

Specific Outcomes/Goals for This Class

Teacher candidates who successfully complete this course will be able to:

- select goals for students and developmentally appropriate methods to enable them to achieve these literacy goals
- create in students a desire to read for information and enjoyment
- use basic concepts of measurement and informal assessments to understand students' abilities and guide instructional decision-making
- understand and be able to use a variety of interventions to enable all students in the class to be successful readers and writers
- provide for the uniqueness of individuals---recognize the characteristics of culturally pluralistic and "at risk" populations and foster appreciation for those differences through appropriate and differentiated instruction
- assess web-based and textual information for accuracy
- model appropriate professional behavior...ethical, legal, social, and moral
- demonstrate a mastery of the basic skills in language arts,
- explore the advantages and the possibilities of integrating language arts in content areas
- use technology to enable students to acquire and share knowledge in an increasingly complex and information-rich society

Changes may be made to this Syllabus at any time; at the teacher's professional discretion. Notification will be made in class and/or via WebCT

Students with Disabilities:

If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 217-581-6583 and/or discuss it with the instructor.

Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Professionalism: Schroeder's silver rule: "Credit others as you would like to receive credit."

Plagiarism is illegal. Identify the source, or create your own work! If you use more than three words in a row from someone else, you MUST use quotation marks and identify the source.

Show respect for the teacher and your classmates. Be on time; limit visiting to before and after class; turn off cell phone ringers and leave them out of site. If you know you must leave early, sit near the door. If laptop computers are brought to class, they should be used ONLY for taking class notes. Simply, show the respect you want when you teach.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, mastery of the English language including grammar, mechanics, spelling, etc. is expected. Points may be deducted for errors in written work submitted for a grade and/or you will be asked to correct and resubmit the assignment. Professionals are models for students.

Attendance:

If an illness prevents you from attending class, please ask a classmate to share notes with you, and pick-up handouts. Check WebCT for information. E-mail any missed assignments to the teacher as soon as possible. If you still have questions, use office hours or email to contact the teacher. If it is an extended illness or emergency notify teacher by E-mail or phone as soon as feasible to make arrangements.

Course Requirements:

	Points	*Tentative Due Dates
Active Participation in Class	45	On-going
Journal/Class Log	25	On-going
Description of "best teacher"	15	Jan. 14
Current Event Presentation	10	Sign-up
Two Journal Article Reviews & sharing of one	55	Jan. 16; Jan. 28
Sample lesson using scribing and/or modeling	20	Feb. 4
Mini-Lessons (2) - read aloud and skill lesson	40	TBA
Plan for Differentiated Instruction	50	*Feb. 18
Case Study of a Struggling Reader	100	Draft - as soon as completed with student
Test #1 [point total may be adjusted for tests]	60	*Mar.3
Parent Contact - Newsletter	25	[Part of final test grade]
Test #2 [May include a "do-at-home component"]	65	Monday, April 28 , 10:15 AM
Total	500	

*Dates are tentative because Practicum Scheduling was not complete when this was written. Points will be deducted for late assignments, unless cleared with teacher before the due date.

Grading Scale: [Percent - Letter]

100 – 93% = A

92 – 86 = B

85 – 76 = Correct & Return

Below 76 = Do over

All graded assignments should be done to Mastery Level

* Low quality work should be redone & resubmitted

[Redone score may be averaged with original]

Please, keep a running total of your own grades. Good practice for teaching☺

Assignment Overview

Exact Dates Will be on WebCT and/or Announced in Class

Class Participation is Essential (~2 points/class):

Purpose: *to enhance teacher candidate learning and the classroom climate. As a teacher you will expect your students to be actively involved [but not too physically active] in the class because you know that helps them learn. This is expected of you in this class. Frequent tardiness will affect points. All assignments should be *completed before* coming to class [that includes assigned reading/ studying of assigned material.]

Journal / Class Log (25points):

Purposes: *provide experience with several uses of a journal; aid in remembering course information, & provide communication with the teacher. Assignments may relate to readings, in-class presentations, and/or short activities to enhance learning. Drop quizzes are in this category.

“Best” Teacher Description (15 points): Due beginning of 3rd class

Purpose: *reflect on characteristics of a good teacher. In a 1-2 page narrative, describe your favorite or best teacher. Include characteristics of that teacher which made him/her memorable. Identify three traits in your closing paragraph. Write using conventional grammar and spelling.

Current Event Presentation (10 points):

Purposes: *stay current, *experience direct teaching & summarizing, *learn from others, and *reflect on news related to literacy. Select a current event item that is *relevant* to ELE 4880. Report orally [2-3 minutes maximum] on news item and how it relates to teaching. Please submit *the source of information and date* [3x5 note card is fine] the day you present. Think **short and accurate** on-the-hour breaking news; clear, planned summary [4 pts], accurate information [3 pts], & related to teaching reading [3 pts].

Two Journal Article Reviews (20 points each; presentation 15 points).

Purpose: *explore and share sources of research based information regarding

helping/enabling readers who are struggling; identify sources for future use.

Reviews may be submitted via Web CT. *Presentation date of key ideas depends on top.*

Write a summary of and reflection on an article on *helping students for whom reading is a challenge*. Use a professional journal published **2000 or later**. Examples of Journals: *The Reading Teacher, Journal of Adolescent & Adult Literacy, Reading Research Quarterly, Language Arts*. Journals from Special Education, ACEI, NAEYC, etc. are also possibilities.

For written report include: [total written length 1-2 pages]

- a. the *complete citation* using APA [or MLA] style. For on-line, complete articles include: “Electronic version” at the end. If the article does not have all this information, include the **complete** URL and date retrieved (2 pts.)
- b. Write an accurate, original summary of the main ideas of the article. (8 pts.)
- c. Your Reaction to/Reflection on article **and** how you might use with students (8 pts)
- d. Writing conventions: clear message, no-typos, great grammar, etc. (2 pts or redo)
- e. **Teach** one article to the class, date and choice depending on the topic.

Teach key ideas of one of the articles. Include something visual, auditory or kinesthetic to help all students remember the information. Time limit ~ 5 minutes.

Scribing / Modeling Lesson [25 points] Due Date: TBA

Purpose: *Experience modeling a lesson involving the teacher as scribe (writer) in front of class or model a reading/writing topic as a mini-lesson [think commercial]. Topics will vary with opportunity to adjust lesson to a preferred age group. Lesson may be for a small group [guided reading] or whole class.