



Rowan College
at
BURLINGTON COUNTY

EDUCATION

CODE: READ 30351

TITLE: Literacy Pedagogy II

DIVISION: Liberal Arts

COURSE DESCRIPTION: This course prepares teacher candidates to provide differentiated literacy instruction in diverse classrooms with a wide range of developmental levels, instructional needs, interests, and backgrounds. Teacher candidates will learn how to select, administer, and analyze various assessment tools to inform instruction. Seven hours of field experience is required.

PREREQUISITE: READ 30311 and acceptance into Year 3 of 3+1 Inclusive Education Program

COREQUISITE: INCL 02315 AND INCL 02310

CREDITS: 2 cr.

REQUIRED MATERIALS (CHECK BOOKSTORE FOR LATEST EDITION):

Click on the bookstore for the supplies which you are attending each class.

Rcbc.edu/bookstore

COURSE LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- Articulate the linguistic, cognitive, and sociocultural foundations of the reading process and the diversities that might be seen in the classroom
- Select and implement the appropriate components to develop benchmarks of fluent reading: Phonemic awareness, word identification and phonics, vocabulary and schema development, fluency, comprehension strategies, and language
- Describe the effect of exceptionalities and cultural and linguistic differences on reading, writing, and language
- Use multiple assessment tools to identify learners' developmental levels, strengths, areas of need, and interests in reading, writing, and language
- Identify various organizational structures that can be used within the classroom in reading and writing instruction to support individual learner needs while facilitating collaboration among students
- Identify the wide variety of children's literature, instructional text, technology-based information, and non-print materials that attend to students' developmental

- needs, cultural and linguistic backgrounds, and interests for instructional and recreational purposes
- Use a wide repertoire of instructional strategies to scaffold instruction to help students meet New Jersey Learning Standards and national standards in reading, writing, and content areas
 - Demonstrate the use of technology for instructional purposes and to provide students with special needs the support needed for reading and writing achievement
 - Employ a cycle of assessing, instructing, reflecting, and modifying in working with students
 - Describes ways to communicate and collaborate with parents and other professionals about the literacy program and specific strengths and weaknesses of the learners in the classroom.

GENERAL EDUCATION OUTCOMES IN THIS COURSE:

Written and Oral Communication: Communication	<p>* Students will explain and evaluate what they read, hear, and see</p> <p>* Students will state and evaluate the views and findings of others</p> <p>*Students will logically and persuasively state and support orally and/or in writing their points of view or findings</p> <p>*Students will evaluate, revise, and edit their communication</p>
Scientific Knowledge & Reasoning: Science	*Applying the scientific method, students will analyze a problem and draw conclusions from data and evidence
Technological Competency: Technology	*Students will use computer systems and/or other appropriate forms of technology to present information
Ethical Reasoning and Action (integrated learning goal)	<p>* Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.</p> <p>* Students will take a position on an ethical issue or a situation and defend it.</p>

CORE COURSE CONTENT:

- The reading process
- Developmental levels, strengths, weaknesses, and interests in reading and writing
- Multiple assessments
- Informal Reading Inventory (IRI)

- Early Literacy Assessment (ELA) and rubric
- Specialized programs for students with special needs
- The IEP process and supports
- Instructional strategies for scaffolding instruction
- Collaborating with other professionals
- Communicating with parents

COURSE ACTIVITIES:

Course activities vary from course to course and instructor to instructor. Below is a listing of some of the activities students can anticipate in this course:

- ▶ **Writing assignments:** students will analyze current issues in the field using current articles from the popular press as well as library research including electronic resources databases.
- ▶ **Speaking assignments:** students will present research individually or in groups using current technology to support the presentation (e.g., PowerPoint presentation); students will participate in discussions and debates related to the topics in the lessons. Discussions may also focus on cross-cultural and legal-ethical dilemmas as they relate to the course content.
- ▶ **Simulation activities:** Trends and issues will analyzed for their ethical as well as social or legal significance. Students might role-play common situations for classmates to analyze. Current news articles may be used to generate discussion.
- ▶ **Case Studies:** Complex situations and scenarios will be analyzed in cooperative group settings or as homework assignments.
- ▶ **Lectures:** This format will include question and answer sessions to provide interactivity between students and instructor.
- ▶ **Speakers:** Representatives from various related fields may be invited to speak.
- ▶ **Videos:** Related topics will provide impetus for discussion.

EDUCATIONAL TECHNOLOGY:

Rowan College at Burlington County advocates a technology enhanced teaching and learning environment. Advanced technological tools may be used in any course section to facilitate instruction. Many of our sections are web-enhanced, which means that some of your work will be submitted or completed online. Web enhancements may include on-line materials, grade books, testing and quizzes and assignment submission. Many students enjoy the flexibility and convenience that these online enhancements have provided, however if you have concerns about the technology involved, please speak to your instructor immediately.

STUDENT EVALUATIONS:

The student will be evaluated on the degree to which student learning outcomes are achieved. A variety of methods may be used such as tests, quizzes, class participation, projects, homework assignments, presentations, etc.

See individual instructor's course handouts for grading system and criteria (point value for each assessment component in course, e.g. tests, papers, presentations, attendance etc.), number of papers and examinations required in the course, and testing policy including make ups and/or retests.

GRADING STANDARD:

- A Mastery of essential elements and related concepts, plus demonstrated excellence or originality.
- B+ Mastery of essential elements and related concepts, showing higher level understanding.
- B Mastery of essential elements and related concepts.
- C+ Above average knowledge of essential elements and related concepts.
- C Acceptable knowledge of essential elements and related concepts.
- D Minimal knowledge of related concepts.
- F Unsatisfactory progress. This grade may also be assigned in cases of academic misconduct, such as cheating or plagiarism, and/or excessive absences.

For other grades, see the current ROWAN COLLEGE AT BURLINGTON COUNTY catalog.

COLLEGE POLICIES:

The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the RCBC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding:

- ▶ Academic Integrity Code
- ▶ Student Conduct Code
- ▶ Student Grade Appeal Process

OFFICE OF STUDENT SUPPORT AND DISABILITIES SERVICES:

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). In order to receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will

provide the student with an Accommodation Plan to give to instructors. Contact the Office of Student Support at 609-894-9311, ext. 1208 or visit the website at: www.rcbc.edu/studentsupport

ADDITIONAL SUPPORT/LABS:

RCBC provides academic advising, student support personal counseling, transfer advising, and special accommodations for individuals with disabilities free to all students through the Division of Student Services. For more information about any of these services, visit the Laurel Hall on the Mt. Laurel Campus, or call (609) 894-9311 or (856) 222-9311, then dial the desired extension:

- Ext. 1557 Academic Advisement and Counseling
- Ext. 1803 Special Populations
- Ext. 2737 Transfer Center

Or visit the following websites:

Academic Advising www.rcbc.edu/advising
Student Support Counseling www.rcbc.edu/counseling
Transfer Center www.rcbc.edu/transfer

RCBC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at www.rcbc.edu/tutoring

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