become fluent readers and writers?* **Expanding Academic Vocabulary:** *What are the stages of word knowledge?* *What are some techniques for teaching vocabulary?*	Tompkins Ch. 5 & Ch. 6 and related videos/websites Kucan, L. (2012). What is important to know about vocabulary. *The Reading Teacher, 65*(6), 360-366. Multimedia project planning & discussion in class	PDG Meeting #4 (Touch base w/your group.) Online Response: Fluency/Vocabulary Reflection & Book Talk Peer Responses due Multimedia Project: Format, Audience, Topic, Purpose and potential resources on our wiki
Week 8 March 7th	**Promoting Comprehension - Text Factors:** *What are the unique text factors of fiction, nonfiction and poetry?* *Why is knowledge of text structure important?*	Tompkins Ch. 8 Kingsley, T. & Tancock, S. (2014). Internet Inquiry: Fundamental Competencies for Online Comprehension. *The Reading Teacher, 67(5),* 389-399. Pacheco, M. B., & Goodwin, A. P. (2013). Putting two and two together: Middle school students' morphological problem solving strategies for unknown words. *Journal of Adolescent and Adult Literacy, 56*(7), 541-553.	PDG Meeting #5 Multimedia Project: Topic and resource chart due
Week 9 March 14th	**Spring Break!**		
Week 10 March 21st	**Critical literacies / New Literacies** *How is technology changing the face of 'literacy'?* *How can we meaningfully bridge students' in/out of school literacy practices?* *How can we support students in critically examining Internet resources?*	McLaughlin, M., & DeVoogd, G. (2004). Critical literacy as comprehension: Expanding reader response. *Journal of Adolescent and Adult Literacy, 48*(1), 52-62. "New Literacies and the Common Core" by William Kist, *Educational Leadership (2013)* http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/New-Literacies-and-the-Common-Core.aspx "Digital Literacies and the Common Core" a blog post by Joe Wood at JoeWoodOnline http://www.joewood	PDG Meeting #6 ***Lesson Plans Due***

| Week 11 March 28th | **Teaching Writing:** *How can teachers create an environment to support good writing? How do teachers approach spelling instruction in the middle grades?* | Tompkins Ch. 9

"Does the Fight for a Cursive Comeback Miss the Point?" NPR "All Things Considered" broadcast http://www.npr.org/blogs/ed/2014/03/25/294212825/kids-these-days-can-type-but-cant-write-cursive-is-that-bad

"Why Writing By Hand Could Make You Smarter" by William Klemm in *Psychology Today (2013)* http://www.psychologytoday.com/blog/memory-medic/201303/why-writing-hand-could-make-you-smarter

"What's Lost as Handwriting Fades? by Maria Konnikova in The New York Times (June 2, 2014)

http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html?src=me&_r=0 | ***PD Workshops #1-2-3*** |

Phase III: Effective Instructional Programs			
Class Session	**Topic**	**Readings Due**	**Assignments Due**
Week 12 April 4th	**Teaching with Trade Books:** *How do teachers choose and organize reading materials? What teaching procedures support comprehension of both online and offline texts?*	Tompkins Ch. 10 and related videos/websites Fang, Z. & Pace, B. G. (2013). Teaching with challenging texts in the disciplines: Text complexity and close reading. Journal of Adolescent and Adult Literacy, 57(2), 104-108. Create Storyboards Article What is a Storyboard and Why Do You Need One? (Article)	***PD Workshops #4-5-6*** Multimedia Project: Storyboard Due

		[What are Storyboards?](#) (Article) [StoryboardThat](#)	
Week 13 **April 11th** ⌨☝💾 **Online Class Session**	**Teaching with Textbooks:** *How do teachers use required textbooks to meet the needs of students?*	Tompkins Ch. 11 Fisher, D. & Fey, N. (2014). Content Area Vocabulary Learning. *The Reading Teacher, 67(8),* 594-599. Another good digital story resource, especially if you are doing interviews and/or video taping is *Visual Storytelling: The Digital Video Documentary* by Nancy Kalow	Online Mock Interview Due
Week 14 **April 18th**	**Literacy Across Disciplines:** *What instructional techniques support reading and writing across the curriculum? How do students use reading and writing as tools for learning?* **Synthesis, Evaluation, and Application**: *What questions are still unanswered? Where do you go from here?*	Tompkins Ch. 12 Pytash, K. & Morgan, D. (2014). Using Mentor Texts to Teach Writing in Science and Social Studies. *The Reading Teacher, 68(2)*, 93-102. Review classmates' multimedia projects	In Class Discussion: Disciplinary Based Literacy and Project Based Learning **Multimedia Project Due**
Week 15 **April 25th**	**Multimedia Project/Final Course Reflections Due**		