

Hunter College School of Education, Department of Curriculum and Teaching

Thursdays, 1:10-3:40 pm, 704W, Fall 2011, **Dr. Sandra Wilde**

CEDC 704: Teaching Developmental Reading

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Office Hours: Tuesdays, 1-3pm, Wednesdays 5-6 pm

### **Course Description (from Hunter catalog)**

**704.00:** The theoretical and practical aspects of literacy will be presented with particular emphasis on teaching literacy to diverse populations. In addition, the role of family involvement and community involvement and the use of technology for literacy development will be stressed. Instructional approaches and materials for teaching literacy will be explored. 10 hours of observation in an elementary school (5 hours in lower grades, 1–3; 5 hours in upper grades, 4–6) are required. See Pre- or co-requisite: CEDF 709

### **Course Goals and Objectives**

**Students in this course will learn:**

1. How to set up a classroom literacy program that will help all children learn to read and write.
2. How classroom literacy programs differ in early childhood (initial learning to read and write) and upper elementary grades (greater independence in reading and writing).
3. How to choose and use books and other materials for literacy acquisition.
4. The role of active teaching in children's literacy learning, and how to plan for that teaching.
5. What teachers need to know about letter/sound relationships and their role in helping children to read (i.e., phonics) and spell.
6. How to respect and take into account differences between children: academic, developmental, cultural, and linguistic.
7. How to assess children's literacy development and the effectiveness of your teaching.

### **Required readings**

The books are available at Shakespeare & Co. Bookstore on the SE corner of Lexington and 69<sup>th</sup> St. For full bibliographic information about the books, see

<http://www.librarything.com/catalog/cedc704>. Please note that four books are required for everyone, one is completely optional, and there's a choice between two different books on early writing. I'll also be asking you to read material on BlackBoard, as well as some children's books.

## Weekly Schedule

Date	Topic	Reading and other assignments
Sept. 1	Introduction to the teaching of reading	
Sept. 8	Conferences and working with individual children	Finish reading the children's novel you started at the first class, or an equivalent one. (See <i>A Family of Readers</i> for suggested titles.) Serafini, Chapters 1-5. With all readings, come prepared with points you'd like to discuss in small group.
Sept. 15	The role of teaching in the reading program	Serafini, Chs. 6-10. Take a look at the Common Core Standards for a grade level you're interested in, and print out that grade level's standards for one of the 3 reading sub-areas. <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a>
Sept. 21	Assessing and working with struggling readers.	<i>School Talk</i> , January 2010. (to be posted on BB)
Sept. 28	No class; religious holiday	
Oct. 6	The teaching of writing, Part 1: The writers' workshop	Fletcher & Portalupi, Chs. 1-5.
Oct. 13	The teaching of writing, Part 2: The role of teaching in the writing workshop	Fletcher & Portalupi, Chs. 6-10
Oct. 20	The teaching of literature: Picture books	<i>A family of readers</i> , Intro and Ch. 2. Read 10 picture books recommended in it and bring one in.
Oct. 27	The teaching of literature: Fiction	<i>A family of readers</i> , Chs. 3, 4, & 7. Read one book recommended in Ch. 3 or 4 and one from Ch. 7 and bring one in. <b>Individual learner assignment due.</b>
Nov. 3	The teaching of literature: Other genres	<i>A family of readers</i> , Chs. 5, 6, and 8. Read 2 recommended books and bring one in.
Nov. 10	Early reading	<i>First grade readers</i> , first half
Nov. 17	Early reading	<i>First grade readers</i> , second half
Nov. 22	<b>This is a Tuesday with Hunter on a Thursday schedule. Phonics</b>	Reading on phonics TBA.

Dec. 1	Early writing	Parsons book on writing, entire book. <b>Learning and teaching about literature assignment due.</b>
Dec. 8	Understanding and teaching spelling: From invented to conventional spelling	Go to <a href="http://spellingstrategies.com/">http://spellingstrategies.com/</a> ; read Overview, Samples, and FAQ; <b>Written reaction to field experiences due.</b>
Dec. 15	Discussion of field experiences. Final experience with literature: Best illustrated books, 2009-2011	

### **Course Requirements**

1. Attendance and participation – 10 points. One absence: full 10 points. Second absence: read 100 pages from a professional book (I'll provide suggestions) or receive only 5 points. Three absences: you must meet with me to discuss the absences. I reserve the right to lower your grade further in the case of excessive absences.
2. Participation – 10 points. Doing the assigned readings so that you can fully participate in small-group discussions, and making notes of discussion points.
3. Individual learner assessment and planning – 35 points. Instructions to be posted on Blackboard.
4. Learning and teaching about literature– 35 points. Instructions to be posted on Blackboard.  
Note: These two major assessments will be given letter grades.
5. Response to field experiences – 10 points. Due May 13.

Grading: see Hunter College catalog for relationship of points to letter grades

Please turn in all assignments in hard-copy (paper) format. E-mail can be used if you're absent on the due date. Acceptance of late assignments is contingent on your having a good reason.

There are an additional three pages of the syllabus in the version posted on Blackboard, which include important standards and Hunter College information.

Professional Standards Addressed in this course (from Association for Childhood Education International)

**Standard 2.1. English language arts**

Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

**Supporting explanation**

Candidates are adept at teaching the fundamentals of the English Language Arts. They model effective use of English, including its syntax, lexicon, history, varieties, literature, and oral and written composing processes. Candidates understand how elementary children develop and learn to read, write, speak, view, and listen effectively. They use their knowledge and understanding of language, first and second language development, and the language arts to design instructional programs and strategies that build on students' experiences and existing language skills and result in their students becoming competent, effective users of language.

They teach students to read competently and encourage students' enjoyment of reading through multiple instructional strategies, technologies, and a variety of language activities. Candidates teach children to read with a balanced instructional program that includes an emphasis on use of letter/sound relationships (phonics), context (semantic and syntactic), and text that has meaning for students. In addition, candidates teach students a variety of strategies to monitor their own reading comprehension. They are also familiar with, able to use, and recommend to students many reading materials based on different topics, themes, and a variety of situations and consisting of different types, including stories, poems, biography, non-fiction, many categories of literature written for children, and texts from various subject areas. As a part of teaching students how to read, candidates encourage elementary students' understanding of their individual responses to what they read and sharing those responses. They help students think critically about what they read.

Candidates provide both instruction in and opportunities for elementary students to develop effective writing and speaking skills so that they can communicate their knowledge, ideas, understanding, insights, feelings, and experiences to other students and to parents, teachers, and other adults. They provide their students with many different writing and speaking experiences in order to teach the skills of writing and speaking. They enable students to explore the uses of different types of writing and speaking with different audiences and in different situations. Candidates help students develop their capacities to listen so that they understand, consider, respond to, and discuss spoken material, including non-fiction, stories, and poems.

Candidates know what preconceptions, error patterns, and misconceptions they may expect to find in students' understanding of how language functions in communication, and they are able to help students correct their misunderstandings of the development and uses of language. Candidates use formative and summative assessment to determine the level of students' competence in their understanding of and use of language. They use the results of such assessment to plan further instruction.

## **Hunter College School of Education Conceptual Framework**

### **School of Education Mission**

The Hunter College School of Education is dedicated to the preparation of deeply thoughtful, knowledgeable and highly effective teachers, administrators and counselors. Our commitment is to educating these candidates — future professionals who will make a significant impact on the academic achievement, as well as the intellectual, social and emotional development of their students.

### **Vision Statement**

We envision a School of Education in which candidates are immersed in research-based, clinically grounded, culturally competent and technology-rich programs. We are focused on enabling these candidates to achieve substantive learning gains for the students and schools they will serve.

### **Goal**

Our goal is to prepare candidates who will demonstrate, through their professional commitments and practices, those multiple competencies that promote effective learning.

### **Spheres of Conceptual Framework**

#### **Preparation of reflective, knowledgeable and highly effective teachers, counselors, and administrators**

**Evidence-Based Practices** The School of Education grounds its course content in the best field-based research and practice.

**Integrated Clinical Experiences** The School of Education ensures that its candidates understand and experience the realities of school contexts.

**Educating a Diverse Student Population** The School of Education provides its candidates with the critical skills and understanding necessary to be responsive to the multiple challenges of all learners: students with a wide range of backgrounds, cultures, abilities and prior knowledge.

**Use of Technology to Enhance Learning** The School of Education prepares candidates with the practical and theoretical knowledge of effective and judicious uses of technology in a variety of school settings and for a broad spectrum of learners.

### **Academic Honesty: Hunter College Policy on Academic Integrity**

*Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.*

### **Plagiarism**

“Any deliberate borrowing of the ideas, terms, statements or knowledge of others without clear and specific acknowledgement of the source is **plagiarism**. Plagiarism will result in disciplinary proceedings...It is not, of course, plagiarism to borrow the ideas, terms, statements or knowledge of others if the source is clearly and specifically acknowledged” (HC 2004 – 2007 Undergraduate Catalog, p. 61).

For this course, please cite the work of others according to the standards published by the American Psychological Association (APA). You may consult the following source for assistance on using the APA referencing styles (<http://rwc.hunter.cuny.edu/reading-writing/on-line/apa-citation-and-bibliography-form.pdf>). I encourage you to visit the Hunter College Reading/Writing Center and ask a consultant for assistance.

### **Access and Accommodations for Students with Disabilities**

HC students with disabilities are encouraged to register with the Office for Access and Accommodations in E1124 (212-772-4857, or TYY 212-650-3230) (<http://studentservices.hunter.cuny.edu/DSMAIN.html>) for information and assistance. HC students with disabilities are protected by the Americans with Disabilities Act (ADA), which requires that they be provided with equal access to education and reasonable accommodations.

### **Expectations for Written Proficiency**

All students must demonstrate consistently satisfactory written English in their coursework. “The Hunter College Reading/Writing Center (212-772-4212) is a comprehensive service for the entire college community, offering tutorial and computer-assisted instruction to students and technical support and development to faculty and staff.

**Registered students** can receive tutoring in reading and writing skills, critical reading, and the writing process. Students can apply for a weekly appointment with a tutor, use drop-in services during scheduled hours, or send a question to e-tutor, the Center’s online tutorial service. Students may also attend Workshops offered at the Center throughout the academic year” (<http://rwc.hunter.cuny.edu/writing/>).