Syllabus for Ed 401, ELMAC 15
Developmental Reading & Writing
In the Elementary Classroom
University of Michigan
Summer, 2012

Class: SOE, Room 2310: June 19, 22, 25, 27, 29, July 2 and August 6 & 7: 9 to 12
Ann Arbor Open Elementary School: July 9, 11, 16, 18, 23, 25, 30, August 1

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Field Instructors</th>
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<tr>
<td>Klotylda Phillippi, Ph.D</td>
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Cohort email: TE.ELMAC15@umich.edu
CTools Site: www.ctools.umich.edu
Site: EDUC 401 201 SU12

Proactive teachers are in charge of the learning environment for each child. They enter the classroom armed with a great deal of knowledge about the emotional and cognitive development and the elements involved in learning the varied skills and strategies needed for progress toward educational achievement. They know children, and they know how they learn. They know the ways in which children differ and the ways in which they are similar. They know how to nudge, to soothe, to challenge, to reinforce. They know where they are going – the goal – and they are capable of both assessing each child’s progress along the way to that goal and taking informed action to prevent each child from straying off of the path.
(Victoria Purcell-Gates, 1995, Other People’s Words, p. 194.)
All teachers are ethically obligated to work assiduously to provide equitable access to learning in their own classrooms.¹ By this, we mean that teachers must actively create opportunities for all students to learn, with particular attention to those who are members of groups that schools have not traditionally served well.² Teachers are individually and collectively responsible for examining carefully how their teaching practices affect the opportunities, experiences, and learning of all of their students, and for deliberately designing instruction that is most likely to help underserved students learn. Although teachers are not the only individuals responsible for ensuring educational equity, they have a crucial role to play in helping all students learn in school.

In our program, we work actively to learn about equitable classroom instruction and to help professionals learn to enact it in context, with particular learners. It is not enough for teachers to believe that all students are entitled to a rigorous education and that all students can learn; teachers must have the skills and knowledge to enact these beliefs in their own teaching.³


Course Description:

This is the first of three required courses on literacy and language arts instruction. These courses are meant to be as comprehensive as possible while also providing depth of understanding of essential principles of learning and teaching. Our goals for these courses emerge from:

- current and historical research,
- theories developed by psychologists, anthropologists, sociologists, teacher educators; and the experiences of thoughtful, dedicated teachers.
- Michigan’s Certification Standards for the Preparation of all Elementary Teachers – Reading Instruction
- the U of M School of Education’s Teacher Education Initiative – “High Leverage Practices” and “Principles of Equitable Instruction.”

While this first course focuses primarily on early literacy development and instruction, the methods we will explore are considered high leverage practices and are appropriate for a broad range of elementary grades. Through thoughtful analysis of practice (both expert teachers’ and your own), coached rehearsals, and simulations of instruction, as well as readings and assignments, you will begin to develop a foundational understanding for how to teach and support diverse learners in becoming strategic and capable readers, writers, listeners, and speakers.

¹ This document reflects the commitments of instructors in the Teacher Education Program at the University of Michigan School of Education. This statement of ethical obligation is adapted from Ethical Obligations of Teachers, University of Michigan School of Education Teacher Education Initiative, Winter 2009.
² In this document, “we” refers to the faculty of the University of Michigan teacher education programs.

ED 401, summer, 2012
We have the privilege of participating in the Ann Arbor Public Schools’ Summer Learning Institute (SLI) at Ann Arbor Open School from July 9 through August 3. This experience provides you with the opportunity to work with students who have completed kindergarten or second grade whose classroom teachers have identified as struggling with reading and/or writing [and math]. Fieldwork and repeated approximation of teaching are key aspects of this course. Many of your teaching experiences will be structured to provide common experiences enacting lessons. By video recording and reviewing your teaching, you will begin to develop a critical perspective on your teaching practice. Recordings of your lessons will aid you in fine-tuning a critical eye, with which you will examine your own practice. As a group, we will use these recordings to develop a stronger understanding of the multiple factors that lead to complex and robust literacy teaching that is responsive to children’s individual strengths and needs.

Course Goals
This course will focus on a small suite of instructional practices that each afford opportunities to engage in complex integration of multiple skills and teaching knowledge. These specific practices were chosen because there is empirical evidence that when enacted effectively, they improve student achievement:
- Interactive Read Alouds
- Running Records
- Guided Reading with embedded word study
- Independent Reading Conferences
- Interactive Writing

These instructional activities serve as containers in which practices and principles of teaching are enacted and applied. Over the course of the summer, you will develop skill and understanding that will allow you to bring together content knowledge for teaching literacy, core high-leverage teaching practices for well-started beginning teachers, and principles of teaching that ensure all students receive equitable and accessible instruction.

In addition to specific instructional practices, ED 401 will give you the opportunity to:
- gain an understanding of literacy development over time.
- learn theories about how children acquire literacy.
- understand factors that contribute to children’s success and challenges in becoming literate.
- explore the administration and interpretation of various literacy assessments and their role in defining instructional goals for literacy learning.

Required texts:
Note: These books are meant to be resources to you not only for this course, but also as you move into the teaching profession. These are not textbooks as such, but are professional books used by experienced as well as novice teachers. There will be additional readings provided to you in class or on CTools.

To be read before the start of the course:
These will be used during the course:

A book you will read for ED 510 will also be important for this course:

Additional readings provided on our course CTools site:
[These readings are for the first two weeks of class. A schedule of readings for our time at the SLI will be provided weekly during July.]

For June 22: Knowledge Task #1
• Donald Holdaway – Literacy Learning Before School. In *The Foundations of Literacy*.

For June 27: Knowledge Task #2:
• Peter Johnston – *Recording Oral Reading* (with audio recordings)

For June 29

For July 2:
• Patricia Carini – A letter to Parents and Teachers on Some Ways of Looking at and Reflecting on Children. In *From Another Angle. Children’s Strengths and School Standards*.

Children's Picture Books:
• *Interrupting Chicken* written and illustrated by David Ezra Stein (2010). Published by Candlewick Press. ISBN: 978-0-7637-4168-9
• *Bat Loves the Night* written by Nicola Davies, illustrated by Sarah Fox-Davies (2001). Published by Scholastic. ISBN: 0-439-33674-0
• *The Other Side* written by Jacqueline Woodson, illustrated by E.B. Lewis ((2001). Published by G.P. Putnam & Sons. ISBNL 0-399-23116-1
Class Materials:

- **You will need a fairly large (preferably 2” or 3”) slant ring binder** with at least 6 inserts to identify sections. This binder will help you retain and organize teaching plans and reflections, running records, information from Professional Development sessions with mentor teachers as well as class handouts, etc.
- **A composition notebook.** This is to be used during the SLI for recording your observations of instruction, notes about the work you do with students, and your personal reflections.
- **Digital video camera.** Since making records of practice is an important way for you to learn from your own teaching, we will be using digital video/audio recorders to make records of your teaching practice. You will need a digital camera.

A Ctools site has been established for this course on which you will find this syllabus, all assignment information sheets (as they are distributed), pdf files of additional readings and additional resources.

Access Ctools by going to www.umich.edu, click on Ctools on the list found on the left hand side of the page. Log-in (click box found in the upper right corner) using your unique name and password. You may find that your other courses also have Ctools sites. These will be listed in a band across the top of the page. Click on ED 401 201 SU 2012. Emails regarding ED 401 will be archived on the Ctools site. NOTE: Ctools will not be available June 30 – July 1 for a Ctools upgrade.

Email and Ctools will be used extensively to communicate with you during this semester. You will need to check your umich email account and the Ctools site daily for important announcements and information. Please make arrangements for dependable internet service. Computer labs on campus and UM wireless are available for your use.

Course requirements:

- **Professional conversations** are an essential part of this course and will be an expectation of you in your future teaching. Please come to class prepared to share your teaching, your thinking and analysis of course readings. We strive to create a safe, trusting and supportive learning environment for you, but the success of this depends largely on your preparation, participation and interactions with each other.
- **Class attendance.** You are expected to attend every class, arrive on time and participate actively in all of the teaching and learning activities that will be part of our class sessions. If you absolutely must be absent, if at all possible please let Klo know **ahead of time** by email or phone. If you cannot contact Klo before class, do so as soon as you are able. While it will not be possible to recreate a missed class, please make arrangements with a classmate to find out about what went on in class and collect handouts for you. Also arrange a meeting with Klo to review the class session.
- **Course readings:** Do all of the assigned readings for the session before class. You will need to keep up with the readings in order to understand issues and to participate thoughtfully in our class discussions and work. This can be most challenging when a course meets several days a week as ours will this summer.
During the first two weeks of coursework on campus you will receive homework tasks and readings for each class session.

During the SLI, you will receive the readings assignments on Thursday to be completed for the following week. Because of the unique situation of our work in the SLI, it is difficult to map out readings and assignments far in advance. We want to be responsive to the needs and situations that arise in the field. You will receive a general sequence of readings before the start of the SLI; however, they can and will be adjusted to meet your needs.

- **Knowledge tasks**: For each class session, you will review and complete a Knowledge Task that addresses a timely topic to enhance your professional knowledge about literacy. The information on these tasks will be strongly featured on the final exam. Knowledge Tasks will be discussed in class so that we can share understandings and forge connections between the Knowledge Tasks and your teaching.
  - Knowledge Tasks will be turned in at the end of each on campus class session and will be returned to you at the start of the next class. You will need to keep all of your returned entries in your class binder.
  - Knowledge Tasks will be reviewed with a check on your assigned day of the week.

- **Chart for revisiting Other People’s Words**: During the last week at the SLI you will be provided with a chart to fill out. This assignment provides you with the opportunity to revisit Victoria’s work with Donny in light of what you have been learning over the source of this summer semester. There are 20 points possible for this chart and it is due in class on campus on Monday by August 6.

- **Literacy Handbook**: You are to keep a 2” or 3” slant ring loose-leaf notebook with at least six dividers in which to organize your literacy materials. You may wish to add additional tabs; however, the six required tabs are:
  - Knowledge tasks
  - Professional Development materials and notes
  - Guided Reading
  - Interactive Read alouds
  - Assessment Information
    - Running Records
    - Benchmark Assessment
  - Additional literacy materials

- **Library Thing**: Throughout the semester you will keep a log of children’s books on www.librarything.com. This is an excellent resource for cataloguing books you are likely to use in your future teaching. This site will allow you to categorize and tag the books you are reading outside of class and interact with other ELMACers and users to identify worthy children’s literature. You will be responsible for reading and documenting a minimum of eight quality children’s books during the first two weeks of class. These should not be texts we are using in class sessions – we will add those books to Library Thing. During the four weeks of the SLI, you will be responsible for recording the books used in the Interactive Read Alouds.

- **Teaching assignments at the SLI**.
  - **Field notebook**: You are to have a composition book (preferably with cloth binding) in which to record your descriptions of classroom instruction, observations and interactions with students, and your own reflections and wonderings.
Focus Child. You will have several focused observations of the child’s work in the classroom. You will conduct at least two running records of this child’s oral reading and co-instruct a guided reading lesson that includes this child. We ask you to keep detailed records in your SLI Field Notebook on your observations and interactions with this child.

Interactive read alouds (IRAs). Each of you will conduct four “interactive read alouds.” The plans for the first IRAs will be provided for you, and then you will gradually increase your responsibility for the planning. Each read aloud is to be video recorded.

Running Records – You will be asked to conduct and analyze several running records of children’s oral reading. The analyses will provide direction for your planning and instruction of guided reading lessons.

Guided reading lessons - You will observe, plan and enact small group reading lessons for a targeted group of students. Your running records and classroom observations will provide the direction for forming the groups, the selection of the text and the focus of the lessons. Guided reading lessons will include:

- Embedded word study
- Interactive writing/Writing in response to reading

Final Examination. There will be a two-part final examination for the course on August 7. We will explore the possible topics and questions for the final. It will have two parts and be worth 120 points.

Grading:
The system is based upon the assigned points for each of the course requirements. Content and quality of work, as well as timely submissions, will be considered when assigning grades. Should you have any questions about your grade during the semester, you are encouraged to schedule an appointment with an instructor.

We stress more than anything that we want to see growth and development in your teaching practice over the summer. In our experience, students who focus on completing assignments to enhance their professional knowledge and skills, as opposed to “making a grade,” tend to be more successful in learning to teach.

Exceptional Work = A+
94-100 = A
90-93.9 = A-
88-89.9 = B+
84-87.9 = B
80-83.9 = B-

77-79.9 = C+
74-76.9 = C
70-73.9 = C-
67-69.9 = D+
64-66.9 = D

We recognize that during this semester, you will be learning how to balance many responsibilities in your life. We are sensitive to that transition, but ask that you communicate openly with us in order to make justified adjustments. We will support you to the best of our ability to prioritize and manage your time accordingly.
Note: If you have any special needs that you feel are not accommodated in this class please inform us as soon as possible. There are support services available at the University. We can only help if we are aware of any problem.

All work must be your own and done specifically for this course. Be sure to provide citations and attribution for the work of others included in your written work. This includes references or resources in any media form you used. University policy is very clear on the issue of plagiarism. For specific information about this issue see www.lib.umich.edu/acadintegrity/students.

Laptops and iPads are necessary and welcome in your courses at UM. Many of you will want to keep your notes and assignments on your computers and we encourage you to do so. Please use your electronic devices appropriately and refrain from checking social web sites or email during class (except when you are on break). Keep your cell phones on silent or vibrate to minimize class interruptions.
## Course Requirements

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<tr>
<th>Requirement:</th>
<th>Description:</th>
<th>%/Points:</th>
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<tr>
<td>Knowledge Tasks</td>
<td>13 Knowledge tasks – due at the end of class sessions [according to a turn-in schedule].</td>
<td>10%/40</td>
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<td>Joint Professional Development -</td>
<td>During the SLI, teaching interns and mentor teachers will participate in P.D. sessions once a week for ELA. Your preparation for these sessions (e.g. conducting and analyzing running records, participation, and other artifacts of teaching and learning) will be graded accordingly. You will submit a weekly collection of artifacts specific to this interaction every Friday at noon and include additional artifacts in your Literacy Handbook as evidence of your developing practice.</td>
<td>10%/40</td>
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<tr>
<td>Teaching interns and mentor teachers</td>
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<td>Revisiting Other People’s Words chart</td>
<td>This is a response to your reading of Other People’s Words.</td>
<td>5%/20</td>
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<td>Teaching Packages</td>
<td>You will be asked to turn in multiple artifacts for each lesson you teach. These include, but are not limited to, annotated lesson plans (blue print with your notes before and after teaching), teaching analyses and reflections, video records and enactment feedback sheets. At the end of the course, you will also be asked to burn 2 CDs that contain videos of all the lessons you taught during the summer.</td>
<td>30%/120</td>
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<td>Literacy Handbook</td>
<td>Throughout the semester you will receive Literacy Handbook checklists to ensure that you are keeping accurate and up-to-date records of your work in ED 401. You will submit the Handbook with a final checklist for review at the Final Exam.</td>
<td>5%/20</td>
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<td>Learning Community Participation</td>
<td>As teachers in school settings, you will be expected to participate as professionals. The same will hold true for our learning community. Your participation grade will be determined by respectful and engaged class and field participation and preparation, your interactions on librarything.com and open communication with instructors, mentor teachers and peers.</td>
<td>10%/40</td>
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<tr>
<td>Final Exam</td>
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<td>30%/120</td>
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<td>100%/400</td>
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## Draft of course outline for June 19 – July 2

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<thead>
<tr>
<th>Date</th>
<th>To be read prior to class:</th>
<th>Topics for class:</th>
<th>Turn in:</th>
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<tbody>
<tr>
<td>June 19</td>
<td>✏️ Review Introduction to Other People’s Words, ✏️ ED 401 syllabus</td>
<td>❖ Sociocultural view of teaching, ❖ Nonliteracy, ❖ Course Overview</td>
<td>☑ Children’s book poster</td>
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<td>June 22</td>
<td>✏️ Chapters 1, 2, 3 in When Readers Struggle, ✏️ Read Running Records for Classroom Teachers</td>
<td>❖ Why do some children struggle with reading?, ❖ Introduction to running records</td>
<td>☑ Knowledge Task #1: Considering your own strategic actions as a reader</td>
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<td>June 25</td>
<td>✏️ Review Chapters 1, 2, 3 in Other People’s Words, ✏️ Donald Holdaway – chapter 3 of Foundation of Literacy (CTools)</td>
<td>❖ Emergent literacy, ❖ Lap reading experience, ❖ Jenny’s and Donny’s world, ❖ How can we assess and analyzing reading behavior using running records?</td>
<td>☑ Knowledge Task #2: Donny and Literacy Learning before School</td>
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<td></td>
<td>❖ Donald Holdaway – chapter 3 of Foundation of Literacy (CTools)</td>
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<td>NOTE: You were to create a username and join our class Library Thing by today.</td>
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<td>June 27</td>
<td>✏️ Review Chapter 4 in Other People’s Words, ✏️ Chapters 4, 5 and 6 in When Readers Struggle</td>
<td>❖ Observing change over time, ❖ Victoria’s teaching practices, ❖ Donny as a struggling reader and writer</td>
<td>☑ Knowledge Task #3- Practice notation for running records</td>
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<td>Date:</td>
<td>To be read prior to class:</td>
<td>Topics for class:</td>
<td>Turn in:</td>
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| June 29    | ✔ Review Chapters 5, 6, 7 in *Other People’s Words*  
            ✔ Beck and McKeown “Text Talk: Capturing the benefits of read-aloud experiences for young children” (CTools) | ✔ Introduction to Interactive Read Alouds  
            ✔ The role of writing in learning to read  
            ✔ Rethinking emergent literacy | ✔ Knowledge  
            Task #4: Considering Background Knowledge when reading aloud  
            Bring: *The Other Side* picture book |
| July 2     | ✔ Review Chapters 8 & 9 in *Other People’s Words*  
            ✔ Patricia Carini – A letter to Parents and Teachers on Some Ways of Looking at and Reflecting on Children. In *From Another Angle. Children’s Strengths and School Standards*. (CTools) | ✔ Working with IRAs for *The Other Side* and *Interrupting Chicken*  
            ✔ Exclusion and Access to literacy  
            ✔ Complex issues in literacy attainment  
            ✔ Getting ready for the SLI  
            ✔ Observing focus children | ✔ Knowledge  
            Task #5: Text Analysis in preparation for planning equitable and accessible instruction for all  
            Bring: *The Other Side* picture book and *Interrupting Chicken* |