EDLT4203 Language and Literacy Evaluation and Instruction  
Fall, 2004  

Professor: Dr. Jiening Ruan  
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Office Hours: 3:00-4:20 Tue.  
or by appointment  

Class Hours: Class Meeting: 4:25p.m.-7:05p.m. Tuesdays  
Tutoring: Tuesdays & Thursdays, 8:30a.m.-9:20a.m. (09/06-12/03)  

COURSE DESCRIPTION  
Students enrolled in this course will explore a wide range of issues and factors related to  
language and literacy evaluation and instruction; examine the best practices for and develop  
proficiency in supporting children’s language and literacy development from first through eighth  
grades; learn to evaluate literacy activities in various settings; interpret assessment findings and  
identify children’s strengths and needs as language and literacy learners; and choose instructional  
strategies to help children become strategic readers and writers.  

COURSE OBJECTIVES  
Upon the completion of this course, the students will:  

1. Develop a framework for assessment, evaluation, and instruction that allows the teacher to  
evaluate and adjust for an optimal match between the reader/writer, the text, and the literacy  
context.  
2. Evaluate and translate assessment findings into a plan for instructional support that is realistic  
in view of the student’s needs and the available resources.  
3. Demonstrate knowledge of materials, procedures, and strategies for individual and group  
literacy instruction in reading (phonemic awareness, phonics, vocabulary, fluency,  
comprehension, etc.) and writing.  
4. Become skillful in planning, implementing, and evaluating literacy lessons.  

REQUIRED TEXTS  
study for phonics, vocabulary, and spelling instruction (3rd ed.). Merrill/Prentice Hall.  
(BITJ)  
Flynt, E. S. & Cooter, R. B. Jr. (2004). Reading inventory for the classroom (5th ed.).  
Merrill Prentice Hall: Upper Saddle River, NJ.
COURSE REQUIREMENTS

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

1. Tutoring Performance 20 pts.

   a. During the semester, you will design and carry out 24 tutoring lessons during designated tutoring hours. In case of illness, you should notify the practicum supervisor by 7:30 a.m. on the day of your tutoring. Appropriate attire is required. No jeans, shorts, sweats, tennis shoes, etc. No bare midriff. No eyebrow, nose, or tongue rings.
   
   b. You must have a lesson plan for each tutoring session. Prepare two typed lesson plans (one for yourself and one for the tutoring supervisor) with 2 inches of margin on the right hand side prior to teaching each lesson. The supervisor will collect your lesson plan right before each tutoring session starts.
   
   c. Take anecdotal notes during and after your tutoring sessions to record your observations of student engagement in reading and writing activities.
   
   d. Write thoughtful reflective journals after each tutoring session.
   
   e. Demonstrate professionalism in your speech and action at all times when interacting with children, teachers, school staff, and your practicum supervisor.

2. Tutoring Case Study 20 pts.

   This case report will include two parts: Initial Assessment Report and Final Tutoring Report.
   
   You will be expected to make any needed revisions before the case study report is approved for distribution and to receive a grade for the report.

   Initial Assessment Report 10 pts.

   Throughout the early part of the tutoring program you will use assessment measures to help you learn about your student’s literacy performance and interests. You will complete a write-up of each assessment procedure, your findings, and implications for instruction. This assessment report will be shared with the student’s teacher.

   Final Tutoring Report 10 pts.

   This report is based on the knowledge you gained from tutoring your student over the course of the semester. The report will summarize the learning goals you established based on the assessments and the instructional activities you completed with your student. You will also write
about your student’s responses to the tutoring activities and include recommendations for continued literacy learning.

3. Quizzes 10 pts.

The quizzes will draw on the materials covered in the textbooks, course reading materials, and class lectures.

4. Literacy Resource Notebook 10 pts.

You will continue to add information to the Literacy Resource Notebook that you have begun constructing in EDLT 3713. Items for the notebook will come from textbooks, 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 this semester and in the future.

There will be three sections in your notebook for this course:

a. Conceptual understanding of literacy issues (key terminologies on a variety of topics in literacy teaching and learning).

b. Instructional strategies (name, procedures, and materials/notes).

c. Literacy resources (e.g., literacy standards, lists of literacy concepts and skills, word lists, book lists according to genre and grade level, websites, etc.) The resources should come from different sources. You should also cite the sources.

5. Literature Circle Group Project 10 pts.

Each student will sign up for a children’s book and become a part of a literature circle group based on his/her book choice. Each group will present its celebration project at the completion of this assignment.

6. Group Writing Project 10 pts.

Each group will study the book by Freeman on building a writing community using the writing process approach. Each will also complete a writing project in a selected genre. Your group will present to the class the following information: yourselves as writers (your finished writing product and how it came about), your knowledge about the writing processes and other critical aspects of writing, and your understanding of teaching writing.

7. Professional Participation 20 pts.

You are expected to act professionally in both speech and action in the class and in tutoring. It is extremely important that you show respect for yourself and others at all times, work together to develop a positive learning environment where everyone succeeds, and participate actively in class discussion and other course-related learning activities.
Attendance Policy

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.

Professional Quality Paperwork Policy

Any reports or papers prepared for this class must be well written, proof-read, and revised to a professional standard. EDLT 4203 students are encouraged to make use of the Writing Lab, friends, family, and spell-check in an effort to produce well-written work. All paperwork will be graded on the first copy turned in, even if a report is returned to you for further revisions.

Late Assignment Policy

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.

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>Tutoring</td>
<td>20</td>
</tr>
<tr>
<td>Case Study Report</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
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<tr>
<td>Literacy Notebook</td>
<td>10</td>
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<tr>
<td>Literature Circle</td>
<td>10</td>
</tr>
<tr>
<td>Group Writing Project</td>
<td>10</td>
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<tr>
<td>Professional Participation</td>
<td>20</td>
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</tbody>
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TOTAL 100

Your final point total will be converted to a course grade as follows:
90-100 = A
80-89 = B
70-79 = C
60-69 = D
0 - 59 = F

ACADEMIC HONESTY

The professor/instructor 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 4203 Tentative Class Schedule

Date Topic(s) Assignments

Week 1
08/23 – 08/27 Course introduction
Review of assessment tools/methods  Caldwell, all chapters

Week 2
08/30-09/03 Conducting case study
Instructional strategies supporting children’s response to literature
Grouping for literature circle project Tompkins, chapter 10, 11
CP

Week 3
09/06-09/10 Learning to analyze Running Records
Learning to analyze Reading Inventory data
Tutoring Starts Flynt and Cooter
CP

Week 4
09/13-09/17
Learning to analyze Developmental Reading Assessment data
Learning to prepare assessment report
Tutoring CP

Week 5
09/20-09/24 Making connections between assessment and instruction
Diagnostic Teaching
Literacy lesson framework
Tutoring CP

Week 6
09/27-10/01 Teaching the reading and writing processes
Reading and writing workshop
Tutoring Tompkins, chapter 2, 12
Literature Circle Presentation Due

Week 7
10/04-10/08
Text structures
Selecting reading materials
Analyzing data for assessment report
Tutoring Tompkins, chapter 9, 13

Week 8
10/11-10/15
Instructional strategies supporting development of phonemic awareness
Instructional strategies supporting word study (phonics, vocabulary, and spelling), Part I
Tutoring BITJ, chapter 1-3

Week 9
10/18-10/22
Instructional strategies supporting word study (phonics, vocabulary, and spelling), Part II
Tutoring BITJ, chapter 4-6
M & K, Part II
Initial Assessment Report Due

Week 10
10/25-10/29
Instructional strategies supporting word study (phonics, vocabulary, and spelling), Part III
Preparing final tutoring report
Tutoring BITJ, chapter 7-8

Week 11
11/01-11/05
Instructional strategies supporting comprehension development
Instructional strategies supporting fluency development
Tutoring M & K, Part III, IV
CP

Week 12
11/08-11/12
Teaching writing
Group writing project presentation
Tutoring Freeman, whole book
Group Writing Project Presentation Due

Week 13
11/15-11/19 Instructional strategies supporting ELL students
Tutoring
CP

Week 14
11/22-11/26
Thanksgiving Break
No Tutoring

Week 15
11/29-12/03 Instructional strategies supporting adolescent at-risk readers
Reading and writing in the content areas
Last Tutoring
Tompkins, chapter 14
CP

Final Tutoring Report Due

Week 16
12/06-12/10
Wrap-up
Literacy Resource Notebook Due