**The College of St. Rose**

**Lally School of Education**

**Literacy and Literature for the Intermediate Grades SEE 380**

**Spring 2012**

**Required Texts:**

Ruddell, R.B. (2009). *How to teach reading to elementary and middle school students: Practical*

*ideas from highly effective teachers.* Boston, MA: Pearson and Allyn Bacon.

Hesse, K. (1997). *Out of the dust.* New York, NY: Scholastic.

\*\*\*Intermediate literature TBA

**Goals/Objectives:**

* Understand the history and theory of literacy.
* Understand reading comprehension strategies and methods for assessing and teaching reading comprehension.
* Understand writing processes and methods for assessing and teaching writing composition.
* Understand content area reading and writing strategies and methods for teaching reading and writing in the content areas.
* Demonstrate the ability to plan differentiated literacy instruction for intermediate grade students, including students who struggle with reading and writing, students who excel, and students who are English Language Learners.
* Identify quality intermediate grade literature that represents different literary genres and reflects student diversity.
* Demonstrate literacy and technology skills appropriate for collaborative and reflective teachers.

**Course Requirements/Expectations:**

**Attendance:**

* Attend all classes.
* Arrive on time and stay for the duration of class.
* Tardiness on two or more occasions will be treated as an absence.
* More than two absences will have a negative impact on student’s overall grade, which will be reduced by one letter grade (example: from B+ to B).
* Four or more absences may result in course failure.

**Participation:**

* Students should be active members of the learning community. To do so, all students must come to class prepared to pose problems, ask questions and provide feedback on course content. Students must share thoughts, ideas and experiences related to the course content.
* Adhere to College policy prohibiting the use of cellular telephones with text messaging, Internet, video and camera features in classrooms and testing locations in this class.  Failure to abide by the policy may result in college disciplinary action.

**Assignments, Preparation and Grading**

* Complete all readings before class each Tuesday.
* Submit all assignments at the beginning of class on the due date.
* The grading system outlined in The College of Saint Rose Catalog serves as the basis for evaluating all assignments.
* All assignments submitted after the start of class are late assignments.
* A late assignment is reduced one letter grade for each calendar day it is late.
* An assignment more than seven calendar days late will not be accepted.
* Students who are late or absent should submit assignments on time via e-mail or in my mailbox (#25 Lally School of Education).
* Extensions may be granted in extreme situations only.
* All submissions are final.
* All students are welcome to pose ***specific questions*** about their work on assignments at least three school/business days prior to a due date.
* The College of Saint Rose expects students to be honest in every aspect of their academic work. Plagiarism, cheating, academic misconduct, or any other submission of another’s work as one’s own is unacceptable. Students working in groups are each individually responsible for the academic integrity of the entire group project. In a situation where the course instructor determines that, more likely than not, a breach of academic integrity has occurred, the incident will be reported according to the Policy on Plagiarism and Academic Integrity. A full description of this policy is available online through [www.strose.edu/writingcenter](http://www.strose.edu/writingcenter) or in The College of Saint Rose Catalog.

**Accommodations**

* If you are a student with a documented disability and require academic accommodations, please register with Lynn Cantwell, the Director of Services for Students with Disabilities, located in the Academic Support Center on the 2nd floor of St. Joseph Hall (518.337.2335) for disability verification and for determination of recommended reasonable academic accommodations. After you have made arrangements with that office, please see me to discuss your accommodations. Please remember that timely notice will help avoid a delay in your receipt of accommodations.

**Evaluation/Grading:**

* **Class Participation 15% (2/16, 3/29, 5/3)**
* **In Class Assessments 25% (ongoing)**
* **Author Study 30% (an ongoing assignment—concludes on or before 4/19)**
* **Field Assignment 30% (5/1)**
* **Identification of school, classroom/grade level, host teacher (Due on or before 2/16)**
* **Time Sheets & Host Teacher Evaluations\*\*\* (5/1)** These forms, student guidebooks and information related to field experience, certification exams, fingerprinting, etc. are available online at [**http://www.strose.edu/academics/schoolofeducation/fieldplacementandadvisement**](http://www.strose.edu/academics/schoolofeducation/fieldplacementandadvisement)

**\*\*\***All students must submit Time Sheets & Host Teacher Evaluation forms directly to me. Failure to submit paperwork to me will result in a grade of incomplete (I). If you have your professors’ permission to use one field placement for two CSR classes, you must submit a copy of both forms to each professor. Host teachers who prefer to mail the evaluations should send them directly to me.

**Specifications for Written Work**

Type all work (except in class work) using Times New Roman, 12 pt. Font, 8½ x 11 inch paper and standard margins. All citations (in text and references) should be in APA format 6th edition. Consult the Writing Center ( [www.strose.edu/writingcenter](http://www.strose.edu/writingcenter) )for handouts and resources on APA format.

**Schedule (schedule is subject to change)**

**1. 1/17-1/19**

**Reading:** Ruddell Chapter 1 and Blackboard Materials

**2. 1/24-1/26**

**Reading:** Ruddell Chapter 2 and Blackboard Materials

**3. 1/31 Class Online through Blackboard (not in real time)**

**2/2**

**Reading:** Ruddell Chapter 10, 11 and Blackboard Materials

**4. 2/7-2/9**

**Reading:** Ruddell Chapters 12 & 7( pgs. 193-198 ) and Blackboard Materials

**5. 2/14 Class Online through Blackboard (not in real time)**

**2/16**

**Reading:** Ruddell Chapters 12 & 7( pgs. 193-198 ) and Blackboard Materials

**6.** **2/21- 2/23**

**Reading:** Ruddell Chapter 5 and Blackboard Materials

**7. 2/28- 3/1**

**Reading:** Ruddell Chapter 5 and Blackboard Materials

**8. 3/6- 3/8 NO CLASS SPRING BREAK**

**9. 3/13-3/15**

**Reading:** Ruddell Chapter 7 and Blackboard Materials

*Out of the Dust* (3/15)

**10. 3/20 NO CLASS- ADVISEMENT DAY**

**3/22**

**Reading:** Ruddell Chapter 7 and Blackboard Materials

**11. 3/27-3/29**

**Reading:** Ruddell Chapter 7 and Blackboard Materials

**Self Selected Intermediate Fiction for Literature Circle (3/29)**

**12. 4/3-4/5**

**Reading:** Ruddell Chapter 8 and Blackboard Materials

**13. 4/10-4/12**

**Reading:** Ruddell Chapter 8 and Blackboard Materials

**14. 4/17-4/19**

**Reading:** Ruddell Chapter 9 and Blackboard Materials

**15. 4/24**

**4/26 Class online through Blackboard (not in real time)**

**Reading:** Ruddell Chapter 9 and Blackboard Materials

**16.** **5/1-5/3**

**Reading:** Ruddell Chapter 9 and Blackboard Materials

**17. Alternate Schedule**

**Tues/Thurs 11:15 final meeting on Monday, May 7 @ 8:00AM**

**Tues/Thurs 2:30 final meeting on Monday, May 7 @ 1:30**