

***Teaching Reading and Language Arts  
With Children's Literature EDUC 344 (4) &  
Teaching Reading and Language Arts  
Practicum EDUC 345 (1)***



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**Course Information**

**Number:** EDUC 344 & 345

**Title:** Teaching Reading and Language Arts with Children's Literature & Practicum

**Credits:** Four and One

**Schedule:** Monday and Wednesday 9:00-10:50 and 10 hours of Practicum work in the field. Group field work will be held on Monday and Wednesday mornings. Participation is expected.

**Online Component:** This class also includes some course time that will be held virtually. For example, you may be asked to participate in online forums and access online resources. All assignments will be uploaded to Moodle and feedback and grades will be posted in the online grade book.

**Location:** Education Building Room 115

**Personal Information**

**Instructor:** Nanci L. Waterhouse

**Office:** Education Building Room 119

**Office Hours:** Please see attached schedule. Hours are also posted on the office door

**Telephone:** 275-4771

**E-mail:** [nanci\\_waterhouse@skc.edu](mailto:nanci_waterhouse@skc.edu)

**Office Hours:** M, T, W 1-3 pm. and by appointment. Please look at notes by door for any changes to this schedule.

**Required Materials**

Gunning, T. (2013). *Creating Literacy Instruction for All Students*. Eighth Edition. New York, NY: Pearson.

Owacki, G. (2012). *The Common Core Lesson Book, K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills* [Spiral-bound]. Portsmouth, NH: Heinemann.

Supplemental Readings as indicated on course outline.

## **Description**

Teaching Reading and Language Arts with Children's Literature develops an understanding that children's books can be used as the foundation for a young reader's success in developing literacy. One course objective is to become knowledgeable readers of children's literature, with an emphasis on Native American children's literature and to develop expertise in using author studies and technology in the classroom. Literature from various genres will be explored as a tool to elicit responses from children and help them to create personal meaning from texts. Various methods for teaching language arts and reading will be discussed as candidates learn to plan and organize a balanced literacy program.

### ***Upon completion of this course students will be able to:***

- 1) understand the definition of literacy and its social and cultural impact on a diverse and multicultural society;
- 2) establish the *conditions for literacy learning* in your own instructional practice;
- 3) create a variety of meaningful classroom activities, materials, & resources for future use;
- 4) develop a practical, working understanding of reading and writing processes as well as the theories and research which guide the instructional applications of those processes;
- 5) be able to identify which theory or research base informs your own and others instructional practices and use this knowledge to develop a coherent philosophy to guide future literacy instruction;
- 6) feel confident creating lessons which guide and assist students' learning, foster critical analysis, and incorporate reading, writing, speaking, listening, and viewing competencies;
- 7) know a variety of ways to assess student abilities and plan for instruction accordingly;
- 8) develop the confidence and expertise to make instructional decisions regarding selection of materials and methods based on analysis of students' needs, including remediation of reading difficulties.
- 9) be current with professional literature and research in the area of literacy studies;
- 10) challenge and reinforce your own beliefs and feelings about teaching and learning.

### **Content and Standards:**

Appropriately prepared reading professionals must have proficiency in six broad

categories (*Standards for reading professionals*, Revised, 2010), developed by the Professional Standards and Ethics Committee of the International Reading Association and adopted by the National Council for Teachers of English (NCTE). See <http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx> for the complete document.

*In addition, this course addresses the 4 C's for the SKC Education Division*

<p><b><u>CULTURAL RELEVANCY</u></b></p> <p>Cultural relevancy will be addressed in this course through the teaching methods and strategies modeled and utilized by the instructor.</p> <p>Candidate Objectives</p> <ol style="list-style-type: none"> <li>1. Candidate will examine themes in children's literature and analyze various approaches for recognizing cultural themes in children's literature.</li> <li>2. Candidate will examine, and explore ways to integrate Native American children's literature into curriculum.</li> </ol>	<p><b><u>CRITICAL THINKING</u></b></p> <p>This course will encourage critical thinking skills by having students apply and critique information.</p> <p>Candidate Objectives</p> <ol style="list-style-type: none"> <li>1. Candidate will apply information learned in class to improve their assessment taking techniques with children.</li> <li>2. Candidates will analyze and critique school-wide reading programs and determine effectiveness of program.</li> </ol>
<p><b><u>CITIZENSHIP</u></b></p> <p>Students will be exposed to readings and authors relevant to their culture.</p> <p>Candidate Objectives</p> <ol style="list-style-type: none"> <li>1. Candidates will regularly communicate with/visit the local public school community working closely with reading/language arts students.</li> <li>2. Candidates will consider children's literature and its appropriateness according to grade level and culture.</li> </ol>	<p><b><u>COMMUNICATION</u></b></p> <p>Communication skills will be addressed in course discussions, reflections, and personal reflections.</p> <p>Candidate Objectives</p> <ol style="list-style-type: none"> <li>1. Candidates will inquire about teaching techniques with elementary school teaching professionals and experts in the field.</li> <li>2. Students will observe, teach and reflect upon teaching in the elementary practicum classroom.</li> </ol>

*And* Council for Chief State School Officers Standards by the Interstate Teacher Assessment and Support Consortium (InTASC)

<p style="text-align: center;">InTASC Standards:</p>	<p><b>Critical Assignments: all students enrolled in this course must complete these assignments at a satisfactory level.</b></p>
<p><b>InTASC Principle 4:</b>          Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>4 (i):</b> The teacher accesses school and/or district-based resources to evaluate the learners content knowledge in their primary language.</p>	<p style="text-align: center;">Reflective Essay and Checklist</p>

## **Course Requirements: Purposeful and Meaningful Assignments and Assessments:**

### **For EDUC 344**

(100) Attendance, Participation, In Class Assignments or Activities. *Regular on-time attendance is required. You will receive 5 daily participation points. (If you are 1 hour or more late to class you will not receive participation points) You will complete an "exit slip" each day to self assess your level of engagement in the course. On days our class meets online, your participation will be based on your activity log in Moodle.*

### **(50) Textbook Graphic Organizer Reflections**

***For each textbook chapter reflection assigned, choose a graphic organizer and present as your reflection (see example in class) 10 at 5 pts. for each chapter response graphic organizer. You will be meeting with classmates to discuss the chapter content and will bring your organizer for these discussions. They will also be uploaded to Moodle weekly (Due each Monday).***

#### ***Sites you can go to for graphic organizers***

<http://www.teachervision.fen.com/graphic-organizers/printable/6293.html>

<http://www.eduplace.com/graphicorganizer/>

<http://freeology.com/graphicorgs/>

<http://www.superteacherworksheets.com/graphic-organizers.html>

(50) Mid-term Exam Study Guides will be provided

(50) Final Exam

(50) Author Study Bulletin Board and Presentation (with partner or in small group).

***You will choose one favorite author (any grade level K-8) and create a bulletin board representing biographical author info as well as a list or sample books written by author. Bulletin board should be engaging, age appropriate, adequately edited with the author's name clearly displayed. This bulletin board will be on display for one week. This assignment will also include an example "chart" of what good authors do and a description of how the books and author study will support student learning. We will discuss this more in class.***

(100) 5-lesson Plan using two "Book Club" books: a chapter and a picture book. You will present this plan to the class and "practice" teach one lesson to us.

(40) 4- Teach-To's: 1. A routine or procedure; 2. A strategy for teaching phonics or phonological Awareness; 3. A comprehension strategy; and 4. A "Did You Know" about literacy content. (10 pts. ea)

(25) Mini-Lesson Plan using explicit teaching structure.

(35) Resource Binder (or digital file). This will be an organization tool you design to bring together all of your resources for teaching reading and communication arts for easy use in the classroom. To be described in class.

EDUC 344 Total Points: 450 A: 405-450 B: 360-404 C: 315-359 D: 270-314

### **For EDUC 345:**

#### **Course Requirements:**

(50 or 10 points each) Written reflections of observations. A template will be provided.

*One – 1-1 ½ page reflection due for each of the following grade area observations:*

*Kinder – 3*

*Grade 4 – 6*

*Grade 7 – 8*

*Guided Observations ( 2-3 Group Visit/Field Trips)*

(25) Reflective Essay and Checklist from School Visit (EDUC 345) \*\*\*TEP II Requirement.

*Students will participate in a group observation/visit with Literacy Specialist to observe the ELA curriculum at chosen school. You will use the interview/checklist provided to gather information. All information obtained will be presented in an APA formatted 1-1½ page reflective essay reporting observations.*

(50) Group Reading Lesson *Students will teach 1 reading lesson in practicum reading classrooms. Candidate will introduce the reading and follow classroom curriculum. Materials for the whole or small group reading lesson will be used from the school-adopted reading curriculum program. You must provide me a copy of the lesson you will be teaching in the elementary classroom prior to your observation, meet to discuss the lesson with myself, then write up a reflection of the teaching experience.*

(25) Reading Program Interview

- *Students will interview the school or district reading specialist regarding reading instruction. The goal of this interview is to become familiar with the preferred reading curriculum at the practicum school. Write up the interview results and submit to the Moodle forum for discussion. Guidance as to the format will follow.*

(50) Methods evaluation forms from practicum

- *(25) Documentation of 10 hours with all signatures present*
- *(25) Observation and evaluation form completed by Nanci*

*EDUC 345 Total Points: 200 A: 180-200 B: 160-179 C: 140-159 D: 120-139*

## **Grading System**

**\*Tutors are available for students. Please contact the instructor if you have any questions or need a tutor.**

### **Grading**

**A = 90-100%**

**B = 80-89%**

**C = 70-79%**

**D = 60-69%**

**F = 59-0%**

All assignments are due on their due date. Failure to come to class to participate and present assignments on their due date will be considered late assignments. Late Assignments will not receive full credit. 35% will be deducted on all late assignments. **No late assignments accepted after** the beginning of class on the last class of the quarter.

***Bonus: 100% Attendance and Participation = 10 bonus points.***

\*Assignments marked with an (\*) designate the assignments that should be saved for your portfolio.

## **Attendance Policy**

This class is highly interactive and learning occurs through participation in class discussions and activities that are impossible to be duplicated outside of class. It is required that students attend all class sessions. Attendance, participation and in class assignments and activities are graded at 10 points/class. An opportunity for make-up work is provided on an individual basis for emergency situations. Students missing more than eight hours of class without make-up work may receive a failing grade. Group assignments or reaction papers done in class cannot be made up. Students are expected to be on time for class and stay until the designated time for dismissal. Arriving late for class or leaving before class is dismissed will result in a significant loss of points. At the end of each day, you will complete an "exit slip", rating yourself on the quality of your participation both in preparing for class, and participating in class. These exit slips will be used in conjunction with the instructor's daily evaluation to determine the number of points earned for each class. This is also true for days class is held online. Points awarded will be based on submission of online assignments, Moodle logs and participation in forums.



## **Reasonable Accommodation**

Accommodations are provided to students with diagnosed disabilities through the access office; contact **Linda Pete** (406) 275-4968. It is important that students with disabilities inform their instructors of their disabilities at the beginning of the quarter, in order to facilitate the process of determining appropriate and reasonable accommodations for the individual student.



**Please keep cell phones off or on the silent mode. If there is an emergency and you must take a call, please leave the classroom so as to disrupt the class as little as possible. Do not text message during class.**

## **SKC Retention**

The SKC Retention Team consists of SKC staff and faculty who provide student-centered support services on a daily basis. The SKC Retention Team is here to help you to be successful in reaching your educational goals. You can contact the SKC Retention Team yourself, or your instructor may refer you (for example, if you “disappear” from class or they are concerned about your attendance and performance). *Debbie L. Bell, SKC Retention Coordinator* (Bookstore Annex, 275-4928, Email: [retention@skc.edu](mailto:retention@skc.edu))

## **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.

## **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.

## **Credit Hours**

Students are expected to spend one (1) hour in class and a minimum of two (2) hours outside the class per week per every credit hour (for example, this is a four credit course, you are expected to spend four hours in class and a minimum of eight hours on homework and readings related to this course outside of class each week—that is 80 hours for the quarter). Your practicum class is one credit, meaning you will spend approximately 10 hours (1 hour per week) in classroom time and 20 hours (2 hours per week) in practicum related assignments, scheduling visits, or traveling to and from sites. This 30 hours is in addition to the 80 for the methods course. Plan your schedule and time accordingly.