



The Citadel School of Education

EDUC 570-81: Developing Literacy Knowledge With At Risk Readers	
Fall 2017	
Instructor: SooJoung Kim, Ph.D.	Class Meetings: Wednesday
Office: 325A Capers Hall	Class Hours: 5:30-8:00 p.m.
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Credit Hours: 3	

PREREQUISITES: None

COURSE READINGS

- **Required:** McCormick S. & Zutell J. (2015). *Instructioning Students Who Have Literacy Problems*. Pearson Education, Inc.
- The instructor will provide additional reading materials and online resources via CitLearn.

STUDENT INFORMATION

This is a required course for candidates seeking the M. Ed. in Literacy Education. Qualified graduates will be eligible for K-12 certification status in South Carolina as both a *Literacy Teacher* and *Literacy Coach* and will meet all requirements for the R2S Literacy Teacher and R2S Literacy Coach endorsements. Other non-degree seeking, certified teachers of any subject area(s) are eligible to enroll. This course is also the designated course which addresses the components of South Carolina’s Education and Economic Development Act (EEDA), and specifically covers those components that relate to the academic assistance program which is required to be provided for struggling high school learners (Section 59-59-150 of the law).

COURSE DESCRIPTION

EDUC 570 is a survey of the nature, problems, and learning needs of at-risk readers. Approaching literacy development as a complex process that unfolds over time, the course intends to give educators the guidance they need to help students continuously enhance their reading skills—not just in the early grades, but into the upper grades as well. Course readings and discussions will address culturally responsive pedagogies intended to support home language preservation and promote anti-bias approaches. Throughout the course, candidates will demonstrate and apply knowledge of research-based principles of literacy instruction for students in grades 5-12, including best practices in reading, multimodal composition, critical literacy, and inquiry learning.

LEARNING AND DEVELOPMENTAL GOALS

Upon completion of this course, participants will have had opportunities to:

1. Demonstrate knowledge of definitions, concepts and generalizations pertaining to the nature of the developmental literacy process. (CF 1) (ILA 1.1)
2. Create and evaluate professional development presentations that focus on the needs of culturally and linguistically diverse learners. (CF 13) (ILA 4)
3. Demonstrate knowledge of and competence with a variety of teaching strategies to improve comprehension skills along with key language skills in vocabulary and syntax for narrative, expository, and electronic texts. (CF 4, 10) (ILA 2, 4)
4. Evaluate, select, and implement literacy assessments that identify areas of strength and weakness and monitor the effectiveness of reading instruction directed toward struggling learners. (CF 4, 10-12) (ILA 3)

5. Demonstrate an understanding of a literacy curriculum that focuses on children's needs and interests while affirming and respecting culturally and linguistically diverse children, and promoting equity through the creation of learning environments and experiences. (CF 4, 8-12) (IRA 5)
6. Demonstrate knowledge of the components of South Carolina's EEDA as this state law impacts the responsibilities of a literacy educator. (CF 1-4, 8-12) (IRA 1-5)
7. Develop greater command of personal communication skills, ongoing inquiry and reflection, along with increased vocabulary and understandings appropriate for a remedial/corrective reading instructional stance. (CF 1, 4, 11-12) (ILA 6, 4-5)

CONCEPTUAL BASE

Developing Principled Educational Leaders for P-20 Schools - The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Use the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;

12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

RELATIONSHIP OF THIS COURSE TO THE CONCEPTUAL BASE

- Candidates will demonstrate knowledge of and competence with a variety of teaching strategies to improve comprehension skills along with key language skills in vocabulary and syntax for narrative, expository, and electronic texts. (CF 8, 11; ILA 2.1, 2.2)
- Candidates will demonstrate an in-depth understanding of local, state, and national policies (the South Carolina EEDA Act) that affect reading and writing instruction. (CF 1, 13; ILA 6.4)
- Candidates will use foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture to build effective PD programs. (CF 3, 14; ILA 6.1)
- Candidates will design, facilitate, lead, and evaluate an effective and differentiated professional development program that demonstrates how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. (CF 3, 4, 9, 14; ILA 4.1, 4.3, 6.3)
- Candidates will reexamine their practice by reflectively and critically asking questions and seeking answers (CF 10, ILA 6.2)

COURSE GOALS WITH EVALUATION METHODS

Goal	Evaluation Methods
Candidates will demonstrate knowledge of and competence with a variety of teaching strategies to improve comprehension skills along with key language skills in vocabulary and syntax for narrative, expository, and electronic texts. (CF 8, 11; ILA 2.1, 2.2)	Model Lesson
Candidates will demonstrate an in-depth understanding of local, state, and national policies (the South Carolina EEDA Act) that affect reading and writing instruction. (CF 1, 13; ILA 6.4)	EEDA Paper
Candidates will use foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture to build effective PD programs. (CF 3, 14; ILA 6.1)	Valuing Diversity: Identifying PD Needs
Candidates will design, facilitate, lead, and evaluate an effective and differentiated professional development program that demonstrates how issues of inequity and opportunities for social justice activism and resiliency can be incorporated into the literacy curriculum. (CF 3, 4, 9, 14; ILA 4.1, 4.3, 6.3)	Valuing Diversity: Professional Development
Candidates will reexamine their practice by reflectively and critically asking questions and seeking answers (CF 10, ILA 6.2)	Valuing Diversity: Reflection

COURSE EXPECTATIONS

Attendance: A professional in the field of education consistently demonstrates time-honored, accepted professional dispositions including, among others, attendance and punctuality. Accordingly, this class, as a professional experience, expects attendance and punctuality at all class meetings in order to obtain graduate credit. Attendance records are required to be kept, and The Citadel’s CGPS policy on class attendance will be adhered to (i.e., credit cannot be awarded when a student misses more than 20% of scheduled class contact hours). If, in the case of unexpected circumstances, you must miss a class, it is YOUR responsibility to notify the instructor, and obtain any handouts, missed information and notes from a classmate who was present. You are responsible for all instructional material that was discussed. Further, any student who misses more than two classes for any reason will receive an overall grade deduction of 10%.

Disability Disclosure: If you need accommodations because of a disability, please inform me immediately and privately, either before/after class or call my office to make an appointment. To initiate accommodation, a student must register with the Office of Access Services, Instruction and Support (OASIS) located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by a student requesting academic accommodation and to provide for accommodation, consistent with course requirements, in cooperation with the student and instructor as needed.

Honor Statement: As a professional educator, integrity is an expectation. Students of the School of Education at The Citadel are expected to meet the standards set forth in The Citadel Honor Manual, available at <http://www.citadel.edu/r3/honor/manual.shtml>. *Cheating and plagiarism violations will be reported, and a failing grade will be assigned for the work in question.* This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number.

Field Experience: Some of the required activities for this course will require field experiences in a school setting. It is required that the candidate will be able to successfully complete the requirements.

Livertext: Toward the conclusion of their program of study and prior to graduation, candidates enrolled in the M. Ed. in Literacy Education program must provide in LiveText a *Program Completion Portfolio*. Some components of this course will become artifacts for that portfolio, and it is required that all assignments related to EDUC 570 will be satisfactorily added to the candidate's LiveText portfolio by the end of the course.

ASSESSMENT PROCESS

PROCEDURES

In general, all assignments should be typed, double-spaced, and written in a standard 12-point font, with one-inch margins on all sides of the paper. Unless otherwise noted on this syllabus or on the assignment sheet, assignments should be submitted on Citelearn by 5:00 p.m. on the day that they are due. **When submitting assignments, the written text and related artifacts (e.g., sample student assessments, photographs, task cards, student work, etc.) must be merged into a single file.** You may find it easiest to take photographs or screen shots of artifacts before inserting them into a single file. If you think an alternative format would best communicate your ideas, please discuss this with the professor in order to gain approval with at least **72 hours** advance notice.

Students are encouraged to carefully review assignment guidelines and rubrics well in advance of deadlines. If clarification is desired, questions are welcome during office hours, before class, by email, or by appointment. In general, assignments are flexible and open-ended, similar to what is required in professional environments. Because much learning occurs in discussing assignments, I am happy to assist you in clearly understanding any assignment, but you should plan ahead to ensure that there is time for such discussions.

Note: *Late assignments will receive an **automatic 10% grade penalty** as a starting point. (Example: an assignment worth 100 points will begin at 90 points). An additional 10% **may** be deducted for each day the assignment is late. Extensions will only be given due to particularly challenging circumstances.*

GRADING

Grades for EDUC 570 are based on a variety of assignments.

Assignment	Due Date	Percentage of Grade
Attendance and Participation	N/A	10%
Model Lesson	Variable	15%
EEDA Paper	10/11/2017	15%
Valuing Diversity #1: Identifying PD Needs	9/20/2017	20%
Valuing Diversity #2: Professional Development	11/15/2017	30%
Valuing Diversity #3: Reflective Paper	12/6/2017	10%

Final grading is based on the following scale:

90-100=A, 86-89.9=B+, 80-85.9=B, 76-79.9=C, 70-75.9=D, 0-69.9=F

ASSIGNMENTS

ATTENDANCE AND PARTICIPATION

Students are expected to attend and actively participate in all class activities. Attendance will be part of the grade as noted below. If students miss more than 20 percent of the lectures, the instructor reserves the right to summarily assign a failing grade for the course. As in-class activities and group discussion are an integral part of this course, if the student misses all or a portion of more than one class, the student's participation points will be reduced. Students will not be allowed to make up in-class discussions and activities missed due to unexcused absences. Absences will only be excused if they have been pre-approved by the instructor or if the student is able to document a valid reason for the absence.

Students will be required to have a group discussion based on the questions that the instructor provides. Individual students must perform the responsibilities of presenter and writer more than five times in order to obtain full class participation point. Students will also participate in various activities during the class, and they are required to turn in a final product after the class. Students are expected to be fully engage in each activity to earn the participation points. The instructor will provide detailed instructions later.

MODEL LESSON

Variable due dates; Post a copy of handout on CitLearn by 5 pm on the day of your presentation

This assignment is designed for you to share a literacy strategy, lesson, or activity that supports at-risk readers in reading, comprehending, responding to, analyzing, or interpreting texts. You may choose to give an individual presentation, or you may work with 1-2 other classmates to create a collaborative presentation. In a brief presentation (15-30 minutes), you will present the strategy, lesson, or activity to your classmates. You have a lot of flexibility in how you choose to present. For example, you might choose to demonstrate a short section of a lesson, share student work or testimonials (with student permission), describe your own research process and reflect on your experiences, provide a multimodal overview, create a short video or PowerPoint illustrating how to implement the strategy, and so forth. You will prepare a 1-page handout for your classmates which includes the following: (1) an overview of the strategy, lesson, or activity; (2) research and/or theory which supports the use of the strategy, lesson, or activity with at-risk readers; (3) suggestions for implementing the strategy, lesson, or activity with at-risk readers; and (4) resources to assist with implementation and design. There will be a sign-up posted on CitLearn for the following topics: Instructional Intervention such as Word Recognition, Word Identification, Fluency, Word meaning, Comprehension, Engagement, Motivation, Adolescents' Literacies In and Out of School, Disciplinary Literacy and At-Risk Adolescents, Culturally Responsive Pedagogies, Family Partnership, and Digital/Multimodal Tools. Please sign up early!

EEDA PAPER: DUE 10/11/2017

All candidates enrolled in EDUC 570 are expected to read and understand the South Carolina Education and Economic Development Act (EEDA). Specifically, it is a state requirement for all candidates in teacher education programs to achieve the EEDA performance standards. You will demonstrate your knowledge of EEDA through a cohesive, well-written reflective paper of no more than 3-5 pages.

Please discuss each of the following components. You should relate each component to your future career as a literacy teacher and literacy consultant:

1. Explain the career guidance process. Note: See South Carolina Education and Economic Development Act Guidelines. (EEDA Performance Standard # 1)
2. Discuss the curriculum framework for career clusters of study concept, its relevance to the Individual Graduation Plan. Note: See South Carolina Education and Economic Development Act Guidelines. (EEDA Performance Standard #2)
3. For the three grade groups (elementary, middle, and high school), explain the use of the career guidance standards and competencies as specified in the South Carolina Comprehensive Developmental Guidance Counseling Program Model. Note: see pp. 10-15 of the South Carolina Comprehensive Developmental Guidance and Counseling Program Model. Note: See South Carolina Education and Economic Development Act Guidelines. (EEDA Performance Standard #3)
4. Identify instructional strategies that promote core values (e.g., working with others, high self-esteem, positive affective climate, meaningful learning, etc.) in the school community. Note: See South Carolina Education and Economic Development Act Guidelines. (EEDA Performance Standard #4)

VALUING DIVERSITY PROJECT

One of the major tasks of a literacy coach or literacy specialist is providing professional development to other educators. This assignment is designed for you to design your own PD workshop or in-service and involves several steps: identifying an area of PD need by speaking with colleagues and students, designing and implementing a professional development session, and reflecting on the experience. Your PD workshop or in-service must address the ways in which diversity influences the reading and writing development of all students, especially those who struggle with reading and writing. Although this course focuses primarily on adolescent learners, the workshop or in-service that you design should be designed for the grade levels that you teach and/or are most familiar with. This project is composed of three parts:

- **Part 1: Identifying PD Needs: DUE 9/20/2017**
 - Collect information about a professional development need at your school. You may wish to reflect on your own experiences, have conversations with colleagues, administer surveys, interview administrators, or speak with students.
 - In a brief reflection (2-4 pages), describe the following: (1) the need for the professional development in your current setting and the connections to your own experiences; (2) research or theory connected to your area of need (cite 2-5 scholarly articles, books, or chapters); and (3) a preliminary plan for your professional development session.
- **Part 2: Valuing Diversity PD: DUE 11/15/2017**
 - In this portion of the Valuing Diversity Project, you will design a professional development workshop or in-service based on the PD needs you identified in Part 1 of the project. Your workshop should include specific information about creating culturally responsive literacy learning environments and/or providing literacy instruction that values students' diverse needs and backgrounds. You have a great deal of flexibility in how you design and deliver the PD. You might choose to create a webinar, design a book club experience for a small group of teachers, prepare a formal presentation for a school, district, or national audience, or create an interactive session on an issue of cultural responsiveness designed for teachers and community members.
 - Develop the in-service as if you had 60-90 minutes to present.
 - Include all resources, handouts, and presentation materials.
 - You should include at least 3-5 references to research and/or theory within the presentation.
 - As part of this assignment, you will develop a 10-15 minute interactive presentation that you will share the final day of class (11/29/17). You may choose how to best represent your work: sharing an activity from your PD workshop, providing reflections from educators at your school, presenting a poster with session highlights, or creating a multimodal video.
- **Part 3: Reflective Paper: DUE 12/6/2017**
 - In a 1-3 page paper (page limits are very flexible here), reflect on the experience of designing and implementing the PD activity. Include information about how your plans for the activity changed throughout the process; for example, you might write about the transformation of your activity as you spoke to fellow educators and researcher your topic. You should address how your vision of reading and literacy, particularly for at-risk adolescent readers and writers, has changed through your work. Also, outline your future plans for adapting, delivering, or expanding upon the activity.

Course Outline

(Schedule subject to change based on class needs. Additional reading/activities will be assigned as the course develops.)

Date	Topic	Week's Assignments
Session 1 8/23/17	Course Introduction	
Session 2 8/30/17	Identifying At-risk Readers & Causes of Reading Difficulties	
Session 3 9/6/17	Culturally Responsive Pedagogies & Family Partnership	
Session 4 9/13/17	Valuing Diversity Field Work Session	<i>Field Work: Identifying PD Needs</i>
Session 5 9/20/17	Important Principles of Instruction/ Motivation and Engagement	Turn in Valuing Diversity: Identifying PD Needs Assignment.
Session 6 9/27/17	EEDA Field Work Session	<i>Field Work: EEDA Paper</i> (Read in preparation for EEDA Paper.)
Session 7 10/4/17	Instructional Intervention I (Word Recognition, Word Identification)	
Session 8 10/11/17	Instructional Intervention II (Word Meaning, Fluency)	Turn in EEDA Assignment.
Session 9 10/18/17	Instructional Intervention III (Comprehension)	
Session 10 10/25/17	Valuing Diversity Field Work Session	<i>Field Work: Valuing Diversity PD</i>
Session 11 11/01/17	Assessment	
Session 12 11/08/17	Digital and Multimodal Tools	
Session 13 11/15/17	Important Issues of Adolescent Readers	Turn in Valuing Diversity PD Activity Description and Materials.
11/22/17	No Class: Fall Break	
Session 14 11/29/17	In Class: Valuing Diversity Presentations	
Finals Week 12/06/17	In Class: Valuing Diversity Presentations Turn in Valuing Diversity Reflective Paper	