

## **EDUC 300 Language, Literacy and Texts**

**Credits: 4**

**Prerequisite: N/A**

**Corequisite: N/A**

**Course Offered: Fall Quarter**

**Class days/times: Mon./Wed. 2:30 – 4:20      Room: EDUC 115**

**Telephone: Office 275-4772**

**E-mail: cynthia\_davey@skc.edu**

**Office: EDUC Room # 105**

**Office Hours: M 9:00 – 11:00. T 9:00 – 11:00. TH/F 1:00 – 3:00.**

### **Required Books & Materials:**

- ✓ Bruchac, J. (1997). *Bowman's store: a journey to myself*. New York: Dial Books.
- ✓ Jimenez, F. (1997). *The circuit: stories from the life of a migrant child*. (1st ed.). New York: Houghton Mifflin Company.
- ✓ OPTIONAL:  
Lord, C. (2008). *Rules*. New York: Scholastic Press.
- 3-ring binder (1-2")

### **Course Description:**

**Language, Literacy and Texts** focuses on the understanding of a balanced literacy curriculum that makes productive use of the literacy abilities that children of all ages bring to school as well as the multiple ways in which literacy is represented in our lives, culture, and perceptions of the world.

### **Course Objectives:**

#### **Communication -**

The Candidate will reflectively respond in writing and orally through:

- Course discussions, reflections, personal reflections
- Literature circle discussions
- Pen pal project (letter correspondence) with local elementary school students
- Candidates will produce and present reflective questions and creative activities to implement new ideas and situations and enhance literature circle discussions and pen pal letters.

#### **Citizenship -**

Candidates will interpret readings and authors relevant to their culture.

#### Candidate Objectives

1. Candidates will regularly communicate with/visit the local public school community
2. Candidates will investigate all genres and themes (including cultural) of children's and young adult literature.

#### Critical Thinking -

This course will encourage critical thinking skills by having Candidates apply and critique information.

#### Candidate Objectives

1. Candidates will apply information from the course to increase vocabulary knowledge in the area of literacy and usage in their environments.

#### Cultural Relevancy -

Candidates will read, reflect and discuss young adult literature with Native American culture theme in literature circle atmosphere.

1. Candidates will discuss and interpret cultural bias in children's literature.

#### Course Requirements -

#### Assignments

**1. Read and reflectively respond to Pen Pal Article (due 10/7):** Using APA format, write a typed, double-spaced, edited, 1 ½ - 2 page paper that summarizes the article and concludes with a personal response. **Please accurately state the title and author of the article in the introductory paragraph.** The body of the paper should summarize the article's message. Conclude the paper with a personal opinion or response to the content of the article. How would you use this article as a future teacher? **Be sure to attach the article to your paper.** Group discussions will also be a part of this assignment.

**2. Literature circles (4 meetings):** We will read the YA fiction book *Bowman's Store: A Journey to Myself* together as sections are assigned (DO NOT READ AHEAD!) and then discuss and share with the class various aspects of genre and communication, the impact of language and perceptions of student, teachers, and school culture. The reading of this book does not begin until 10/16; so even if you have already purchased the book, don't start reading it! You will be assigned a literature circle group. Each student will take on a Literature circle "role" and add to the group discussion. **Dates: 10/23, 10/30, 11/6, and 11/13.**

- Each literature circle meeting is worth **10** participation points. **If you must be absent on the day of literature circles, be sure you make arrangements for your role responsibility.** If you are absent you will receive a maximum of 5 points even if your role responsibility is completed and turned in. Again, the most important aspect of literature circles is discussion and participation!

3. **My 'Best Ever Books' Talk (due either 11/4 or 11/18)** Choose the ten books that you believe every child should read before high school. Compile this list into an anecdotal bibliography (APA format). You will share this list as well as the books in a book talk. Details TBA.
4. ***The Circuit: Theme Collage (due 11/13):*** *The Circuit: Stories From the Life of a migrant child*, by Francisco Jimenez is an award winning, authentic autobiographical account of the life of a migrant child. **The reading of this book is self-paced.** You will need to complete the book by November 6<sup>th</sup> for a class discussion. Presentations of project will be November 13<sup>th</sup>.
5. **6-Trait Read Aloud Lesson Using Children's Literature (due 10/28):** choose a favorite children's book and create a mini-lesson plan that focuses on one of the six traits. The lesson plan should follow the SKC lesson plan format (see template). Some of these ideas will be adapted and implemented into the Kindergarten Literacy Activity Day (Mr. Sucha).
6. **Kindergarten Literacy Day w/ Mr. Sucha:** We will meet at K. William Harvey Elementary School in Ronan Mr. Sucha's Kindergarten classroom at and work with the students in literacy centers that we create in class. This is a mandatory participation activity! **Tentative day: Nov. 20.** Reflection paper (at least 1 page) **due Nov. 25<sup>th</sup>.**
7. **Pen Pal Literacy/Communication Project (12/2):** You will exchange letters with a fourth grade student(s) from a local elementary school and develop a case study of your pen pal's writing strengths and weaknesses according to the 6 Traits of Writing method. **Details TBA. See checklist and rubric attached.**
8. **Pen Pal Literacy Group Activity (date tentatively set for 12/2):** Your pen pals will travel to SKC to meet you and participate in group literacy activities. **Details TBA: may require class time change.**

I suggest that each of you keep **ALL** (including this syllabus, assignment criteria, etc) handouts, graded papers, letters, projects, lesson plans, etc and compile them in a three ring binder. Include ALL samples of your course work, any reading or observations you have made outside of class that are relevant. As you know, some of these items, if not all, will be helpful when you are putting together your TEP portfolio. Any supplemental material and handouts from class will be 3-hole punched for this purpose. Please make sure to have a three ring binder by the next class meeting.

### **Credit Hours:**

Following the SKC Credit Hour policy, to meet the identified objectives of this course, this 4 credit course, delivered over a 10 week term will approximate:

4 hours/week classroom or direct faculty instruction

In addition out-of-class student work will approximate a minimum of 8 hours each week.

### **Grading:**

- a. An Incomplete grade ("I") is NOT an option with the exemption of an extreme emergency or the death of a family member. In either case, the instructor must be notified within 48 hours.
- b. The following is a breakdown of how grades are earned:

<i>Participation</i>	<b>90</b>
Article response	10
<i>Bowman's Story ... Literature circles</i>	40
Best Ever Books Talk	40
The Circuit: Theme Collage	30
Kindergarten Literacy Day /reflection paper	50
Pen Pal Lit. Group Activity	30
Pen Pal Project	50
Read aloud mini-lesson	30
3-ring class binder	30
<b>Total points possible -</b>	<b>400</b>

<b>360 - 400-A</b> <b>320 - 359 B</b> <b>280 - 319 C</b> <b>240 - 279 D</b> <b>0 - 239 F</b>
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### Attendance

Good attendance and active participation will help you to achieve success in your academic career. Poor attendance will result in missed information, missed assignments and tests, and possible failure of the course. This class is highly interactive. Learning occurs best through participation in class discussions and activities. Most of these discussions and activities are impossible to duplicate outside of the classroom setting. Therefore, participation and attendance are required and expected.

You will receive **5 points for each class meeting** that you are in attendance. You will not receive points if you are not in class. Although you will have an opportunity to make up assignments for partial credit, you cannot make up participation points. It's impossible to make up your absence! Of course, people get sick and have issues that need to be dealt with as they arise. If you or your family members are sick then PLEASE stay home! Just talk to me via phone or email. I am always available and open to working things out with you.

*Additionally, you will not receive participation points if you are an hour or more late to class!*

### Academic Honor Code

All course work shall follow the guidelines of the Academic Honor Code as set forth by the SKC Student Handbook. Do your own work; allow other students to do their own work. **Plagiarism** involves the taking of someone else's words, ideas, or writings and presenting them as your own. Avoid plagiarism, and always acknowledge the ideas of others and cite your sources of information. Violation of the Academic Honor Code may result in failure of the assignment, the course, or possible expulsion from school.

**Reasonable Accommodations** are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming ([stanley\\_fleming@skc.edu](mailto:stanley_fleming@skc.edu), 406.275.4968) or consult the SKC web page for Students with Disabilities for more information.

*The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.*

### **Appropriate Behavior**

As an enrolled student of Salish Kootenai College, you are expected to display professionalism and responsibility in attitude and behavior. Treat yourself and others with courtesy and respect.

### **Course Transferability**

Transferability of any SKC course to any other academic institution is entirely dependent upon the program requirements of that other institution.

### **Course Responsibilities**

Knowledge of the course content, class lectures, assignments, and syllabus content are the responsibility of the student regardless of absenteeism. Syllabus content and calendars are tentative; instructors will notify you of any changes.

# What's due today?

Monday	Wednesday
9/30 On-the-Spot literacy autobiography APA cheat sheet-Pen Pal article	10/2 Pen Pal Project intro. 6 Traits
10/7 <b>Pen Pal article paper DUE</b> OPI & Common Core CA content standards	10/9 <b>Pen Pal letter 1 DUE</b>
10/14 Best Ever Books Instructor Presentation	10/16 <b>Literature Circle intro. (Must have Bowman's Store today)</b>
10/21	10/23 <b>Bowman Literature Circle #1</b> Poetry, Reader's Theater and other ways to make reading fun!
10/28 <b><u>THEME INTRO.</u></b> 6-Trait Read Aloud Lesson Plan DUE	10/30 <b>Bowman Literature Circle #2</b>
11/4 <b>Best Ever Books Talk</b>	11/6 <b>Bowman Literature Circle #3</b> <b>Must have finished reading <i>The Circuit</i></b>
11/11 <b>No Class Meeting</b> Veteran's Day	11/13 <b>Bowman Literature Circle #4</b> <b>Circuit THEME presentation</b>
11/18 <b>Best Ever Books Talk</b>	11/20 Kindergarten Literacy Activity Day (Mr. Sucha – K.William Elem.)
11/25 Literacy Day Reflection Paper DUE!!	11/27 <b>No Class Meeting</b> Thanksgiving Holiday
12/2 <b>Pen Pal PARTY!</b> <b>(Lit activity at SKC)</b> <b>Pen Pal Project Due</b>	12/4

## **Pen Pal Project Checklist**

To get the full 50 points for the pen pal project:

- Pen Pal Project turned in on time (12/2) \_\_\_\_
- Cover page \_\_\_\_
- \_\_\_\_ - Letters *to* your pen pal
- \_\_\_\_ - Letters *from* your pen pal
- \_\_\_\_ - Completed 6 Trait Checklist for each letter
- Strengths/Weaknesses Table \_\_\_\_
- Two page typed, double-spaced Summary \_\_\_\_
- At least 2 Letters to cooperating teacher \_\_\_\_

# EDUC 300 Language, Literacy & Texts

## Pen Pal Project

Student\_\_\_\_\_

Instructor: Cynthia Davey

Date:

Level of Performance:	1 Unacceptable	2 Developing	3 Proficient
<b><u>Pen Pal Project:</u></b> <b>1(i)</b> The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. Also included: strengths/weaknesses table, summary, and letter to supervising teacher.	No indication of the use of learner's strengths as a basis for growth. Project difficult to understand and poorly organized. Required components are missing from most of the project.	Pen Pal project is not clearly linked to learner's strengths. Limited use of strengths used to direct further instruction with the student. Project mostly organized; may be missing one required element.	Pen Pal project is clearly designed based on learner's strengths. Further instruction is directly linked to learner's strengths and weaknesses. Project neat and organized.

Score: \_\_\_\_\_/50\_\_\_\_\_

Comments:

*This Pen Pal Project received a score of \_\_\_\_\_ out of a possible 50 points for EDUC 300. It was evaluated to be*

*Unacceptable*

*Developing*

*Proficient (45+)*

*according to the criteria detailed above.*



**EDUC 300    Language, Literacy & Texts**  
**Read Aloud Lesson Using Children's Literature**

Student \_\_\_\_\_

Instructor: Cynthia Davey

Date:

<b>Level of Performance:</b>	<b>1 Unacceptable</b>	<b>2 Developing</b>	<b>3 Proficient</b>
<b><u>Read Aloud Lesson 8(m)</u></b> The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.	Little or no evidence of the use of multiple forms of communication in the mini-lesson. Lesson does not foster self-expression and does not build relationships.	The mini-lesson does contain evidence of the use of multiple forms of communication, but more development is required. Some self-expression is conveyed but more opportunities to build relationships are needed.	The candidate is able to demonstrate in an above-average mini-lesson that he/she can select multiple forms of communication to convey ideas, foster self-expression, and build relationships.

Score: \_\_\_\_\_/30\_\_\_\_\_

Comments:

*This Read Aloud Lesson Using Children's Literature received a score of \_\_\_\_\_ out of a possible 30 points for EDUC 300. It was evaluated to be*

*Unacceptable*

*Developing*

*Proficient (27+)*

*according to the criteria detailed above.*