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

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

Required Books & Materials:

No textbooks are required. You must access Moodle to read required articles.
Moodle listing: EDUC Language, Literacy & Texts

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
- Written essays reflecting upon current research and trends in education
- 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 literacy learning and pen pal letters.

Citizenship -

Candidates will interpret readings and authors relevant to their culture.
Candidate Objectives
1. Candidates will regularly communicate with/visit/write lesson plans in 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.
2. Candidates will use and model ideas related to read alouds and present lessons constructed from read aloud content.

Cultural Relevancy -

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

1. Candidates will discuss and interpret cultural bias in children's literature.
2. Candidates will review popular Native American Children's literature and construct activities and lesson plans focused on one of those books.

Course Requirements –

Assignments

Literacy Autobiography (due 10/6)-

Using APA format, write a typed, double-spaced, edited, 1 ½ - 2 page paper that *briefly* explores your reading and writing history, otherwise known as literacy. The development of your own reading and writing history most likely is rich resource filled with stories that define who you are and your beliefs and values about literacy. You might want to speak with caregivers, consider early educational experiences and look through any memorabilia you may have held onto throughout the years.

Read and reflectively respond to Pen Pal Article (due 9/30):

Read the article on Moodle and then answer the following questions in essay format (brief: 1-1/2 page). **BRING YOUR RESPONSE TO CLASS ON TUESDAY.**

1. **Describe two new things you learned from reading this article?**

2. **Did this article change the way you might write a letter to your pal? In what way(s)?**

3. **What are the implications of this article for you as a teacher? How might it shape the way you teach and/or plan lessons?**

My 'Best Ever Books' Talk (due either 10/27 or 10/28) 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.

Read Aloud Lesson Using Native American Children's Literature (due 11/10): choose a favorite Native American themed children's book and create a lesson plan the build upon the read-aloud book chosen. 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 (see next assignment). ***You will read your book aloud to the class and briefly describe your lesson.***

Kindergarten Literacy Day at KWH: We will meet at K. William Harvey Elementary School in Ronan (Mr. Sucha's Kindergarten classroom), and work with the students in literacy centers that we create in class. This is a mandatory participation activity!
Tentative day: <mark>Nov. 18.</mark>

Literacy Day Reflection Paper (Due: 11/24): Using APA formatting, write a paper reflecting on the experience you had at KWH with the kindergarteners. Include in your paper what you prepared for the class, any new understandings, what went well, what would you change, were you comfortable in the classroom, overall impressions of the experience.

Pen Pal Literacy/Communication Project (12/1): 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.**

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.**

Journal Writing: You will be lent a 3 ring binder for daily writing activities, journal writing and sharing. Your participation in these daily writing activities is an important part of working collaboratively as a group and being a part of the class as a community. Writing will be checked periodically.

Moodle Participation: SKC is working hard to create a sustainable campus and use our technology resources as much as possible. Therefore, many of the documents that you are required to access will be posted on the class Moodle site. You will turn several assignments in on the Moodle site as well. As a class we will go over this process in detail so that you will feel comfortable with this. It can be a lot of fun! ☺

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:

Participation	*90*
Moodle Participation	10
1. Pen Pal Article response 9/30	10
2. Literacy Autobiography 10/6	20
3. Best Ever Books Talk 10/27 or 10/28	40
4. Read aloud lesson 11/10	30
5. Kindergarten Literacy Day visit 11/18	50
6. Kinder Lit Day Reflection Paper 11/24	20
7. Pen Pal Project 12/1	50
9. Class individual journal writing 12/2	30
8. Pen Pal Lit. Group Activity 12/2	30
Total points possible -	**380**

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, 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.
This includes refraining from the use of cell phones during class and side conversations which can be a distraction to other students as well as me.

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.

Best Ever Books

ASSIGNMENT CRITERIA   DUE: OCT. 27TH OR 28TH

Your list of TEN books include:

1) children's books presented in annotated bibliography (see bottom of page for example).   Appropriate for grades K-8. For example, I would not consider To Kill a Mockingbird to be an age appropriate book for grades K-8 (although I know it is a classic book and many of you may have read the book in the 8th grade, it is not what I am looking for in this project).

2) at least 3 picture books, but not more than 5.
Picture books are defined as a book in which the illustrations are as important as (or even more important than) the words in telling the story.

3) at least 3 chapter books.

4) only one book by an author.
For example, if you choose Green Eggs and Ham as a Best Books Ever then you cannot have another book by Dr. Seuss on your list. (FYI...this means no more than one book in a series such as Harry Potter)

You will present the books in class, briefly extolling their many virtues and how they made a difference in your life or encouraged you to READ! (See sample presented in class)

Sample APA Annotation

Ehrenreich, B. (2001). *Nickel and dimed: On (not) getting by in America*. New York: Henry Holt and Company.

In this book of nonfiction based on the journalist's experiential research, Ehrenreich attempts to ascertain whether it is currently possible for an individual to live on a minimum-wage in America. Taking jobs as a waitress, a maid in a cleaning service, and a Wal-Mart sales employee, the author summarizes and reflects on her work, her relationships with fellow workers, and her financial struggles in each situation.

Adapted from:
http://owl.english.purdue.edu/owl/resource/614/03/

Pen Pal Project
Checklist

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

- Pen Pal Project turned in on time (12/1) _____

- 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 1 Letter to cooperating teacher _____

EDUC 300 Language, Literacy & Texts
Pen Pal Checklist & Summary

Student_____   Instructor: Cynthia Davey

Date:

Level of Performance:	1 Unacceptable	2 Developing	3 Proficient
Pen Pal Checklist & Summary: **1(i)** The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. One 6-Traits checklist completed is included and thoroughly complete with comments for most traits scores. Summary detailed and reflective based on checklist(s).	Checklist is not a reflective assessment of pen pal letter. Checklist not complete and missing most descriptive comments. Required components are missing from most 6-traits areas. Weak presentation. Summary not reflective of checklist components. Has many writing errors and unclear assessment.	Checklist shows a basic level of reflective assessment of pen pal letter. Some descriptive comments included. Most required components are present and mostly organized. May have a few writing errors. Some evidence of revising and editing, adequate presentation.	Checklist shows a basic level of reflective assessment of pen pal letter. Excellent descriptive comments included for most of the 6-trait components. Above average organization and presentation. Summary has no writing errors: clear and reflective.

Score: _____/100_____

Comments:

This Pen Pal Checklist & Summary received a score of _____ out of a possible 100 points for EDUC 300. It was evaluated to be

   Unacceptable   Developing   Proficient (90+)

Student_____   Instructor: Cynthia Davey

Date:

Level of Performance:	1 Unacceptable	2 Developing	3 Proficient
Read Aloud Lesson 8(m) 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 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.