LTCS 5123 - Learning & Teaching: English Literacy

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TE WHARE TAUIRA O PETEREHEMA

**BACHELOR OF EDUCATION (Teaching)
Primary**

**LTCS 5123: Learning and Teaching:
English Literacy**

2013

Teacher Educators:
Marion Sanders
Hazel Warnes

BETHLEHEM TERTIARY INSTITUTE
Te Whare Tauira o Peterehema

BACHELOR OF EDUCATION (TEACHING)
Primary

COURSE TITLE: LTCS 5123 LEARNING AND TEACHING: ENGLISH LITERACY

CREDITS: 15 CREDITS

PRE-REQUISITES: NIL

PROGRAMME RATIONALE:

The BTI Bachelor of Education (Teaching) Primary programme prepares teachers who are learners, leaders and professionals committed to students learning in New Entrant to Year Eight classrooms and with the NZ Curriculum. The programmes foundational Conceptual Framework provides the basis for coherence across courses within the programme and seeks the development of wise educators who are gracious, secure and teachable and whose teaching is relational, transformative and responsive. Inherent within this is a commitment to critical reflection, consistent with a Biblical worldview and the aspirations stated within NZ Teachers Council 'Graduating Teachers Standards: Aotearoa, New Zealand'.

COURSE DESCRIPTION:

Recognising that language is a God-given gift to humankind so we can develop relationships and exercise faithful stewardship, this full-year course explores theory, research, and teaching practice related to teaching literacy in the NZ context; in particular teaching oral, written and visual language so that student teachers have a secure foundation from which they can be knowledgeable, responsive, transformative and relational educators.

LEARNING INTENTIONS:

In keeping with the above rationale the learning intentions for this course are for students to:

1. Investigate the importance and influence of language on affective, relational, cognitive, behavioural and spiritual aspects of human development by drawing on a biblical framework and current theoretical understandings, in order to build students' confidence and competence to teach oral language and reading.

2. Develop a working knowledge of the English essence statement and associated NZ Curriculum documents with reference to their philosophy, structure, aims, reciprocal relationships, learning outcomes and principles of assessment and application to effective learning experiences.

3. Engage in personal, and collaborative, connected critical consideration of the processes and content of literacy elements related to oral, written and visual language which leads to identification of transformed attitudes, knowledge and skills.

COURSE CONTENT:
This schedule may change as teaching and learning needs emerge.

Week		Topic	Task
18.02.13	1	Exploring our learning community	Please note information included under Required Reading. ~~Read the NZ Curr~~ Read the NZ Curr before class
	2	Importance of Language. Introduction to English/ New Curriculum Document.	
25.02.13	3	**Assessment 1** Full discussion of requirements for the task (Penny and Lesley to join the discussion)	Children's author selected & confirmed with Marion
	4	**Module One** - **Oracy Matters** Development of speaking/listening. Record of Oral Language – assessment tool.	
04.03.13	5	Oral language activities & games	Journal Entry 1 due 8 March 2013
	6	Public speaking activities	
11.03.13	7	**Module Two** - **Reading Process** Theories of the Reading Process – How do we learn to read?	Journal Entry 2 due 15 March, 2013
	8	Different Drummers – A critique of bottom-up, top-down and inter-actionist approaches.	
Student-directed Study Week: 18 – 22 March			
25.03.13	9	Beginning Readers. Early reading strategies.	Journal Entry 3 due 29 March 2013
	~~10~~	Reading to children. Censorship or discernment? Worldview- A Christian perspective	
01.04.13	~~11~~	Lab session - sharing books 16/4	Special arrangements for lab
	12	Shared reading – Big book approach	
08.04.13	13	Guided Silent Reading	Journal Entry 4 (Special guidelines related to reading aloud lab) due 8 April 2013
	14	Instructional early reading session demonstration	
15.04.13	15	Reciprocal Reading.	19/4
	16	Lesson planning – practical session	
Study Break: 22 April – 5 May			

06.05.13	17	Independent reading. Comprehension and study skills	
	18	Evaluation Procedures	
13.05.13	19	Running Records	**Author Study Due: 13 May 2013**
	20	Running Records practical activities/application	
20.05.13	21	Running Records practical activities/application	
	22	Phonics – what is this and how can it be taught?	
27.05.13	23	**Module Three: Reading Diets.** Balanced Reading Programme. Organising & Planning for reading in the classroom. Integrating literacy and literature	Journal Entry 5 (meta-reflection) due 29 May 2013
	24	Sharing of author study learning with peers. Evaluation of Semester 1	
Practicum 1: 3 June – 4 July			
Semester Break: 8 July – 28 July			
29.07.13	25 H, M	**Module Five: Writing Lab** Writing Lab: Building confidence to play with words	No Journal entry. Complete at least two pieces of writing
	26 H, M	Writing Lab: Extending vocab	
05.08.13	27 H, M	Writing Lab: Exploring a range of motivators	No Journal entry. Complete at least two pieces of writing
	28 H, M	Writing Lab: Metaphors and similes	
12.08.13	29 H, M	Writing Lab: Peer/Group conferencing	No Journal entry. Complete at least two pieces of writing - One to publication level
	30 H, M	Writing Lab: Formatting	
19.08.13	31	Poetry sharing	
	32	Biblical perspective on writing	
Student-directed Study Week: 26 August – 30 August			
02.09.13	33	**Module Four: Children's writing** Exploring how texts work	**Writing portfolio Due: 2 August 2013**

		Recount writing Procedure writing Argument writing Report writing Explanation writing	
	34	Report back	
09.09.13	35	Narrative writing: setting, characterisation, complication, resolution	Journal entry 6 due 13 September 2013
	36	Children's writing development/early stages of writing	
16.09.13	37	**Module Six: Visual Literacy** Visual language terminology associated with visual literacy	Journal entry 7 Due 20 September 2013
	38	Visual Language: exemplars of approaches to visual literacy	
23.09.13	39	tutorial for Visual Language Creating a visual image based on original poem from portfolio	Add to writing portfolio
	40	Reflecting on process	
Study Break: 30 September - 13 October			
14.10.13	41	Sharing of portfolios, peer appraisal, portfolio links to curriculum document	
	42	Approaches to grammar and spelling	
21.10.13	43	Story telling as a literacy tool/ Language Experience approach	Journal entry 8 due 26 October 2011
	44	Readers Theatre	
28.10.13	45	A beginners guide to Drama and Theatre Sports	Journal entry 9 due 1 November 2013
	46	A beginners guide to Drama and Theatre Sports	
04.11.13	47	**Module Seven: Evaluation** Planning for and evaluating writing	Journal entry 10 (Meta-reflection) due 9 November 2012
	48	Exemplars and moderation	
11.11.13	49	Integrated approach to planning Course Evaluation	
Teacher Education Professional Learning Conference: 19-20 November			

TERMS:

The completion of the assigned journal entries is required as terms for this course. These entries will be responded to by the lecturer, but no grade will be assigned. The entries should show evidence of:

- developing links between theory and practice.
- understanding of key objectives/principles discussed in lectures.
- the development of a personal theoretical base for the teaching of literacy is included.
- associated reading
- connected, critical consideration of links between curriculum areas and between BTI courses
- submission of the journal according to due dates provided.

Guidance as to the content of the most entries will be given during lectures and will also be available on-line. Topics will include personal attitudes to literacy and previous literacy experiences, response to readings, lecture content and discussions, exploration of the purposes and importance of language, interactions with a biblical framework and current theoretical understandings, analysis of children's literature read, and the identification and resolution of challenges relating to teaching and learning English, including familiarity with the English curriculum documents.

For journaling purposes, please use a book, even if your journal entry is processed on a computer.

PLEASE NOTE:

There is an expectation that all set work will be completed, whether this be for lecture preparation or assignment submission.

For satisfactory completion of this course, **all** assignment tasks must be completed. In the case of a failed assignment, you may, at the lecturer's discretion, be permitted to resubmit the work. However, the resubmitted work may not earn more than a conceded pass (CP).

Students are reminded that in academic and professional presentations, plagiarism is considered to be a serious ethical offence. It offends such Christian principles as honesty, integrity and respect for others. Plagiarism occurs when another person's published or unpublished work is used as if it were ones own. It involves (without clear acknowledgment) direct copying, quoting, paraphrasing of material or downloading from the internet, another person ideas. Plagiarism includes copying from another student's assignments. Cases of plagiarism will be handled according to the guidelines outlined in the Student Policy on Plagiarism.

Attendance at all scheduled sessions is expected. Students are directed to familiarize themselves with the student policy on Attendance, which will be applied to this course.

REQUIRED READING:

For this course no prescribed readings are set. Students are required **each** week to **locate** in the BTI library appropriate course-related literature (journal articles, books). A record of such reading ***must*** be evident in the journal.

Students are strongly recommended to utilise the following three books regularly:

Harris, P., McKenzie, B., Fitzsimmons, P., & Turbill, J. (2003). *Writing in the primary school years.* Melbourne, Australia: Social Science Press.

Harris, P., McKenzie, B., Fitzsimmons, P., & Turbill, J. (2006). *Writing in the primary school years.* (2nd ed.). Melbourne, Australia: Social Science Press.

Loane, G. (2010). *I've got something to say: Leading young writers to authorship.* Whitianga, New Zealand: Aries Publishing.

FURTHER RESOURCES:

Adams, P., & Ryan, H. (2002). *Learning to read in Aotearoa New Zealand.* Palmerston North, New Zealand: Dunmore Press.

Anderson, G. (2005). *Mechanically inclined; building grammar, usage, and style into writer's workshop.* Portland , ME: Stenhouse Publishers.

Bearne, E., & Wolstencroft, H. (2007). *Visual approaches to teaching writing.* London, England: Paul Chapman Publishing.

Bradley, K. (2003). *Teaching reading and writing through children's literature.* Lanham, MD: Lawrence Erlbaum Associates.

Brown, S. (2004). *Shared reading for grade 3 and beyond.* Wellington, New Zealand: Learning Media.

Center, Y. (2005). *Beginning reading.* Crow's Nest*,* Australia: Allen & Urwin.

Daniels, H. (2002). *Literature Circles: Voice and choice in book clubs and reading groups* (2nd ed). Portland, ME: Stenhouse.

Davies, A. (2007). *Storytelling in the classroom. Enhancing traditional oral skills for teachers and pupils.* London, England: Paul Chapman.

Davis, A. (2007). *Teaching reading comprehension.* Wellington, New Zealand: Learning Media.

Edwards-Groves, C. (2003). *On task: Focused literacy learning.* Newtown, Australia: Primary English Teaching Association.

Fogarty, R. (2007). *Literacy matters: Strategies every teacher can use.* Thousand Oaks, CA: Corwin Press.

Gambrell, L. & Almasi, J. (Eds.). (1996). *Lively discussions: Fostering engaged reading.* Newark, NJ: International Reading Association.

Gleeson, L. (2007). *Writing like a writer.* Newtown, Australia: Primary English Teaching Association (PETA).

Golding, J. (2006). *Healing stories. Picture books for the big and small changes in a child's life.* Lanham, MD: M. Evans.

Graves, D. (1983). *Writing: Teachers and children at work.* London, England: Heinemann.

Gregory, G., & Kuzmich, L. (2005). *Differentiated literacy strategies.* Thousand Oaks, CA: Corwin Press.

Harris, P., McKenzie, B., Fitzsimmons, P., & Turbill, J. (2003). *Writing in the primary school years.* Melbourne, Australia: Social Science Press

Harris, P., McKenzie, B., Fitzsimmons, P., & Turbill, J. (2006). *Writing in the primary school years.* (2nd ed.). Melbourne, Australia: Social Science Press.

Hodgson, M. (1995). *Show them how to write.* Lower Hutt, New Zealand: Lands End Publishing.

Hood, H. (1997). *Left to write.* Auckland, New Zealand: Berkley.

Loane, G. (2010). *I've got something to say: Leading young writers to authorship.* Whitianga, New Zealand: Aries Publishing.

McDonald, N., & Fisher, D. (2006). *Teaching literacy through the arts.* New York, NY: Guilford Press.

Ministry of Education. (1992). *Dancing with the pen.* Wellington, New Zealand: Learning Media.

Ministry of Education. (2003). *Effective literacy practice in years 1 – 4.* Wellington, New Zealand: Learning Media.

Ministry of Education. (2003). *Effective literacy practice in years 5-8.* Wellington, New Zealand: Learning Media.

Ministry of Education. (2006). *Playing our stories. Classroom drama in years 1-6.* Wellington, New Zealand: Learning Media.

Nicholson, T. (2000). *Reading the writing on the wall.* Palmerston North, New Zealand: Dunmore Press Ltd.

Pinnell, G., & Fountas, I. (1998). *Word matters.* Portsmouth, England: Heinemann.

Raphael, T. (1997). *Book club: A literature-based curriculum.* Littleton, MA: Small Planet Communications.

Smith, J., & Elley, W. (1997). *How children learn to write.* Auckland, New Zealand: Longman.

Weaver, C. (1990). *Understanding whole language.* Portsmouth, England: Heinemann.

Winch, G. (2001). *Literacy: Reading, writing and children's literature.* Melbourne, Australia: Oxford University Press.

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Tutorial & Terms Requirement: Reading Aloud Lab Session

DATE: 8 April 2013   **LEARNING INTENTIONS:** 2 & 3.

Assessment Description:

Participate in the "Reading Aloud" Lab session on 2 April 2013. Write a reflective analysis of your involvement in the Lab session. This reflection will constitute Journal Entry 4 which is **due 8 April 2013.**

a. Sharing of Book
   After discussing the skill of reading aloud to children, we will be reading aloud to each other. We will divide the class into groups and you will each read aloud to other class members, a short story or picture book you have chosen beforehand. The story should take no more than 5 to 7 minutes. It is essential that you adhere to this time limit.
   Be prepared to explain:
   - Which age group it would be suitable for.
   - Why you think this book is suitable for reading aloud.

b. Evaluation of Peers' Reading (in accordance with designated criteria)
   Whilst you read, your peers will be evaluating your delivery according to certain agreed criteria. When others read, you will evaluate their reading, according to those same criteria.

c. Reflective Analysis
   Complete **Journal Entry 4** reflecting on your learning and the teaching implications as well as analysing your participation.

   The following headings may be a guide for you:
   - Your overall reaction to the task
   - Your strengths in this area
   - Aspects you need to develop
   - Your evaluation skills
   - Your level of confidence regarding reading aloud to children
   - Possible ways to use this book in the classroom

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ASSESSMENT TASK 1: Author Study

You are required to research one author of children's literature. A list of potential authors will be given out in a lecture. Use at least three chapter books written by that author, to identify, analyse and critique the worldview portrayed by the author in those books. Having completed a literary and worldview review, discuss the usefulness of these books, and potential learning activities related to each book in relation to the Primary classroom. Choose appropriate pieces of music and artistic symbols which clearly relate to one aspect of each book. Creative and innovative visual presentation of your study is encouraged.

N.B. Further details relating to this assignment will be provided within sessions.

DUE DATE: **15 May 2013**

WEIGHTING: 50%   **LEARNING INTENTIONS:** 1,2 & 3.

STUDENT NAME: **GRADE:**

ASSESSMENT STANDARDS:			
A+ to A-	**B+ to B-**	**C+/C**	**Fail**
Meets criteria (outstanding, insightful, profound) Articulation (masterful, polished, sophisticated). Organisation (focussed, tightly organised). Develops many aspects (significantly, in depth)	Meets criteria (consistently – often) and develops (some, key, or a number of) aspects	Meets criteria adequately at beginning level	Criteria not met

ASSESSMENT CRITERIA: Grading is based on the extent to which there is evidence of:	FEEDBACK:
• A carefully researched author biography • At least three book reviews covering plot, setting, main characters and themes • Deliberation regarding the possible worldview of the author, supported with examples from the texts • Consideration of the suitability of each book for a primary classroom environment • Thoughtful selection of possible applications of the book in the classroom	

• Clarity of thought • Originality and suitability of visual medium chosen • Clarity and appropriateness of integration to Music and Art curriculum areas. • Accurate use of writing conventions, including APA (6th Ed) referencing	
OVERALL COMMENT:	

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ASSESSMENT TASK 2: Writing Portfolio

Literacy teachers must operate from a secure base of personal confidence and competence if they are to effectively guide children's literacy development. Honing their own literacy skills can transform their attitude towards this task. The writing lab (sessions 25-31) provides this opportunity, along with an introduction to strategies and methodologies that can strengthen classroom practice.

During the writing lab sessions, students are required to engage in free verse writing. A portfolio will be collated, containing at least five of these pieces of writing, one of which is taken to full publication. In completing this task, an analysis and critique of the actual writing process from pre-writing, word-banking, drafting, editing, conferencing and publication will be undertaken and documented. A visual language presentation of one of the pieces will be included and links to children's literature will be made through basing a writing sample on one of the themes of the student's chosen author (in Semester 1). Students will assess their own portfolio according to a negotiated rubric.

In session 41 the completed portfolios will be used collaboratively to identify links with the English curriculum documents and to explore the reciprocal relationships within the curriculum strands. This part of the learning experience is non-assessed.

DUE DATE: **2 August 2013**

WEIGHTING: 50%   **LEARNING INTENTIONS:** 1, 2 & 3.

STUDENT NAME: **GRADE:**

ASSESSMENT STANDARDS:			
A+ to A-	**B+ to B-**	**C+/C**	**Fail**
Meets criteria (outstanding, insightful, profound) Articulation (masterful, polished, sophisticated). Organisation (focussed, tightly organised). Develops many aspects (significantly, in depth)	Meets criteria (consistently – often) and develops (some, key, or a number of) aspects	Meets criteria adequately at beginning level	Criteria not met

ASSESSMENT CRITERIA: Grading is based on the extent to which there is evidence of:	**FEEDBACK:**
• Utilisation of a range of motivators for poetic writing • Understanding of the entire writing process through to publication • Engagement in the crafting process in personal writing	

• Application of visual literacy principles in the presentation of the portfolio • Considered evaluation of own portfolio according to agreed rubric • Insightful selection of vocabulary • Strong use of figurative language including simile, metaphor, analogy • Strong use of figures of speech e.g. assonance, onomatopoeia etc • Awareness of audience e.g. formatting	
OVERALL COMMENT:	

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