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### C&I 435.01: Organizing the Classroom Literacy Program

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**Curriculum & Instruction 435**  
**Organizing the Classroom Literacy Program**  
**The University of Montana**

**Spring 2003**

Dr. Marian J. McKenna  
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Thursday: 4:10-7:00 p.m.  
Office Hours: T & R: 2:10-3:45  
or by appointment.

*If a nation expects to be ignorant and free...  
it expects what never was and never will be.*

*Thomas Jefferson*

**Course Materials:**

Routman, R. (2003). *Reading essentials: The specifics you need to teach reading well*.  
Portsmouth, NH: Heinemann.

Numerous articles you select from The Reading Teacher, Language Arts, Educational Leadership, The Kappan, Elementary School Journal, etc.

**Goals of the Course:**

This course serves as preparation for teachers, literacy specialists, curriculum directors, and administrators in designing and developing a research-based literacy program. Throughout this semester you will:

1. Become knowledgeable concerning the history of literacy education in the United States.
2. Become knowledgeable about the various models of effective literacy programs.
3. Become conversant with the research on the characteristics and domains of effective literacy instruction.
4. Understand and demonstrate effective communication and interpersonal skills.
5. Understand the principles of and the research on implementing organizational change.
6. Learn how to plan and implement a school-wide inservice program.

7. Understand how to assess a literacy program.
8. Become conversant with ways to evaluate and select literacy materials.
9. Understand how to help teachers become researchers in their own classrooms.
10. Be knowledgeable of the models for promoting the home-school connection.
11. Understand how to set short and long term goals for you and your students, and chart the progress and achievement of those goals for the literacy program.

### **Course Requirements and Evaluation.**

1. In addition to class readings and discussions, it is expected that you will be reading the professional literature, such as is listed above, and may come to class prepared to share a reading insight with the class. (Extra Credit)
2. Observe a person who is working as a building reading specialist for a day. (Title I teacher, Curriculum Director, etc.) Conduct an in-depth interview with this person. Your goal is to learn about this person's responsibilities, the issues he or she faces, problems he or she sees as part of the job, and the successes experienced. Using this, and additional information, evaluate the advantages and disadvantages of this position from your perspective. Write a paper about your findings and prepare a presentation for the class.
3. Complete an individual literacy lesson at the grade level of your choice.
4. Evaluate a curriculum (select grade level(s)) according to the criteria suggested in class and current published literacy standards.
5. Critique a published literacy program. Again, select the grade level range with which you want to work.
6. Design a presentation for the principal or school board defending an expenditure or program. This assignment is particularly germane to the current events in Missoula County! Present this program to the class, or to a public meeting being held during this semester. (We all need to support one another!)
7. Book Club: In teams of two, no more than three people, select one of the recommended books and design a creative way to engage the class in learning, interacting, and engaging with the book you have selected.
8. Design an academic service learning experience that would be appropriate for the grade level you choose. In this design, you need to demonstrate that you understand the importance and principles of academic service learning. The best case scenario would be for you to have the opportunity to implement this experience in your classroom and write it up as a classroom research report. The time element of the parameters of the course may be an issue here!

Evaluations:

Grading Scale: A = 94-100; B = 82-93; C = 70-81

ASSIGNMENT	Percentages	DUE DATES
Interview Paper	15	February 27, 2003
Individual Literacy Lesson	15	March 6, 2003
Curriculum Evaluation	15	March 13, 2003
Published Program Evaluation	15	March 20, 2003
District/County Program Present	15	April 10, 2003
Professional Book Club	15	April 3, 17, 24, & May 1, 2003
Academic Service Learning	15	May 8, 2003
Participation & Extra Credit	Up to 20 points	All Semester!
125 Total		

**Format Issues**

All papers must be presented using the 5<sup>th</sup> edition of the APA style manual, on reserve in the Mansfield library for your convenience.

Book club team members may work together to plan their presentation, but reflective papers should be written collaboratively.

**Late work can not and will not be accepted.**

Make sure that you keep a copy of the work and discussion guides you prepare for this class.

Class Meetings:

This class will be conducted like a seminar. Much of our discussion will be based on your reading and reflections. Each of you will be asked to lead a topic discussion.

<b>COURSE CONTENT</b>		
<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
Week I January 30, 2003	Introductions Course Overview; Goal Cards The Elements of a Reading Pro.	Purchase Texts
Week II February 6, 2003	Work on Construction and Enactment of Interviews	Chapters 1-3 of Routman text
Week III February 13, 2003	Historical overview of Literacy Education in America	Routman, Chpt. 4
Week IV February 20, 2003	Organizing a literature-based classroom	Anybody have a reading insight? Routman, Chpt. 5
Week V February 27, 2003	Characteristics of an Effective Literacy Program Standards Review	<b>Interview papers due.</b> Routman, Chpt. 6
Week VI March 6, 2003	Curriculum Evaluation and discussions.	<b>Individual Literacy Lesson due</b> Routman, Chpt. 7
Week VII March 13, 2003	Assessment, Selection, and access to materials	<b>Curriculum Evaluation Due</b> Routman, Chpt. 8 & 9
Week VIII March 20, 2003	The Dynamics of Change: Action Plans for Achievement. Community Partnerships	<b>Published program review due</b> Routman, Chpts. 10 & 11
Week IX April 3, 2003	Academic Service Learning and Democratic Schools	<b>Book Club #1 Presents (A&amp;B)</b> Routman, Chpt. 12
Week X April 10, 2003	Staff Development: Study Groups and CAR.	<b>School Board Presentations</b>
Week XI April 17, 2003	Sustainable change: Beyond the Literacy Wars.	<b>Book Club #2 Presents (A&amp;B)</b>
Week XII April 24, 2003	Reading/Writing Workshop; Putting it all together	<b>Book Club #3 Presents (A&amp;B)</b>
Week XIII May 1, 2003	Study Groups & the Continual Professional Develop. Model	<b>Book Club #4 Presents</b> <b>Academic Service Learning</b>
Week XIV May 8, 2003	Review Course and prepare for Final Reflections	
Week XV: Final Reflections	Final Reflections and Celebration!	<b>Live a happy and interesting life!</b>