EDLT 3713 (Section 001)
Foundations of Language and Literacy Development and Assessment

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Course Description

This course will introduce preservice teachers to theoretical and practical information related to language development and expansion and to the acquisition of literate behaviors in a variety of contexts. Students will develop foundational knowledge about language and literacy development necessary to support children’s literacy learning in instructional settings. They will also develop foundational knowledge about literacy assessment.

Course Objectives

The preservice teacher will
· demonstrate an understanding of language development and expansion, including second language learning.
· demonstrate an understanding of how literacy develops through middle school.
· demonstrate an understanding of the functions of language.
· demonstrate an understanding of how comprehension occurs.
· demonstrate an understanding that reading and writing should be taught as processes.
· demonstrate an understanding of the interrelationship among the language arts (reading, writing, speaking, listening, viewing, and representing visually).
· demonstrate an understanding of literacy development with diverse learners.
· understand the factors that contribute to language and literacy difficulties and the characteristics of children experiencing difficulty in language and literacy development.
· demonstrate an understanding of issues related to assessment (purpose, methods, and tools).

Textbooks

Required: (YOU NEED TO KEEP THESE BOOKS. THEY WILL BE USED IN EDLT 4203 AND EDLT 4201.)

Wadsworth/Thomson Learning: Belmont, CA.
Prentice Hall: Upper Saddle River, NJ.

Choice (Choose one of the following)

Allington, R. L. & Johnston, P. (2002). Reading to learn: Lessons from exemplary fourth-grade
York:
Association: Newark, DE.
Getting beyond the “I like the book”: Creating space for critical literacy in K-8 classrooms.
International Reading Association: Newark, DE.
Hoyt, L., Mooney, M., Parkes, B. (Eds.) (2003). Exploring informational text: From theory to
practice. Heinemann: Portsmouth, NH.
Heinemann: Portsmouth, NH.

Course Requirements/Assignments

You will be evaluated on the basis of the following requirements/assignments:

*Literacy Resource Notebook  30 Pts.*

You will begin constructing a Literacy Resource Notebook this semester, to which you will
continue to add information in EDLT4203 and EDLT4313. Items for the notebook will come
from class handouts, notes, and projects. In essence, you are constructing your personalized
language and literacy teaching and learning handbook that you can refer to when planning
language and literacy lessons or activities to meet the needs of the children you are teaching.

There will be three sections in your notebook for this course:
- a. Conceptual understanding of literacy issues (key terminology).
- b. Assessment strategies (name, procedures, and materials/notes).
- c. Literacy resources (e.g., literacy standards, lists of literacy concepts and skills, instructional
  strategies, word lists, book lists according genre and grade level, websites, etc.) The resources
  should come from different sources. You should also cite the sources.

*Inquiry Search “I-Search”  20 Pts.*
The purpose of the inquiry search is to conduct an in-depth research on a topic in children’s literacy learning and development from information gathered from multiple sources. This project will also allow you to participate in the writing process. The final product will be an I-Search paper. You are to follow several steps in order to complete this project. Details on the project will be given in class.

**Literacy Autobiography/Theory of Literacy Learning  20 Pts.**

Construct an extended literacy autobiography in which you describe who you are as a literate person in the various contexts of your life and how you developed into that person. End the autobiography with your personal theory of literacy learning and teaching. Your literacy autobiography should address the following topics:

1. **Becoming literate:** memories of the importance of literacy in your home when you were young; memories of learning to read and write; memories of language, reading and writing instruction in primary grades, upper elementary years, middle school and high school.
2. **Yourself as a literate person:** your present literacy practices, language and literacy in your everyday life, your definitions of reading, writing, and literacy, your beliefs about language and literacy use in life.
3. **Yourself as a literacy teacher (Your theory of literacy teaching and learning):** what you believe about how language and literacy should be taught/learned in school, how those beliefs are influenced by your own experiences with literacy learning in and out of school and how they compare to the theorists that we will talk about in class.

You can choose your own mode of presentation, i.e., paper, PowerPoint presentation, poster presentation, picture book (including e-picture book), monologues with artifacts, role play, collage, or any other choices approved by the instructor.

**Book Discussion  20 Pts.**

Each person will choose a book from the choice book list to discuss and share as part of a small group. The books will be introduced during the second class. Read that book and be prepared to discuss it during the class times allotted for book discussion. As a group, plan a way to share what you learned about literacy learning and teaching from that book. Some book sharing ideas include posters/murals, puppet shows or plays, reader's theater, role play, traditional book review, diorama or other 3-D method, or some other mode of expression you discuss with the instructor. Be sure to include a short handout to give out in class with practical ideas. Details on the project will be given in class.

**Choice Activities  20 Pts.**

An important aspect of being a teacher is continual learning about children, literacy, learning, and teaching. You can gain new understandings when you interact with teachers and parents, read professional journals/magazines, read books about teaching and learning, attend inservice workshops or conferences, and share the information with your colleagues. The following activities are developed to further enhance your understanding of children’s literacy learning and
development. You will select one of the activities from the following list. You need to discuss with the instructor about your choice before you start the activity.

**Teacher Interview**

Interview an inservice teacher of grades K-8 regarding his/her beliefs about how children become literate and the most effective ways of supporting and assessing their literacy development in the classroom. Use the questions listed below. Write a summary of the interview that fully describes the teacher’s literacy philosophy and the rationale on which he or she bases such beliefs. Discuss the consistency of the teacher’s philosophy and practices.

**Interview Questions**

How long have you been a teacher? What areas are you certified in?
How long have you taught _____ grade? Have you ever taught other grades? Which ones?
What is your definition of literacy?
What is your definition of reading? What is your definition of writing?
Describe a good reader. Describe a poor reader. Describe a good writer. Describe a poor writer.
What is the most important thing children need to learn when they are learning to read and write?
What is the best way to teach literacy (reading, writing, speaking, listening, spelling, handwriting) in the primary grades?
What is the best way to teach literacy (reading, writing, speaking, listening, spelling, handwriting) in the intermediate grades?
What are the literacy activities that you frequently do to support the literacy development of your students?
What are your views on literacy assessment? What are some of the assessment methods that you use frequently?

**Parent Interview**

Interview a parent with a child in grades K-8 regarding his/her beliefs about how children become literate and the most effective ways of supporting children’s literacy development. Use the questions listed below. Write a summary of the interview that fully describes the parent’s literacy philosophy and the rationale on which he or she bases such beliefs. Discuss the consistency of the parent’s philosophy and practices.

**Interview Questions**

How many children do you have? How old are your children(child)?
What is your definition of literacy?
What is your definition of reading? What is your definition of writing?
Describe a good reader. Describe a poor reader. Describe a good writer. Describe a poor writer.
What is the most important thing children need to learn when they are learning to read and write?
What is the best way that parents can support child(ren)’s literacy (reading, writing, speaking, listening, spelling, handwriting) in the primary grades?
What is the best way that parents can support child(ren)’s literacy (reading, writing, speaking
listening, spelling, handwriting) in the intermediate grades?
What are some of the literacy activities that you do at home to support the literacy development of your child(ren)? How often?

**Inservice Workshop**

Attend an inservice workshop for teachers sponsored by Eisenhower Elementary School. Write a report on the content of the workshop and how it contributes to your understanding of children’s literacy learning and development.

**Literacy Conference**

Attend a conference for literacy teachers. Write a report on the conference activities and how it contributes to your understanding of children’s literacy learning and development.

**Reading to Children**

Contact your local public library or community center. Plan and carry out a storybook read-aloud session for the children. Write a report on the session and how this activity contributes to your understanding of children’s literacy learning and development.

**Quizzes  30 Pts.**

There will be 10 weekly quizzes in this course. They will draw on the information covered in the textbooks, course reading materials, lectures, and class discussion.

**Tutoring  50 Pts.**

Tutoring is an invaluable and inseparable experience to your learning in this course. Every student should strive for excellence in this experience. You’ll be graded according to the criteria set in the EDLT 3711 syllabus regardless of whether you are enrolled in it for credit. You’ll receive all points (if you get an S for your tutoring) or nothing (if you get a U for your tutoring) for this assignment.

**Professionalism and Efforts  10 Pts.**

You are expected to act professionally in both speech and action in the class and in tutoring. In addition, this course involves many experiences that should serve to contextualize your understandings about your role as a teacher of literacy. You will be expected to participate actively in each class session and prepare for each session by doing the assigned readings and activities.

NOTE: Three (3) points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST one day prior to the due date.
Attendance

This course has a strict attendance policy. You are expected to attend all classes and tutoring sessions. Failure to attend class will result in a loss of 5 points from your final point total for the first unexcused absence. More than one unexcused absences will result in your grade being lowered one or more letter grades. Excused absences require a written doctor’s excuse or other written documentation, which must be turned in at the time the student returns to class. It is your responsibility to provide the written documentation to the professor to avoid the loss of points. Exception can be given if it is a religious holiday.

Punctuality is expected for all class and tutoring sessions. Three tardies (class or tutoring) will result in a loss of 5 points from your final point total.

GRADING

Your final grade will be determined by the number of points earned through completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Literacy Resource Notebook</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Research Inquiry</td>
<td>20</td>
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<tr>
<td>Literacy Autobiography</td>
<td>20</td>
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<tr>
<td>Book Discussion</td>
<td>20</td>
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<tr>
<td>Choice Activity</td>
<td>20</td>
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<tr>
<td>Tutoring</td>
<td>50</td>
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<tr>
<td>Professionalism/Effort</td>
<td>10</td>
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</tbody>
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TOTAL 200

Your final point total will be converted to a course grade as follows:

- 180-200 = A
- 160-179 = B
- 140-159 = C
- 120-139 = D
- 0-119  = F

ACADEMIC HONESTY

The professor of this course expects and will enforce a strict policy of academic honesty. Students who engage in cheating, plagiarism, representing another student’s work as one’s own, knowingly furnishing false information to the instructor or university, or other forms of academic dishonesty will receive a failing grade in this course.

INCLEMENT WEATHER POLICY
In case of inclement weather, the instructor will post an announcement regarding the status of the class on Blackboard or through email. Students are also encouraged to call the department if they have no immediate access to the internet.

STATEMENT OF ACCOMMODATION

Any students in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate educational opportunities.

EDLT 3713 Foundations of Language and Literacy Development & Assessment
Tentative Class Schedule

WEEK TOPIC(S)

Week 1 01/12-01/16 Introduction, Course Overview, Personal Goal Setting
Week 2 01/19-01/23 MLK holiday. No class.
Week 3 01/26-01/30 Defining literacy. Major theories of language and literacy learning
  Tutoring starts
  Read before class:- Tompkins, Chapter 1;
  SGC (Strickland, Galda, & Cullinan), Chapter 1
Week 4 02/02-02/06 Defining language arts. Integrated language arts
  Tutoring
  Read before class: - SGC, Chapter 4, 5
  Assignment due: Literacy Autobiography Project
Week 5 02/09-02/13 Emergent literacy
  Tutoring
  Read before class:- Tompkins, Chapter 4; SGC, Chapter 6
Week 6 02/16-02/20 Reading processes: Alphabetic Principles, Fluency
  Tutoring
  Read before class:- Tompkins, Chapter 5, 6
  Assignment due: I-Chart
Week 7 02/23-02/27 Reading processes: Meaning Vocabulary, Comprehension
  Tutoring
  Read before class:- Tompkins, Chapter 7, 8; SGC, Chapter 7
Week 8 03/01-03/05 Writing processes; Reading-writing connections
  Tutoring
  Read before class: SGC, Chapter 8, 9
Week 9 03/08-03/12 Language and literacy development of ELL learners
  Tutoring
Week 10  03/13-03/18 Spring Break
Read before class: -  To be assigned

Week 11  03/22-03/26 New literacies (technology literacy, media literacy, and critical literacy)
          Family literacy and parental involvement
          Tutoring
          Read before class: -  To be assigned
          Assignment due:  I-Search Paper

Week 12  03/29-04/02 Defining assessment and evaluation, fundamentals of assessment and evaluation
          Tutoring
          Read before class: -  Caldwell, Chapter 1, 2

Week 13  04/05-04/09 Literacy assessment:  methods and tools
          Tutoring
          Read before class: -  Caldwell, Chapter 4, 5, 6, 7, 8
          Assignment due:  Choice Project Report/Summary

Week 14  04/12-04/16 Classroom assessment: methods and tools
          Tutoring
          Read before class: -  Tompkins, Chapter 3- SGC, Chapter 12

Week 15  04/19-04/23 High-stakes reading assessment
          Tutoring
          Read before class: -  Caldwell, Chapter 9
          Assignment due:  Book Discussion Project

Week 16  04/26-04/30 Informal Reading Inventories/Developmental Reading Assessment
          Last Tutoring
          No reading

Week 17  05/03-05/07 Class Wrap Up.
          Assignment due:  Literacy Resource Notebook