

### COE Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

*(Adopted by COE Governance Community October, 1997)*

## EDMX 641

### Language and Literacy Education in Adaptive and Responsive Environments

(\*L\*E\*A\*R\*N\*)

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### Prerequisites

EDMX 540, EDMX 521, or CA Multiple Subjects credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program.

### Course Description

This course will focus on methods, materials, and adaptations in approaches to language and literacy instruction for learners who have various special learning characteristics, including atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive classroom environments.

### Accessing the Online Course Supplement

This course is supplemented by an online site, which may be accessed at <http://courses.csusm.edu>. Some of your classes will be online, and you will be required to do some assignments there, too. You will always need to use a **username and password** to access the online portion of this course. Your username is the same as your CSUSM user ID. Your password is the last 4 digits of your social security number. You may choose to change your password once you have accessed the site for added security.

***To avoid penalty for late assignments, or if you have any difficulty accessing the site at any time during the course, communicate immediately with the instructor via regular email ([thood@csusm.edu](mailto:thood@csusm.edu)).***

## **Infused Competencies**

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(“Authorization to Teach English Learners Competencies” approved by CCTC - SB 2042 Program Standards, August 2002)

### **Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

### **Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

#### **Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

#### **COE Attendance Policy**

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

### **The EDMX 641 Online Graduate Course Attendance Policy**

EDMX 641 is a graduate course that is conducted partially online. It carries the same responsibilities for graduate level work as any fully campus-based class. Candidates taking this course for an Education Specialist credential are expected to attend class (at least 3 hours per online class).

The online analog of class attendance is comprised of composing and submitting Reading Comments in the Private Mail system to the instructor on a weekly basis; Class discussion on topics as shown by postings to the Discussion Board for each of the scheduled online sessions; and visits to various sites provided by the instructor and/or class members (as recorded by the automatic function of the system where each time a participant enters and leave the online class, date and time are recorded).

The time commitment for such preparation at the graduate school level is typically calculated as about 2-3 hours of study time for each hour of credit each week--that translates to about 4-6 hours per week of preparation time for a 3-credit-hour class.

The emphasis in EDMX 641 is on outcomes. The COE Attendance Policy (adopted in 1992) is that credential candidates must attend 80%-100% of their class sessions in order to receive credit toward their credential. Thus, if there is no substantial evidence documenting online participation at the 80-100% level, then the candidate may not receive a passing grade (no matter how excellent the actual outcomes are).

For EDMX 641 online, the following guidelines will apply:

If attendance is less than 59%, the grade is an F.

If attendance is between 60-69%, then the highest grade the participant can earn is a C.

If attendance is between 70-79%, then the highest grade the participant can earn is a B.

If attendance is between 80-100%, then the highest grade the participant can earn is an A.

### **Professional and Administrative Requirements**

- Attend and participate in all class sessions, be on time, stay for the entire session, and contact the instructor and a classmate when you must miss all or part of class. Missed classes are absences, and can't be made up.
- Always use "person-first" language (e.g., use "student with autism" rather than "autistic student").
- Word process and keep copies of all written work (for potential use as professional portfolio entries).
- For full credit, assignments are due on or before the date indicated on the syllabus.
- Demonstrate positive interpersonal skills with classmates and guests.

- This is a one-semester course, and must be completed by May 12, 2003.
- Any time you have questions or concerns, please contact your instructor immediately.

#### **Required Texts and Web Sites**

1. Choate, J. S. (2000). *Successful inclusive teaching: (3<sup>rd</sup> ed.)*. Needham Heights, MA: Allyn and Bacon.
2. Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools*. California Department of Education.
3. Lenski, S., Wham, M., and Johns, J. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.
4. NCCSE or SDCOE Special Education Forms Manual
5. Council for Exceptional Children Website: [www.cec.sped.org](http://www.cec.sped.org)
6. CSUSM RICA Information Page: <http://courses.csusm.edu/educ496aq/csusm.rica.htm>
7. Literacy Link: <http://www.csusm.edu/literacy/>
8. Reading Instruction Portfolio: <http://www.csusm.edu/Quiocho/rip.html>

#### **Recommended**

1. American Psychological Association (2001). *Publication manual of the American Psychological Association (5<sup>th</sup> ed.)*. Washington, D.C.: Author. (a.k.a. “The APA Manual”)
2. Cary, S. (1997) *Second language learners*. York, ME: Stenhouse.
3. Cunningham, P. (2000). *Phonics they use: Words for reading and writing*. New York: Longman.
4. Johns, J. L. (2001). *Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments (8<sup>th</sup> ed.)*. Dubuque, IA: Kendall/Hunt.
5. Manning, M., Manning, G. & Long, R. (1994) *Theme immersion: Inquiry-based curriculum in elementary and middle schools*. Portsmouth, NH: Heinemann.
6. Rhodes, L. & Dudley-Marling, C. (1996). *Readers and writers with a difference (2<sup>nd</sup> ed.)*. Portsmouth, NH: Heinemann.
7. Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3*. Portsmouth, NH: Heinemann.
8. Tompkins, G.E. (2001). *Literacy for the 21<sup>st</sup> century: A balanced approach*. Upper Saddle River, NJ: Merrill.
9. Walter, T. (1996). *Amazing English: How-to handbook*. Reading, MA: Addison-Wesley
10. Wilde, S. (1992). *You can read this*. Portsmouth, NH: Heinemann.

#### **Other Texts You Might Find Useful**

- \*Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse.
- \*California Dept. of Education (2000). *Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12*.
- \*Herrell, Adrienne L.(2000). *Fifty Strategies for Teaching English Language Learners*. New Jersey: Prentice-Hall.
- \*Schoenbach, Ruth, et al. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.

### Children’s Books (not required)

The following is a list of books that may be shared in class. While purchase of these books is not required, they are among the many books and stories that illustrate the power of using children’s literature in classrooms of students at all levels – even in teacher credential programs! Several of the books could be used thematically to represent learners who struggle with language and literacy. These books are generally available at your local library, or you may want to purchase them for your personal or professional library.

<b>Abeel, S.</b>	<i>Reach for the Moon</i>
<b>Bunting, E.</b>	<i>The Wednesday Surprise</i>
<b>Carroll, L.</b>	<i>Jabberwocky</i>
<b>Giff, P.</b>	<i>Today Was a Terrible Day</i>
<b>Levine, E.</b>	<i>I Hate English</i>
<b>Mosel, A.</b>	<i>Tikki Tikki Tembo</i>
<b>Polacco, P.</b>	<i>Thank You, Mr. Falker</i>
<b>Whiteley, O.</b>	<i>Opal: The Journal of an Understanding Heart</i>
<b>Young, E.</b>	<i>Seven Blind Mice</i>
<b>Tsuchiya, Y.</b>	<i>Faithful Elephants</i>

### Activities And Methods For Realizing Course Objectives

guest speakers	class discussions
group work	observation of students
lectures	assessments of students
readings	written reflections
videos	demonstrations & simulations

### Evaluation Of Attainment Of Course Knowledge Bases And Skills

attendance/punctuality	person-first language use
collaborative activities	theme exhibit
projects & presentations	written reflections
comment cards	best practices report
APA skills development	participation and professionalism

**Connecting the California Standards for the Teaching Profession (CSTP): Teaching Performance Expectations (TPEs) with the Course Content and Performance Goals**

*The candidates will:*

<b>Goal #</b>	<b>Goal Description</b>	<b>Teacher Performance Expectations (TPEs)</b>
1	<i>develop a sensitivity to and appreciation for children with special learning needs</i>	4, 6D, 7, 15, 16)
2	<i>examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school</i>	6A, 6B, 6C
3	<i>gain an understanding of how patterns of typical and atypical language development influence students academically, socially and behaviorally in today's classrooms</i>	1A, 1B, 6D
4	<i>become familiar with current approaches to the teaching of reading and writing of children with special learning needs</i>	6D, 8
5	<i>understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds</i>	7, 16
6	<i>become sensitive observers of children's language-using behaviors</i>	2, 8
7	<i>become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction</i>	2,3
8	<i>become familiar with the use of informal language and literacy assessments, such as portfolios,</i>	2, 3

	<i>performance and presentation options, and their usefulness in designing appropriate instruction</i>	
9	<i>demonstrate the ability to design and adapt instruction and classroom environments which are responsive to all learners</i>	8, 9, 10, 11, 14,15
10	<i>translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners</i>	3, 9
11	<i>understand middle and secondary language and literacy issues in today's classrooms</i>	1A, 1B, 6A-6E, 7
12	<i>develop an appreciation for the need of all learners to experience success in middle and secondary classrooms</i>	6D, 6E, 8, 12, 15
13	<i>develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools</i>	12, 13, 15
14	<i>develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students</i>	4, 8, 12, 13, 15
15	<i>develop a respect for each students, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs</i>	

**Authorization to Teach English Learners: Competencies**

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about Their students

<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>C. How teachers can use what they learn about their students (culturally-responsive pedagogy)</b>
<b>A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy</b>	<b>A. Purpose</b>	<b>III. Cultural Contact</b>
<b>B. Psychological factors affecting first- and second-language development</b>	<b>B. Methods</b>	<b>A. Concepts of cultural contact</b>
<b>C. Socio-cultural factors affecting first- and second-language development</b>	<b>C. State mandates</b>	<b>B. Stages of individual cultural contact</b>
<b>D. Pedagogical factors affecting first- and second-language development</b>	<b>D. Limitations of assessment</b>	<b>C. The dynamics of prejudice</b>
<b>E. Political factors affecting first- and second-language development</b>	<b>E. Technical concepts</b>	<b>D. Strategies for conflict resolution</b>

## ASSIGNMENTS

<b>Participation</b>	<b>15%</b>
<b>Reading Comments (Online Post to CM)</b>	<b>20%</b>
<b>Strategies Presentation (w/Partner) - Lenski chapter</b>	<b>5%</b>
<b>Choate Mini-Lesson (Individual)</b>	<b>5%</b>
<b>Special Learning Needs Facts (Online Post to DB)</b>	<b>5%</b>
<b>Best Practices</b>	<b>15%</b>
<b>Portfolio and Self-Evaluation (15 + 5)</b>	<b>20%</b>
<b>Theme Exhibit</b>	<b>15%</b>

### **Class Participation (15 points)**

Regular, punctual attendance is required, as it is a critical and expected behavior in this profession. The experiences, activities and discussions of class meetings are difficult to recreate on your own. Attendance alone does not constitute points awarded. In addition to the assignments that follow, you will be expected to fully participate in each on-campus class, **as well as in the online course supplement as directed**. You will also be expected to demonstrate professional behaviors at all times.

### **Your First Assignment**

**Post an introduction under “How Do You Do?” on the WebCT Class Discussion Board before Class #2.**

#### **Directions:**

Your introduction should describe your personal connection to language and literacy (i.e., when did you learn to read and write, who influenced your reading and writing, did you confront any struggles along the way to literacy, what stories or books were favorites or memorable, etc.) Approximate length: 2 pages double-spaced. Prepare your writing in a Word document; proofread and edit it before posting it, please. Save it to your computer, copy and paste it into a new Discussion Board Message under the link “How Do You Do?” Give it this title: “How Do You Do?”

Note: Before hitting the “POST” button, do an extra return space (hit “ENTER” twice on your keyboard) after each paragraph of your writing. Otherwise, your paragraph breaks will not transfer.

### **Reading Comments (RCs) (20points)**

It is expected that you will do all assigned readings and will come to class prepared to discuss them. To come prepared, you will write reflective comments (approximately one paragraph in length) from the readings (texts and websites) for that session, as indicated on the class schedule. **Do not summarize what you have read.** If the readings due are from more than one source, comment on more than one source.

**The comments should be sent to the instructor via Class Mail prior to class. Again, save these in a Word document, copy and paste them into a new mail message, and double “ENTER” to break after each paragraph before you hit the “send” button!**

In the SUBJECT line of the message, please indicate the **READING COMMENT NUMBER ONLY** (Ex., “RC #14 & #15). These will be indicated on the class schedule.

**Please do NOT write the date, chapter numbers, or other random words in the subject line.**

*Within the message box*, please reference the source of your comments and questions (Ex., “Choate Ch. 7 and Frameworks, pp. 264-280.”). See the following model:

Subject	RC #14 & #15
Message	Choate Ch. 7 and Frameworks pp. 264-280  This is where you will write your reading comments. When you are finished writing, send them to your instructor.

### **Special Learning Needs Facts (5 points)**

During the first week of class, you will be assigned a special learning need to investigate. You will find the announcement of your assigned special learning need in your Class Mail Inbox ONLINE. (It will also be given in the first class.)

Using resources you may have from other/previous classes, and the web sites provided on the syllabus or among the Resources Links page on the Course Menu, you will post the following information on the Discussion Board on or before the second class meeting date (prior to class). These postings should include the following information:

- A specific definition of the special learning need or area of diversity, with any known statistics

- Examples of ways in which this special learning need or area of diversity may affect or create special problems in language and literacy achievement, interest, performance, and/or growth and development
- At least 2 ideas for remediating or supporting the student whose special learning need or area of diversity is interfering with his/her language and literacy achievement, interest, performance, and/or growth and development

I suggest you type and save your response in a word-processing document first, and then copy and paste (not attach!) it onto the Discussion Board. In that way, you will be able to spell and grammar check your response (which you will NOT be able to do if you type it directly onto a Discussion Board message). Then you will have a copy of your message if something goes wrong!

### **Co-Teaching Presentations: Strategies for Middle and High School Learners (5 points)**

Using the Lenski, Wham, and Johns text as your primary resource, during a designated class session you

will present **with a partner** a 10-15-minute lecturette about assigned reading and learning strategies for middle and high school students. Your team will demonstrate at least **two strategies** that would be useful when working with students with special learning needs in an inclusive classroom setting. Accompany your lecturette with **two overheads and a brief handout** (2 pages max per team) of your topic and the strategies demonstrated. **Distribute a copy of the handout to the instructor and each class member at the time of your presentation.**

### **Detecting and Correcting Strategies: Mini-Lessons (5 points)**

Part I. Using a given chapter (or section) from your Choate text, examine an aspect of a language arts skill that is interfering with the success of an elementary student. In a brief presentation to the class (5-7 minutes),

1. describe your imaginary student (age, grade, presenting concerns),
2. describe your detection process (How do you know this student has a problem?), and
3. model a correction strategy recommended by the author.

Part II. Within one week of your presentation, prepare a written reflective response to *one* of the “**REFLECTIONS**” at the end of the given chapter, and post your reflection to the Discussion Board under the heading: “Choate Reflections.” Please indicate the chapter and Reflection number in your posting. For example, your reflection for Chapter 4: #7 should be listed as “4-7.”

## **Best Practices for Struggling Readers and Writers Report (15 points)**

**Note:** You will be using the information from the Case Study on the first RICA Scenario page (<http://courses.csusm.edu/educ496aq/scenarios.html>) for this assignment. If any essential information appears to be missing from this Case Study, you may “make up” details to conform to your assessment. Include any additional contrived information in your report (such as student’s ethnicity, identified disabilities (if any), or contributing school or family history).

### **Part I: Assessing Mark’s Reading and Writing Behaviors** (approx. 2-3 pages)

Using the information given, respond to these questions:

1. What would you determine to be Mark’s academic strengths?
2. What would you determine to be Mark’s academic weaknesses?
3. What is your evidence to support your conclusions?

### **Part II: Two Best Practices** (approx. 4-6 pages)

Investigate two (2) language and/or literacy teaching strategies that are, according to your research and observation, effective in teaching reading or writing to struggling learners. One of the Best Practices you will report on may employ Cooperative Group Learning (CGL). The other may or may not include CGL. Your written discussion, which is a detailed description of the strategies, should reflect a broad examination of the strategies. Use texts, web sites, interviews, and professional publications (not popular press) in your research.

### **Part III: Instructional Plan** (approx. 2-4 pages)

Based upon your investigation, describe an instructional plan you would develop for Mark to improve his reading and writing, including his spelling and response to literature. Your plan should demonstrate how you would differentiate instruction, curriculum, and/or assessment for Mark.

Your research and observation report may include the following:

- name and description of identified strategies,
- text synopsis and internet discoveries of identified strategies
- direct contact with and interview of /discussion with teachers about the strategies, OR observation of strategies in use and overall impressions of effectiveness
- suggested uses for and/or adaptations of strategies reported

### **Part IV: Best Practices Statements** (one page)

To conclude your report, you must be able to demonstrate through your research, observation, interview/discussion with teachers and/or your own professional and informed opinions, exactly **WHY** you consider these to be “Best Practices.” Please

make a simple statement relating to each practice that demonstrates your confidence that your choices are, indeed, “Best Practices.”

**Part V: Reference Page** (approx. one page)

Please cite all resources used, including personal interviews, web sites, texts, journals, and personal experiences. **Use APA format for citations. Please refer to [www.apastyle.org](http://www.apastyle.org) or the APA Manual (5<sup>th</sup> Ed.).**

**Candidate Conference with Instructor**  
**Content and Performance Goals Portfolio and Self-Assessment**  
**(15 + 5 points)**

During class #13, we will have small group Portfolio Conferences, at which time you will share your EDMX 641 Course Portfolio to demonstrate the Content and Performance Goal Competencies and TPEs required by your program.

**Part I: The Binder (15 points)**

During the semester, you will compile in a three-ring binder evidence that relates to each of the **15** Content and Performance Goals of this course. The evidence must be based upon the class sessions, assigned readings, your classroom experiences, your personal views and other experiences. You may also include information from professional journals or other sources in areas in which you feel you need more information.

**Part II: Self-Evaluation (5 points)**

Locate the Self-Evaluation on the online Course Supplement. Follow the directions given there, and **bring a copy of the completed Self-Evaluation to the Portfolio Conference for the instructor.** Place a copy of the Self-Evaluation in your Portfolio. You will receive feedback on your Self-Evaluation during our final class session. If there are any suggested amendments, re-do your Portfolio Self-Evaluation to reflect the amendments so that your portfolio will be your BEST work!

**Language and Literacy Theme Exhibit**  
**(15 points)**

In Class #15, as part of a total **class exhibition**, you will create and present with your partners (up to 4 persons per exhibit), a display, showcasing a themed ‘Center’ of self-made language and literacy activities that reflect an integration of the core curriculum. The Center must be suitable for use in (your choice!) a diverse and inclusive elementary, middle or secondary general education classroom setting.

**(Suggestions for themes will be discussed in class, and will be in accordance with the Theme Immersion concepts presented. In other words: No “Bears” or “Apples”, please!)**

Your ‘Center’ display should include the following:

- (2 points) the actual books represented in the activities (2 books minimum per partner), and other props to enhance your display (Note: Additional ‘props’ beyond the books are not required.) (4 partners = 8 books)
- (4 points) a cooperatively designed and created display board with a theme title, ‘pockets’ or illustrations relating to your theme, and a one-page brief description of each activity in your ‘Center’
- (3 points) one game that each partner has created to coordinate with your theme, and which is **appropriate for the literature being used**. A 4x6-index card that has a **written language and literacy objective**, and a description how to play the game must accompany the game. (4 partners = 4 games)

*Note: You may model your game after one already in use (e.g., Scrabble or BINGO), or design your own!*

- (3 points) One activity that each partner has created that can be generally done by the students independently or with a peer. A 4x6 index card that has a **written language and literacy objective**, and a description of how to do the activity, must accompany the activity. (4 partners = 4 games)
- (2 points) Make a copy of your game descriptions (with objectives) and your activity descriptions (with objectives) for the instructor and EACH member of the class. (This will be a two-page handout.)
- (1 point) Accountability Check: Collate the pages of activities and games with a group title page, which must include the theme title, each partner’s full name, and each one’s contributions/role in the project, and signature.

### **Rubric For Assignments**

4 points: highest range of achievement; on time; complete; exhaustive; significant evidence of critical thinking and reflection, application of new information, and analysis, synthesis, or evaluation of course content; significant effort to extend learning to highest levels

3 points: high range of achievement; on time; complete; significant evidence of knowledge and comprehension of course content; some evidence of ability to analyze and generalize new information; noticeable effort to extend learning to high level

2 points: mid-range achievement; on time; several gaps/incomplete; generally solid work; some evidence of knowledge and comprehension of course content; inconsistent effort in most parts

1 point: low range achievement; on time or late; numerous gaps/incomplete; cursory; sketchy; little evidence of knowledge and comprehension of course content; minimal/hasty effort overall

0 points: no work submitted, or work submitted excessively late.

**For assignments requiring collaboration, 2 extra points may be added to assignment grades as follows:**

+2 points - (*Demonstrates Exceptional Group Collaboration Skills*)

Takes leadership role; facilitates others' learning; demonstrates generosity; welcomes others' ideas openly; makes frequent contributions; responds directly to teammates; completes assignment thoroughly and promptly; engages in conflict resolution with teammates; sensitive to others' needs; is flexible and supportive

+1 point - (*Meets Expected Standards for Group Collaboration*)

Contributes effectively to group discussions and assignment completion; makes insightful contributions; takes initiative to get work completed; takes risks; demonstrates generosity; respects others' opinions

## **Web Sites For Literacy Educators**

(From the Homepage of Dr. Laurie Stowell, Literacy Professor)

1. International Reading Association (<http://www.ira.org/>) Online magazine: Reading Online (<http://www.readingonline.org/>)
2. National Council of Teachers of English (<http://www.ncte.org/>)
3. American Library Association (<http://www.ala.org>) Association for library service to children ([www.ala.org/alcs/](http://www.ala.org/alcs/)) Look for Newberry & Caldecott winners announcement in late Jan. or early Feb. Also look for notable web sites for kids and 700 cool web sites for kids.
4. Children's Literature Web Guide (<http://www.ucalgary.ca/~dkbrown/index.html>) One of the best web sites for children's lit: includes best books for kids, award books, resources for writers and teachers and much more.
5. Teachers helping teachers (<http://www.pacificnet.net/~mandel/index.html>) By teachers for teachers, lesson ideas - all subjects, bibliographies, stress reducers & more.
6. K-12 Internet Resources (<gopher://informns.k12.mn.us:70/11/best-k12>) Lots of links to organizations, educational materials, projects and lessons.
7. Ask ERIC home page (<http://ericir.syr.edu>).
8. Young Writers Society on the WWW (<http://www.millerclan.com/YoungWriters/intro.html>) Kid's writing and kid's reviews of books.
9. Children's Book Council (<http://www.cbcbooks.org/>)
10. Book Nook (<http://i-site.on.ca/booknook/>) Book reviews by and for kids.
11. Publishers Weekly Children's Bestseller List (<http://www.bookwire.com/pw/bsl/childrens/current.childrens.htm/>)
12. Kidopedia (<http://rdz.stjohns.edu/kidopedia/>) encyclopedia written by and for kids.
13. US Department of Education (<http://acceric@inet.ed.gov/>)
14. California Department of Education (<http://goldmine.cde.ca.gov/>)
15. Kids and Parents on the Web (<http://www.repress.com>). Over 700 education related Internet resources for parents and kids.

16. Index to Children's Book Authors and Illustrators (<http://falcon.jmu.edu/~ramseyil/biochildhome.htm>)
17. Online books stores: Amazon Book Store (<http://www.amazon.com>) Barnes and Noble (<http://barnesandnoble.com/>) Includes book reviews and opportunities for anyone to write book reviews. Sometimes the author writes about the book.
18. School Registry (<http://hillside.coled.umn.edu.others.html>). Students can visit other school sites around the world.
19. Michigan for Public Education (<http://www.ashay.com/mpe/>) Political activist group for literacy education
20. Reading for all (<http://www.readingforall.org>) Another literacy political advocacy group
21. Classroom Connect (<http://www.classroom.net/>). Educational journal about using technology in the classroom, includes search tools and lesson plans.
22. Global Schoolhouse Net Foundation (<http://gsn.org>). Classroom projects, opportunities for collaboration, and school web pages.
23. Scholastic (<http://Scholastic.com/>). Tons of teacher resources, student projects, professional development, Instructor magazine, Goosebumps, Anamorphs, Magic Schoolbus, etc.
24. Poetry Pals K-12 Student Poetry Publishing Project. (<http://www.geocities.com/EnchantedForest/5165/>)
25. Kathy Schrock's Web Site for Educators (<http://www.capecod.net/schrockguide>) Keeps a current list of web sites which enhance curriculum and professional development for teachers.
26. Create Your Own Newspaper (<http://www.crayon.net>)
27. Heinemann (<http://www.heinemann.com>) Professional books and teaching ideas
28. School Library Hotspots ( <http://www.mbnet.mb.ca/~mstimeson/text/hotspots.html> ) Search tools, information sites, lesson plans, book reviews, many other resources.
29. Writing Multicultural Children's Books (<http://www.users.interport.net/~hdu/multicul.htm>)
30. Carol Hurst's Children's literature Web site (<http://www.carolhurst.com>)
31. KidzPage: Poetry and Verse for children of all ages (<http://web.aimnet.com/~veceet/kids/better.htm/>)
32. Inspiration Point Archives (<http://www.webcom.com/justcaus/archive1.htm/>)

32. Dav Pilkey's web site o'fun ([www.pilkey.com/](http://www.pilkey.com/)) Children's author with background on his books and teaching ideas. Fun site for kids.
33. Children's Literature Ring (<http://www.geocities.com/Athens/3777/ring.html>)  
A collection of web sites about children's literature.
34. Books every child should read (<http://homearts.com/depts/relat/bookintr.htm>)
35. Houghton Mifflin Kids Clubhouse(<http://www.eduplace.com/kids/book/index.html> )
36. Society of Children's Book Writers and Illustrators (<http://www.scbwi.org/>)
37. Hungry Mind Review: Literature for Teens (Author's Favorite Books) (<http://www.bookwire.com/hmr/Review/recom.html>)
38. Constitutional Rights Foundation ([www.crf-usa.org/](http://www.crf-usa.org/)) Their mission is to enable people to acquire a deeper understanding of citizenship. Teaching ideas and lesson plans available
39. Teacher Net (<http://www.csulb.edu/~jmcasey/>) Student Teacher Resource Page
40. GLSEN ([www.glstn.org/](http://www.glstn.org/)) Gay Lesbian Straight Educators Network
41. United States Senate ([www.senate.gov/](http://www.senate.gov/))
42. Earthcam ([www.earthcam.com](http://www.earthcam.com)) Video cameras view different parts of the world
43. Children's Book Council (<http://www.cbcbooks.org>)
44. Children's author: Jan Brett's home page (<http://www.janbrett.com/>)
45. Education Week on the web (<http://www.edweek.com/>)
46. Busy Teacher's Website (<http://www.ceismc.gatech.edu/BusyT/>)
47. Library of Congress (<http://www.loc.gov/>)
48. PBS (<http://www.pbs.org>)
49. National Geographic (<http://www.nationalgeographic.com>)
50. Jerome and Deborah's Big Page of Special Education Links (<http://www.mts.net/~jgreenco/special.html>)
51. Quotations Page ([www.starlingtech.com/quotes/](http://www.starlingtech.com/quotes/))
52. Books and book reviews (<http://home.revealed.net/albee/pges/Books.html>)

53. People for the American Way: Political action group defending democracy (<http://pfaw.org/>)
54. Southern Poverty Law Center: Combats hate, intolerance, and discrimination through education and litigation. ([http://splcenter.org /](http://splcenter.org/))
55. Learning to read resources for language arts and reading research: (<http://www.toread.com/>)  
Good resource for learning about different aspects of literacy education and has some of the RICA practice questions on the web site.

***Students: Please advise instructor if any of these Web Sites becomes unavailable. Thank you!***