LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP: 329 Materials, Resources and Strategies for the Reading Teacher
Fall Semester 2013
Cuneo Hall 111
Mondays 4:15 – 6:45

Sakai Site: Please check this official website for any changes in the schedule or office hours. In case of emergency or special circumstances, information will be posted.

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1054 Lewis Towers, WTC
Campus Phone: 312-915-6841
Office Hours: Before and after class in Cuneo 111, or at WTC by appointment

SPECIAL CIRCUMSTANCES: Students who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed below under Accessibility, P. 3 of this syllabus.

COURSE DESCRIPTION: The purpose of this course is to provide teacher candidates in the reading teacher endorsement program with an in depth knowledge and understanding of materials, resources, and strategies available to teachers whose primary teaching responsibility is the teaching of literacy. This course goes beyond what is offered in CIEP 359 and CIEP 362 to investigate the needs of elementary and secondary students with special needs in the area of literacy instruction and to identify materials, resources and instructional strategies in order to plan instruction that meets the needs of all students. Standard Protocols within the Response to Intervention Framework will emphasize data based decision making and problem solving within a systematic response. Curriculum development will focus on knowledge and use of the Common Core State Standards for English Language Arts Standards and will be included and applied to individual, small group and whole group instructional models. Teacher candidates will be required to consider historical foundations of literacy instruction and to compare and contrast these with contemporary issues in reading and writing research in order to evaluate curriculum materials and approaches.

This course includes a field-based assignment, which must be completed at an elementary, middle school or high school. Arrangements for this project will be made with the course instructor.

The final three class sessions will be combined with the Reading Teacher Endorsement Professional Learning Community (PLC). During this time, candidates will be able to serve as reading teacher mentors to freshman through juniors who are also completing their reading teacher endorsements.

REQUIRED TEXTS:
My Education Lab WILL NOT BE USED!


Optional Resource:

COURSE STANDARDS: Compiled from the International Reading Association (IRA), Chicago Teacher Partnership Program (CTPP), and the Illinois State Board of Education (ISBE) standards.

Knowledge Indicators:

1. Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA.
2. Understands the need for effective core literacy instruction and further tiered instruction targeted to student needs, such as Response to Intervention.
3. Understands reading and writing problems and how to support struggling readers and writers in the classroom.
4. Understands critical topics that have historically influenced reading education.
5. Understands criteria for evaluating and selecting appropriate materials for elementary and middle school literacy instruction.
6. Understands the range and influence of print and non-print media and technology in contemporary culture.
7. Knows about various print and non-print resources for elementary and adolescent learners, and their uses in the literacy classroom.
8. Demonstrates knowledge of, and uses for, an extensive range of informational texts appropriate for use in elementary and middle school classrooms.
9. Maintains current knowledge of high quality print and non-print resource and materials.
10. Knows a variety of textual and programmatic resources geared to addressing the needs of struggling readers including those that are high-interest, low-readability.
11. Understands the research base for supporting the development of diverse elementary and adolescent literacy learners.
12. Understands the impact of urban, suburban, and rural environments on local culture, language, and learning to read and write.
13. Understands the relationship between first- and second-language acquisition and its implications for literacy development.
14. Understands cognitive, language, processing, emotional, social, economic and educational factors typically involved in reading and writing difficulties.
15. Understands the resources and strategies that can support the development of academic vocabulary for diverse readers and writers.
16. Develops, implements, evaluates and modifies effective instruction using the new Illinois Learning Standards for English Language Arts incorporating the Common Core.
17. Reflects on his/her own teaching in light of evidence based literacy research, theory and practices and makes adjustments in teaching as appropriate.
18. Evaluates the curriculum to ensure that instructional goals and objectives are met.
19. Demonstrates knowledge of evidence based instructional strategies to support struggling readers and writers.
Performance Indicators:

1. Enacts instructional practices that reflect the theory and research on the interaction among content, motivation and engagement in literacy instruction.
2. Plans and implements effective core literacy instruction.
3. Uses a variety of evidence-based practices to differentiate literacy instruction for diverse learners.
4. Uses a variety of approaches to teach decoding (e.g., sound-symbol relationships, spelling patterns, syllabication, structural analysis) of regular words, irregular words, and multi-syllable words, in isolation and within texts.
5. Provides instruction in the use of structural analysis and morphemic analysis independently to decode and determine the meaning of multisyllabic words.
6. Uses a variety of approaches to teach students to read fluently with sufficient accuracy, rate, and expression.
7. Provides instruction in identifying a theme or central idea and analyzing its development across the text.
8. Prepares students to analyze how particular elements of a story or drama interact.
9. Teaches students to analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
10. Creates instruction that enables students to integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
11. Provides instruction in comparing and contrasting text in different forms or genres, for example, stories and poems, historical novels and fantasy stories, in terms of their approaches to similar themes and topics.
12. Demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and non-print texts and teaches a wide variety of such strategies to all students.
13. Uses an evidence-based rationale to select and use print, digital, and online resources.
14. Builds an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online resources.
15. Supports students in developing strategies for identifying and locating appropriate academic and recreational reading.
16. Adapts text as necessary in order to make it accessible to struggling readers.
17. Supports team approaches for literacy instruction for diverse learners across disciplines.
18. Identifies and uses strategies for making text accessible and comprehensible to English Language Learners.
19. Teaches academic language and vocabulary for literacy discussion and writing.
20. Provides multiple ways for students to demonstrate their reading and writing proficiency.
21. Models reading and writing as valued and purposeful lifelong activities.
22. Builds a collaborative community that supports and engages students in reading, writing, listening, speaking, viewing and visually representing.
23. Designs a classroom environment that is conducive to a variety of individual, small and large group literacy activities.
24. Creates opportunities for students to analyze how social context affects language and to monitor their own language and use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender and ability.

Please note the following additional information related to this course:

- The course schedule listed below is an initial tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics.
- Students will be expected to be prepared for class and have assignments ready to hand in on the dates listed. Assignments will not be accepted via email unless specifically requested by the instructor. Assignments handed in late may be accepted, but full points will not be awarded.
- Students may not re-do assignments or expect that extra credit will be accepted. As a result, it is important to attend drop in sessions or make an appointment for special help prior to the date an assignment is due, if extra assistance is needed.
LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

**Academic Honesty**
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics_policies_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics_policies_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

**Accessibility**
Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act, should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd/](http://www.luc.edu/sswd/)

**Harassment (Bias Reporting)**
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: [http://webapps.luc.edu/biasreporting/](http://webapps.luc.edu/biasreporting/)

**Conceptual Framework**
Teacher candidates in CIEP 329 will be expected to demonstrate “professionalism in the service of social justice” in course experiences. This will be evidenced by developing and displaying a personal set of knowledge, skills, ethical behavior and contribution to service in class and particularly in pre-professional experiences at the clinical school site. Knowledge of literacy concepts, curriculum, instructional strategies and practices based on best practices; development of instructional skills; honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized.

**School of Education Conceptual Framework Standards:**

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
**Technology**

Teacher candidates in CIEP 329 will be expected to demonstrate evidence of professional technology skills. They will be expected to become competent with the University classroom’s SMARTboard, its technology and its Notebook software. They will also be required to effectively use Live Text software for the development a literacy lesson plan designed to teach a foundational reading skill. Teacher candidates will be expected to utilize a variety of websites including Sakai, ISBE, CCSS ELA, Readwritethink.org and literacy related professional sites. It is expected that teacher candidates will recognize the importance of developing a strong and continually renewed set of technology skills and that they will promote access to these skills for all students with whom they teach.

Candidates may bring laptops and Ipad type devices to class. Candidates may not use phones during class unless there are special circumstances and permission is given. These may be used prior to the beginning of class and during any breaks.

**Diversity**

It is expected that teacher candidates in CIEP 329 will recognize, respect and address all varieties of diversity in their learning and teaching environments. This will be demonstrated in their coursework and relationships with classmates and instructors as well as in emerging professional relationships and knowledge of professional planning and instruction with the administration, faculty, students and families at the field experience sites.

**Dispositions**

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in Live Text for this course.

**IDEA Course Evaluation Objectives**

Course evaluations for this course will be completed online beginning this semester. The goals of CIEP 329 are primarily to support candidates in:

3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
9. Learning how to find and use resources for answering questions or solving problems

**CALENDAR**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Course Introduction, CCSS ELA, Core Literacy Instruction, History of Basal Reading Instruction, Evidence-Based Instruction, Introduction – Read Like Detectives</td>
<td>Aug. 26</td>
</tr>
</tbody>
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*Rubrics MUST be handed in with all assignments*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2nd</td>
<td>No class, Labor Day</td>
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<tr>
<td>2) Sept. 9</td>
<td>Readers, Texts, Review of comprehension Using cognitive strategies Argumentation</td>
<td>Detectives, Chapters 1 &amp; 2 Gunning, Chapter 11 Gunning, pp. 573 - 578</td>
</tr>
<tr>
<td>3) Sept. 16</td>
<td>Strategy Lessons Narrative Texts New Media Texts</td>
<td>Detectives, Chapters 3 &amp; 5 Text Set Analysis due</td>
</tr>
<tr>
<td>4) Sept. 23</td>
<td>Strategy Lessons Expository Texts Genre of Test Taking</td>
<td>Detectives, Chapter 4 Read sample test</td>
</tr>
<tr>
<td>5) Sept. 30</td>
<td>Approaches for Working with Students for Whom Literacy is Challenging Factors involved in Reading and Writing Difficulties Tiered Instruction</td>
<td>Gunning – Chapters 1 &amp; 2 Text Genre Question Analysis</td>
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<tr>
<td>October 7th</td>
<td>No class, mid-semester break</td>
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<tr>
<td>7) Oct. 21</td>
<td>Emergent Literacy and Prevention Programs</td>
<td>Gunning – Chap. 7 Comprehension Strategy Project</td>
</tr>
<tr>
<td>8) Oct. 28</td>
<td>Word Level Programs and Strategies (Phonics, High-Frequency Words, and Fluency) Research Article Presentations</td>
<td>Gunning – Chap. 8 Smartboard Activity Due</td>
</tr>
<tr>
<td>9) Oct. 31</td>
<td>Word Level Programs and Strategies (Syllabic, Morphemic and Contextual Analysis, &amp; Dictionary Skills) Research Article Presentations</td>
<td>Gunning – Chap. 9 Research Article Analysis</td>
</tr>
<tr>
<td>10) Nov. 4</td>
<td>Vocabulary Programs and Strategies Research Article Presentations (Review for ISBE Reading Teacher Test)</td>
<td>Gunning – Chap. 10</td>
</tr>
<tr>
<td>11) Nov. 11</td>
<td>Research Article Presentations (Review for ISBE Reading Teacher Test)</td>
<td>Hot Topic List and rationale due</td>
</tr>
<tr>
<td></td>
<td>With PLC Meet in Mundelein Center Room 519 4:15 – 6:15 p.m.</td>
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<tr>
<td>12) Nov. 18</td>
<td>Share Comprehension Strategy Projects</td>
<td></td>
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<tr>
<td>13) Nov. 25</td>
<td>Share Intervention Lessons</td>
<td>Practicum A Project Due on Live Text</td>
</tr>
<tr>
<td>14) Dec. 2</td>
<td>Hot Topics</td>
<td></td>
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</tbody>
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**Assignments and Points for Grading:**

Rubrics for all assignments and grades will be posted on Sakai

**Text Set Analysis** 40
Test Genre Question Analysis 30
Comprehension Strategy Project and Presentation 80
Research Article Analysis and Presentation 40
Practicum A Experience Intervention Lessons 120
Smartboard Notebook/ Exchange Activity 20
Hot Topic List and Rationale 20
Class Participation 5 each

Professional Attitude and Demeanor Part I
☐ 2- Always prompt and regularly attend class sessions.
☐ 1- Rarely late and regularly attend class sessions (No more than 1 absence).
☐ 0- Often late and/or poor attendance at class sessions (More than 2 absences).

Professional Attitude and Demeanor Part II
☐ 2- Always prepared for class sessions with assignments and required materials.
☐ 1- Rarely unprepared for class sessions with assignments and required materials.
☐ 0- Often unprepared for class sessions with assignments and required materials.

Level of Engagement in Class
☐ 2- Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
☐ 1- Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
☐ 0- Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation
☐ 2- Often cite from readings; use readings to support points.
☐ 1- Occasionally cite from readings; sometimes use readings to support points.
☐ 0- Rarely cite from readings; rarely use readings to support points.

Listening Skills
☐ 2- Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
☐ 1- Listen when others talk, both in groups and in sessions
☐ 0- Rarely listen when others talk, both in groups and in sessions.

Grading Scale for Sequence Five:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D</td>
<td>61 - 69</td>
</tr>
<tr>
<td>F</td>
<td>60 - 0</td>
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</tbody>
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COURSE REQUIREMENTS
READING TEACHER CANDIDATES SHOULD FOLLOW THE GUIDELINES FOR PROFESSIONALISM:
All work should demonstrate serious effort and professionalism.
All work must be individually completed. Credit must be given to original sources.
All assignments must be typed unless it is appropriate to hand write them in the personal writing notebook.

All assigned work must be completed and turned in on the dates listed on this syllabus. Late work may not be accepted. If it is, based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.

Attendance will be taken at the beginning of class. Reading Teacher Candidates not present at this time may be marked as absent. If they are absent from class, they should notify the instructor by e-mail or phone.

Required Readings: Reading Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed.

Class Participation: Reading Teacher candidates will be expected to attend class and participate in class activities and discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points. Five points will be awarded for each class session. It will be expected that candidates in this class will serve as mentors and group discussion leaders in the PLC sessions.

Assessment Instructions and Rubrics for the following will be posted on Sakai:

Text Set Analysis: Candidates will identify four resources for a text set of linked resources, including narrative, expository and new media texts. These texts will be analyzed for factors related to readability and complexity. Rationale for combining use of these texts to teach CCSS ELA will be provided. It is suggested that the text set be developed for the age level that the candidate will be working with in student teaching.

Test Question Analysis: Using chapter 15 in STW as a guide, Reading Teacher Candidates will be expected to analyze a reading comprehension test and to develop instructional guidelines for test preparation, recognizing that tests are a unique genre.

Smartboard Notebook/Exchange Activity: Candidates will have access to the LUC Smartboard Key. Using the software and technology, they will be asked to 1) find a literacy resource from the exchange that they think would benefit students in their classrooms 2) develop a simple learning tool from scratch. Both should be posted on Sakai for others in the class to use as resources.

Comprehension Strategy Project: Using cognitive reading strategies such as those presented in Strategies that Work, Reading Teacher Candidates will use the resources identified and analyzed in the text set project to develop a set of four electronic anchor charts to guide students reading of these materials. These materials will be shared in class and may be formatted into power point or Smartboard.

Practicum A Experience Project: Reading Teacher Candidates are required to work with two or more students at two grade levels in order to fulfill their practicum responsibilities for ISBE Reading Teacher Certification. During this semester, candidates will complete half of this
requirement by working with a reading specialist or classroom reading teacher and the course instructor to complete this project. They will select a grade level and work with two students individually or together for four half hour practicum sessions. They will analyze reading materials used at the school that are utilized to provide additional reading instruction or support beyond core instruction. Tutoring lesson plans and materials will be uploaded and assessed in Live Text with a student work sample for each lesson. To protect the students’ privacy, names should be omitted or blacked out. In the spring during CIEP 305, candidates will be expected to work with students at another grade level, (i.e., primary, intermediate or middle school).

**Hot Topic List:** Each year the International Reading Association surveys its members to determine which topics are hot, are not hot, should be hot, should not be hot. Candidates will be asked to complete this year’s survey and provide their own rationale for their ratings based on their experiences in schools. This will be used as foundation for a PLC discussion.