

SYLLABUS
BK 315 Literacy and Numeracy
Jamaica, West Indies

CONCEPTUAL FRAMEWORK. The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include:

- (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions;
- (2) appreciation of and respect for diversity; and
- (3) the fostering of the responsible use of technology.

Materials: You will need a notebook specifically for your own personal writing in Writers' Workshop.

Text: Cooper, J. D., (2009). *Literacy: Helping Children Construct Meaning*. Seventh Edition. NY: Houghton Mifflin Co. ISBN 10: 0-618-90708-4 13:978-0-618-90708-3

GOALS FOR THE COURSE Students will:

1. Demonstrate an understanding of the development of reading and writing as personal meaning-making processes and the ability to teach/facilitate these transactional processes in the classroom.
2. Demonstrate an understanding of the inter-relationship of the cueing systems of reading and how to maintain their wholeness in reading instruction
3. Demonstrate an awareness of the various components of a literate classroom environment
4. Demonstrate an understanding of the predictable structures of direct literacy instruction in a reading/writing workshop model
5. Demonstrate an understanding of the developmental nature in learning the mechanical aspects of writing
6. Demonstrate an understanding of the relationship between reading and writing and the ability to teach students to read like writers and improve their writing through reading.
7. Develop the ability to assess and evaluate literacy development in ways that directly inform instruction, realizing that students' cultural backgrounds impact their literacy growth.
8. Demonstrate to parents and guardians students' abilities and growth in literacy
9. Acquire the skills to model personally effective communication.
10. Acquire the skills to teach beginning numeracy

COURSE SCHEDULE

Monday July 7	Exploring Literacy and Numeracy Development
Tuesday July 8	A Comprehensive Approach to Teaching Literacy <u>Reading Assignment Due:</u> Chapters 1 & 2
Wednesday July 9	Strategies for Constructing Meaning <u>Reading Assignment Due:</u> Chapters 3 & 4
Thursday July 10	Literacy Development <u>Reading Assignment Due:</u> Chapters 5 & 6 <i>Literacy Autobiography Due</i>
Friday July 11	Responding and Writing <u>Reading Assignment Due:</u> Chapters 7 & 8

Monday July 14	Assessment and Evaluation <u>Reading Assignment Due:</u> Chapter 11
Tuesday July 15	Developing Comprehensive Literacy Units <u>Reading Assignment Due:</u> Chapter 10 <i>Teaching Project Due</i>
Wednesday July 16	Helping Struggling Readers <u>Reading Assignment Due:</u> Chapter 9
Thursday July 17	Teaching Project Showcase

REQUIREMENTS OF THE COURSE

Class Attendance, Participation, Preparation, and Attitude (APPA) For us to develop as a community of learners who will learn from each other and enjoy our time together, it is important that everyone:

- ❖ attend each class, arriving on time
- ❖ be an active and informed participant in class discussions
- ❖ prepare and hand in assignments on the date due
- ❖ arrive with a mind open to the ideas of others
- ❖ Complete KWL assignments daily - Using the K-W-L strategy (see p. 90), each student will write notes each day related to the next day's reading assignment in our text. This strategy requires students to focus on three questions, two before they read (K= what I know, W=what I want to find out) and one after they read (L=what I learned and still need to learn). I will check these each day for completeness and thoroughness

APPA AND DAILY JOURNAL ENTRIES ARE WORTH 45 POINTS (5 POINTS PER DAY X 9 DAYS)

Literacy and Numeracy Autobiography. During the first week of the course, each student will write a literacy autobiography that will address the following questions:

1. What are your earliest memories of reading and mathematics?
2. How did you learn these subjects in school and how does that compare to the way you teach?
3. What types of reading and mathematics do you enjoy as an adult?
4. What types of reading and mathematics activities work best for you?
5. What do you hope to accomplish in this course?

We will work on some portions of this assignment in class and some portions will be written at home. Students will participate in writing workshops to revise and improve their final paper. This assignment is worth 20 points.

DUE July 10

Rubric for the Literacy and Numeracy Autobiography (10 points total)

1) Clarity of presentation:

The author presents information very clearly = 5

The author presents information fairly clearly. = 4

The author presents limited information. = 3

2) Theory into Practice

The author demonstrates thoughtful reflection about learning and course goals= 5

The author offers a few useful reflections about learning and course goals. = 4

The author offers limited reflections about learning and course goals. =3

Teaching Project. Each student will develop an integrative unit using one of the stories from The 093176936697861735347580267909142530775494906720426992320th Century Children's Book Treasury that applies the basic concepts of the course. This project is worth 25 points. ***DUE July 15***

Rubric for the Teaching Project (25 points total)

1) Clarity of presentation:

The author presents information very clearly in a way that is useful to other teachers. = 8

The author presents information fairly clearly in a way that might be useful to other teachers. = 6

The author presents limited information. = 4

2) Integration of Hands On/Minds On Learning

The author integrates subject material in an outstanding way = 8

The author integrates subject material in a basic way. = 6

The author integrates subject material in a limited way. = 4

3) Applications of theory and research to practice.

The author has thought critically and creatively about ways to use this information. = 9

The author offers insightful suggestions for professional applications. = 7

The author offers a few useful ways to put information from this course into practice. = 5

Literacy and Numeracy Position Paper. Each student will write a position paper that describes how he or she will put research into practice. We will work on some portions of this assignment in class and some portions will be written at home. Students will participate in writing workshops to revise and improve their final paper. This assignment is worth 20 points. ***DUE July 29 Preferable by email or _____***

Rubric for the Literacy and Numeracy Position Paper (20 points total)

1) Clarity of presentation:

The author presents information very clearly in a way that is useful to other teachers. = 6

The author presents information fairly clearly in a way that might be useful to other teachers. = 5

The author presents limited information. = 4

2) Integration and documentation of readings.

The author integrates research in a powerful way and offers thorough documentation. = 7

The author draws from useful research and offers adequate documentation. = 6

The author makes limited use of research and offers minimal documentation. = 5

3) Applications of theory and research to practice.

The author has thought critically and creatively about ways to use this information. = 7

The author offers insightful suggestions for professional applications. = 6

The author offers a few useful ways to put information from this course into practice. = 5

GRADING SCALE

TOTAL POINTS POSSIBLE FOR COURSE = 100

TOTAL POINTS	LETTER GRADE	TOTAL POINTS	LETTER GRADE
95-100	A	74-77	C
90-94	A-	70-73	C-
88-89	B+	68-69	D+
84-87	B	64-67	D
80-83	B-	60-63	D-
78-79	C+	0-59	F

COMPREHENSIVE LITERACY AND NUMERACY PROGRAM PLANNING GUIDE

	Reading	Numeracy	Writing skills	Integrated	Assessments	Differentiation
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	skills and strategies	skills and strategies	and strategies	learning with other subjects		activities
MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						