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.

Dr. Jane Hunt - Jhunt2@luc.edu
1054 Lewis Towers, WTC
Office Hours: Prior to class or TBA

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. 4 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 Sequence Five to investigate the needs of elementary and middle school 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 with respect to Illinois Literacy Learning Goals and the Common Core 2010 English Language Arts Standards 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 or middle school. Arrangements for this project will be made with the course instructor.

REQUIRED TEXTS:
It is highly suggested that candidates PURCHASE rather than rent the following resources. These will be useful in CIEP 305 as well as in future professional teaching. These are professional resources, rather than textbooks. Kindle editions are available and are acceptable, if preferred.


COURSE STANDARDS: Compiled from the International Reading Association (IRA) 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 of 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.
- Because this course meets only once weekly on Tuesdays, it is highly recommended that candidates begin course assignments/assessments promptly in order to make sure that the requirements are understood. Questions asked about assignments via email will be answered within 24 hours whenever possible on Mondays through Fridays. Candidates should not expect that responses will be provided on weekends.
- In the event of a personal emergency, however, please contact the instructor via email or phone as soon as possible so that course support can be provided if it is helpful.

**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
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/

EthicsLine Reporting Hotline
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

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 based on research based best practices. Knowledge of literacy concepts, curriculum, instructional strategies and 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, and for this reason, there is a specific emphasis on meeting the instructional needs of students from diverse cultures and languages.

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. This will be demonstrated through use of a variety of software programs, instructional websites and access to professional online materials and resources. In addition to this, candidates will be required to design, access and use Smartboard Notebook software.

**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 and will build upon previous clinical experiences with particular respect to linguistic and cultural diversity as it relates to literacy.

**CIEP 329 Participation Policy:**

It is expected that teacher candidates in CIEP 329 will demonstrate high levels of professionalism and responsibility in all aspects of their work in this course. In order to complete the course assessments and requirements in a satisfactory manner, it is important for candidates to be present and well prepared for all sessions. The following guidelines for participation will be considered in the module grades.

**Professional Attitude and Demeanor Part I**

- **2** - Always prompt and regularly attend sessions.
- **1** - Rarely late and regularly attend sessions (No more than 1 absence).
- **0** - Often late and/or poor attendance at sessions (More than 2 absences).

**Professional Attitude and Demeanor Part II**

- **2** - Always prepared for sessions with assignments and required materials.
- **1** - Occasionally unprepared for sessions with assignments and required materials.
- **0** - Often unprepared for 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.

**Disposition Assessed in this Course**

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<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>
</tr>
</tbody>
</table>

**Grading Scale for CIEP 329**

**IDEA COURSE EVALUATION OBJECTIVES**

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

- 3. Learning to apply course materials
- 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
<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Rubrics MUST be handed in with all assignments</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Jan. 13</td>
<td>Course Introduction, CCSS ELA, Core Literacy Instruction, History of Basal Reading Instruction, Evidence-Based Instruction, Introduction to Strategies that Work and Curriculum Planning Illinois Reads introduction</td>
<td><a href="http://www">www</a>. Illinoisreads.org</td>
</tr>
<tr>
<td>2) Jan. 20</td>
<td>Illinois Reads ISBE standards and curriculum mapping overview Introduction to Strategies that Work</td>
<td>Chapter 1 &amp; 2 (STW)</td>
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<tr>
<td></td>
<td>“Visualizing” Activity</td>
<td>Select Illinois Reads book/partners</td>
</tr>
<tr>
<td>3) Jan. 27</td>
<td>Text Analysis for Struggling Readers (Readability, Lexiles, Genres, Motivation) Strategic Reading across genres</td>
<td>Chapters 3, 4 &amp; 5 (STW)</td>
</tr>
<tr>
<td></td>
<td>Overview mapping of skills/strategies for Illinois Reads text</td>
<td>Readability resources on Sakai</td>
</tr>
<tr>
<td>4) Feb. 3</td>
<td>Connecting standards/strategies/and text structure Reading/Writing Connections</td>
<td>Finish reading Illinois Reads text prior to today’s class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapters 7 &amp; 8 (TSR)</td>
</tr>
<tr>
<td>5) Feb. 10</td>
<td>Designing Smartboard Notebook strategies for reading comprehension and vocabulary instruction</td>
<td>Bring Laptop to class with Smartboard notebook, if possible</td>
</tr>
<tr>
<td>6) Feb. 17</td>
<td>Work in class on STW for Illinois Reads text</td>
<td></td>
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<tr>
<td>7) Feb. 24</td>
<td>Presentations/Peer Support for Illinois Reads curriculum mapping</td>
<td>Share Smartboard activities in class</td>
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<tr>
<td></td>
<td></td>
<td>All materials for Comprehension Strategy Project need to be submitted by Friday, Feb. 27th</td>
</tr>
<tr>
<td>8) March 10</td>
<td>Introduction to interventions for struggling readers</td>
<td>Chapters 1 &amp; 2 (STR)</td>
</tr>
<tr>
<td>9) March 17</td>
<td>Supporting print skills and development of word knowledge</td>
<td>Chapters 3 &amp; 4 (TSR)</td>
</tr>
<tr>
<td></td>
<td>Contextual reading and fluency for early readers</td>
<td></td>
</tr>
<tr>
<td>10) March 24</td>
<td>Supporting vocabulary and oral language</td>
<td>Chapters 5 &amp; 6 (TSR)</td>
</tr>
<tr>
<td>11) March 31</td>
<td>The Genre of Test Reading Data Based Targeted Instruction</td>
<td>Chapter 15 (STW)</td>
</tr>
<tr>
<td>12) April 7</td>
<td>Discussion of Tests as genres</td>
<td>Test Genre Question Analysis Due</td>
</tr>
<tr>
<td>13) April 14</td>
<td></td>
<td>Saturday, April 18th Illinois Reads “Launch” Westmont, IL</td>
</tr>
</tbody>
</table>
Assignments and Points for Grading:

Rubrics for all assignments and grades will be posted on Sakai

In pairs:
ISBE Curriculum Mapping Chart 10%

Instructional strategies overview for trade book 10%
Smartboard comprehension strategies for STW 25%
Unit lessons for STW/Illinois Reads Texts 30%

Test Genre Question Analysis (Individual) 15%  Class

Participation (punctual and participatory) 10%  Class

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.

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

Illinois Reads: The LUC Curriculum Library has purchased the books identified for 2015 – 2016 in Illinois Schools. Candidates will participate in this combined ISBE, IRC and Illinois Secretary of State project this semester and will collaborate with reading teachers in Illinois. This project meets the ISBE reading teacher standards:

c) The competent reading teacher participates in curriculum design and implementation.
   1) Knowledge Indicators – The competent reading teacher:
      A) knows State and national educational standards that are relevant to reading education.
      B) knows exemplary programs and practices in reading education.
      C) is aware of guidelines for the evaluation of curriculum material and instructional technology.
   2) Performance Indicators – The competent reading teacher:
B) participates in and facilitates reading curriculum design, revision, and implementation efforts.
C) participates in the evaluation and selection of instructional materials, including textbooks, trade books, materials for students with special needs, and technology.

d) The competent reading teacher communicates and works with the public and other professionals.
   1) Knowledge Indicator – The competent reading teacher understands the value of community support for school reading programs.
   2) Performance Indicators – The competent reading teacher:
      A) communicates effectively about reading to the general public.

**Strategies that Work Project:**
This project will be completed individually or in pairs prior to spring break when the candidates’ work will be submitted to the Illinois Reading Council for use by classroom teachers. Candidates will select a grade level and simulate the type of unit development for the teaching of CCSS ELA standards that is frequently completed by school-based reading teachers. Candidates will select a text from the Illinois Reading 2015 list for grades 3 – 8, read the book, identify its readability factors, develop a curriculum mapping chart based on the ISBE model utilizing this text, develop a plan for teaching the entire text, create instructional strategies utilizing Smartbook notebook software for four *Strategies that Work* Comprehension strategies, and provide an instructional outline for teaching ELA standards and literacy skills with this text. Models for this project created by the course instructor and Illinois reading specialists will provide examples for candidates to follow. Candidates who prefer to work with one of the books for K – 2 will work individually on this project, but will also be required to read one of the books identified for grades 3 – 8. The project must be approved by the course instructor. Class time will be provided to work on this project with guidance from the course instructor. Candidates will utilize UbD (Understanding by Design) as they work through the stages of project completion.

**ISBE Curriculum Mapping Chart**
The chart template for this will be posted on Sakai. Candidates will read the text, identify an appropriate grade level for its instructional use, identify CCSS ELA standards and complete the overview of the comprehension/vocabulary and written response elements that will be taught along with the reading of the trade book selected.

**Instructional strategies overview for trade book**
While initially reading the text and then while analyzing it afterward, candidates will chart the text/story structure and suggest strategic instruction for each section/chapter, using the strategies presented in *Strategies that Work* and address the CCSS ELA standards.

**Smartboard comprehension strategies for STW (4 strategies for 4 different chapters/sections in the text)**
Candidates will develop four Smartboard interactive and engaging instructional strategies for use with their text.

**Unit lessons for STW/Illinois Reads Texts**
Following samples developed and provided by the course instructor and reading specialists from the Illinois Reads project, candidates will provide overviews of lesson plans for teaching this text, emphasizing the focus of the selected CCSS ELA standards, reading comprehension, text vocabulary, and written response.

**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.

**List of Illinois Reads 2015 books for grades 3 – 8** These books will all be available in the LUC Curriculum library.

<table>
<thead>
<tr>
<th>The 68 Rooms</th>
<th>Marianne Malone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iggy Loomis (or Gilda Joyce)</td>
<td>Jennifer Allison</td>
</tr>
<tr>
<td>What the Moon Said</td>
<td>Gayle Rosengren</td>
</tr>
<tr>
<td>Jedi Academy</td>
<td>Jeffrey Brown</td>
</tr>
<tr>
<td>On the Wings of Heroes</td>
<td>Richard Peck</td>
</tr>
<tr>
<td>Rump</td>
<td>Liesl Shurtliff</td>
</tr>
<tr>
<td>33 Minutes</td>
<td>Todd Hasak- Lowy</td>
</tr>
<tr>
<td>Mark of the Dragonfly</td>
<td>Jaleigh Johnson</td>
</tr>
<tr>
<td>The Ugly One</td>
<td>Leanne Statland Ellis</td>
</tr>
<tr>
<td>Inhuman</td>
<td>Kat Falls</td>
</tr>
<tr>
<td>The Family Romanov</td>
<td>Candace Fleming</td>
</tr>
<tr>
<td>The Art of Secrets</td>
<td>James Klise</td>
</tr>
</tbody>
</table>

**(Optional) K – 2 Books:**

<table>
<thead>
<tr>
<th>Edward Hopper Paints</th>
<th>Robert Bruleigh Wendell Minor – illus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tales for Picky Eaters</td>
<td>Josh Schneider</td>
</tr>
<tr>
<td>Ben Franklin’s Big Splash</td>
<td>Barb Rosenstock</td>
</tr>
<tr>
<td>A Lucy book (which one?)</td>
<td>Ilene Cooper</td>
</tr>
<tr>
<td>Carnivores</td>
<td>Aaron Reynolds</td>
</tr>
</tbody>
</table>