**Require Portaportal Next Time**

**Syllabus**

**EDCI 5424: Theory & Practice in Content Literacy Instruction 3-6**  
**Fall 2007**  
**CRN 92227**

**Instructors**  
Mary Alice Barksdale  
Mary Parrish

**Office**  
307 War Memorial Hall  
120 War Memorial Hall

**Phone**  
231-3166  
231-5029

**Email**  
mbarksda@vt.edu  
phd4mwp@vt.edu

**Office hours**  
Mondays 1-4  
By appointment

**Course Description**

Focuses on comprehension and literacy development in the middle grades. It explores a wide range of paradigms of comprehension and attends to how curriculum, instruction, and assessment are conducted within each paradigm. Special attention is given to socio-cultural and critical perspectives within literacy pedagogy. The course prepares preservice teachers to facilitate literacy learning for students beyond the emergent literacy stage. Students will develop an understanding of instructional strategies and materials appropriate for intermediate grade students, ways to promote literacy development across the curriculum, and literacy assessment.

**Course Goals & Objectives**

The major objectives of this course are for students to:

- Identify strategies for developing literacy with intermediate level at-risk students that have varied ability levels and backgrounds.
- Describe the role of different assessment methods for determining student performance in literacy.
- Describe instructional strategies and identify materials for facilitating the development of fluency and graphophonic cue system use with intermediate level remedial readers.
- Identify instructional strategies and materials for promoting vocabulary growth.
- Describe the comprehension processes, describe a classroom environment that will promote their development, and demonstrate implementation of strategies that further enhance comprehension with multicultural students.
- Explain strategies for developing students’ ability to read for information in content text having varied expository structures.
- Plan instruction of literacy across the curriculum.
- Demonstrate ability in matching and adopting materials for students having various levels of proficiency in reading, including materials for ESOL learners.

**Content Outline**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Aug. 20</td>
<td>Introduction to the Course/Syllabus</td>
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<td>Adolescent Development</td>
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<td>Aug. 27</td>
<td>The Reading Process</td>
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<td>Principles of Literacy Assessment</td>
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<td></td>
<td>Fry Readability</td>
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<td></td>
<td>Form Literature Response Groups</td>
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<tr>
<td>Sept. 3</td>
<td>No Class – Labor Day</td>
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<tr>
<td>Sept. 10</td>
<td>Using Informal Reading Inventories</td>
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<td></td>
<td>Bring Qualitative Reading Inventory (QRI) to class *</td>
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<tr>
<td></td>
<td>Bring photocopies of pages identified from QRI *</td>
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<tr>
<td>Sept. 17</td>
<td>Using Informal Reading Inventories</td>
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<tr>
<td></td>
<td>Bring Qualitative Reading Inventory (QRI) to class *</td>
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<td></td>
<td>Bring photocopies of pages identified from QRI *</td>
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<tr>
<td>Sept. 24</td>
<td>Assessment Techniques – Cloze, Interviews, Think-Alouds</td>
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<td>Oct. 1</td>
<td>Fostering a Love of Reading, Motivation &amp; Ownership in Reading</td>
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<td>Collaborative Activity on Johns &amp; Lenski reading – To be uploaded to Resources on Scholar</td>
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<td>Oct. 8</td>
<td>No Class – Fall Break</td>
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<td>Oct. 15</td>
<td>Improving Accuracy and Fluency</td>
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<td>Identifying &amp; Understanding Words</td>
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<td>Literature Response Groups</td>
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<td>Oct. 22</td>
<td>Meeting Individual Needs through Book Box Activities</td>
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<td></td>
<td><strong>Book Boxes/Book Packs Due, Informal Presentations</strong></td>
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<td></td>
<td><strong>Book Boxes to be uploaded to Resources on Scholar</strong></td>
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<td>Oct. 29</td>
<td>Fostering Vocabulary Learning</td>
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<td>Literature Response Groups - Celebration planning</td>
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<td><strong>Assessment Project Due</strong></td>
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<td>Nov. 5</td>
<td>Comprehension Skills and Strategies, Content Area Strategies</td>
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<td>Literature Response Groups - Complete Preparations for Literature Response Group Celebrations</td>
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<td>Nov. 12</td>
<td>Literature Response Group Celebrations</td>
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<td></td>
<td>Literature Response Group Summary Activity</td>
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<tr>
<td></td>
<td><strong>Metacognition Project Due</strong></td>
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</table>
Nov. 19  No Class – Thanksgiving Break

Nov. 26  Working with Parents
Parent Workshop planning session

Dec. 3  Parent Workshop Summary presentations
**Parent Workshops Due**, also to be uploaded to Resources on Scholar

Dec. 10  **Final Project Due in my office between 1:00-2:00**

**Evaluation of Student Outcomes**

Do not use a cover page or binder/folder of any kind on projects to be turned in. Staple or clip the pages together with a metal clip (not a paper clip). Double-space the metacognition journal, parent workshop document, and final project. Use Times Font, 12-point type, 1-inch margins on all papers. Use fronts of pages only; don’t print on backs.

A.) **Teacher as Researcher/Assessment Project**
Each student is to complete an assessment project that demonstrates understanding of methods of assessing literate activity. The assessment project will be graded based upon a rubric that will be provided to students on Scholar (Resources). Include the following:

- Qualitative Reading Inventory - administer all sections to two different people. Score or evaluate all sections. Provide a copy of the test evaluation, adding narratives for your assessment of the prior knowledge and retelling sections. Then, write a summary about what you learned about each person and how this information could be used in designing appropriate instruction for the person (1 page or less for each).

- Think Aloud - administer to at least one person. Include your notes on all think-aloud statements made by your participant and identify the kinds of metacognitive strategies represented by each statement. Write one paragraph about what primary metacognitive strategies were in evidence, and identify metacognitive strategies that this reader could be helped by acquiring.

- Literacy Interview - administer to at least one child. Create a list of interview questions to be asked and prompts to be used to encourage your interviewee to provide in depth responses. Include a transcript of the interview or extensive notes. Write a summary regarding what you learned about the person as a reader/writer and how this information could be used to improve literacy instruction for this person. Work at asking descriptive questions and obtaining detailed, in depth responses. A strong interview with an intermediate grade child will last about 30 minutes, and with an older child or adult will last about an hour, resulting in a transcript of 8-15 pages single-spaced.

- Assessments from the Johns and Lenski text - administer at least 3 of the assessment tools from the Johns and Lenski text to a reader or several readers. For each assessment used, write a one-paragraph summary about what you learned about the reader and how this information can be used in providing appropriate instruction for this reader.

B.) **Book Box**
Each student will independently create a book box or a book backpack. Book boxes/packs are for individual children to complete at home. They are not to be designed for whole or small groups, or for in-class work (however, in many cases, they could be adopted for instruction with a group and used as literature units). Book boxes/packs are expected to be very motivating for children, and they should encourage children to read books that will not be used in whole group classroom experiences. Each box/pack should contain an adolescent novel, a list of instructions for the child, and instructions and materials for at least ten fun activities (try to include at least one for each of the multiple intelligences) for the child to complete related to the book. All materials and specific instructions for the activities should be contained in a decorated and durable box or back pack. The list of instructions should specify at which point in the book each activity should be completed. (For instance: “Activity # 2. When you have reached the end of Chapter 3 on page 36, create an oil and water wave using food coloring, water, baby oil, and an empty clear plastic water bottle. Instructions for the activity are included on one of the laminated index cards, and all needed materials except water are included in the back bag.”) On the day that Book Boxes/Book Packs are due, upload a short description of your book and a full, detailed description of all of your activities to Scholar, and provide a hard copy to the instructor. Book boxes will be graded with a rubric that will be provided on Scholar.

C.)  Metacognition Journal
In the metacognition journal, you are to make 8 entries about your metacognitive strategy use during the reading of specific self-selected materials. In other words, 8 times during the semester, you are to read something of your own selection (the newspaper, a part of a book, a magazine article, a letter from a friend) while paying careful attention to the metacognitive processes you use (but don’t do a think-aloud). When you have finished the reading, write a paragraph about the processes you used and how these processes helped you comprehend the material. Then, write a paragraph about how you might assist younger readers in developing similar metacognitive processes. A rubric will be provided on Scholar.

D.)  Literature Response Group
Each student will participate in a collaborative Literature Response Group. Each LRG will select a book for study. Students will be responsible for obtaining their own copies of the books they select. Group members will read the books independently, and class time will be provided for literature response discussions and planning. Each group will stage a celebration of the book they read. The celebrations will be about 15-25 minutes in length and should be creative - for instance skits, reader’s theatre, songs, or other artistic endeavors. The idea is to show your fellow class members what the book was like - not give a book report. The book selections will be made collaboratively during class. We may decide to go with recent Newbery winners or honors.

E.)  Parent Workshop
Pair up with other students (no more than 4 per group) and design a session you will offer for parents of students in grades 3-5 on one of the suggested topics. The session will be held after school or in the evening and will last approximately 60-90 minutes. Teach your parents how they can support their child’s reading development with a variety of pleasant activities at home. Parent workshops will be presented in class and uploaded to Resources on Scholar. Parent workshop topics include: (1) How to listen to your child reading and provide reading support, (2) How to help your child build vocabulary for reading, (3) How to help your child improve
comprehension for reading fiction and nonfiction by understanding differing text structures, (4) How to help your child improve comprehension for reading by improving thinking strategies (metacognition) during reading, (5) How to increase your child’s love of reading, and (5) How to support your child’s development as a writer. In your class presentation, provide a written plan that details the timeline and all parent workshop activities, as well as any handouts or materials that will be provided to parents. These presentations are to last approximately 30 minutes, and you are expected to conduct at least part of the presentation for your fellow students. That is, you will engage the students in some of the actual activities you plan to use with parents.

E.) Final Project
The Final Exam/Project will involve designing a unit for a specific grade level (3-6) that meets selected Standards of Learning in English/Language Arts and the other curricular areas. Design a unit that will last for 3 weeks (that would be 15 school days or a couple more if needed) based on a novel with 3rd, 4th, 5th, or 6th grade readability (according to Fry). You may use the book that you read for your literature response group, or the book you used for your book box, or a different book with this readability level. Include instructional activities designed to: (a) foster a love of reading, (b) improve accuracy and fluency in reading, (c) develop vocabulary, (d) improve comprehension in the area of story grammar/story structure, (e) improve comprehension in the area of metacognition, and (f) that will meet specific SOL’s for English/Language Arts at grades 3, 4, 5, or 6. You may choose to incorporate topics related to other subject/SOL areas in your unit, however, grading will focus on your designs of lessons that will support reading development. A grading rubric will be provided on Scholar under Resources. Do not include copies of materials gathered from other sources; you should design everything in the unit you submit. You may make references to materials you will use from other sources. No more than 40 pages, double-spaced.

Grading Criteria

Points for each course component will be as follows:

(A) Assessment Project 20
(B) Book Box 15
(C) Metacognition Journal 15
(D) Literature Response Group 15
(E) Parent Workshop 15
(E) Final Project 20

Grading:
A 95-100  A- 90-94
B+ 87-89  B 83-86  B- 80-82
C+ 77-79  C 73-76  C- 70-72
F 69 or below

The instructor of this course is committed to social justice and expects to maintain a positive learning environment based upon open communication and mutual respect. Any suggestions as to how to further such an environment will be appreciated and given serious consideration.
If you need adaptations or accommodations because of a disability (learning disability, attention deficit disorder, psychological, physical, etc.), if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

**Textbooks**


*Additional Resource Needed for this Course:*

A book to be read for Literature Response Groups. (To be identified collaboratively in class.)