

Course Syllabus

COURSE NUMBER: COMM 5820.02 **COURSE TITLE: (Foundations of Reading Instruction)** **TERM: F**
2 **SITE: (insert site here)** **INSTRUCTOR CONTACT INFORMATION:**

Tamara Jo Rhomberg

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1. Course Description: This course focuses on developing an understanding of the reading process. It will present the major approaches to reading instruction and examine process which research has indicated to be successful. There is a need for teachers to understand the various approaches to the teaching, and to be knowledgeable about best practices. It will specifically focus on instruction for emergent and developmental readers in the elementary grades.

2. Learning Outcomes: The major goal is to explore the concept of reading instruction. Students are expected to:

Course Outcomes Program Goals SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed

1. contrast the major theories of reading instruction and learning IRA 1.6, MoStep 2.42. develop a pers literacy instruction IRA 1.53. Study the reading process IRA 1.1, MoStep 1.14. examine effective strate emergent and developmental readers IRA 2.75. learn the components of a balanced reading program. 5.16. develop an understanding of alternative methodologies IRA 1.5, 1.6, MoStep 1.1, 6.27. explore the process IRA 7.1, 7.3, MoStep 1.1.8. explore the reading/writing connection IRA 2.5, MoStep 1.19. study phonics in learning to read and spell IRA 3.3, 6.210. examine a variety of informal assessment measur technique IRA 10.1, 12.2

11. develop curriculum plans that include all students in successful activities and strategies IRA 12.2, 13.1, 3.4, 4.1, 4.212. crucially reflect on text reading, classroom discussion, and self-learning experience. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, ou assignments and exams.

WEBSTER UNIVERSITY

COURSE SYLLABUS

Course Number and Section	Instructor
COMM 5820.01	Tamara Jo Rhomberg (work) 636-938-2335 (home) 636-225-5599 coasl@rockwood.k12.mo.us

Course Title

Foundations of Reading Instruction
3 credits

Term:

Spring, 2004

Site: 50

1. Course Description (Student focus, rationale, scope, prerequisites)

This course will focus on developing an understanding of the reading process. It will present the major approaches to reading instruction and examine process which research

has indicated to be successful. There is a need for teachers to understand the various approaches to the teaching of literacy, and to be knowledgeable about best practices. It will specifically focus on instruction for emergent and developmental readers in the elementary grades.

2. Learning Outcomes (Goals, objectives, course outcomes, etc.)

The major goal is to explore the concept of reading instruction. Students are expected to:

1. contrast the major theories of reading instruction and learning (IRA 1:6; MoStep 2:4)
2. develop a personal theory of literacy instruction, (IRA 1:5)
3. study the reading process, (IRA 1:1; 2:4; MoStep 1:1)
4. examine effective strategies to teach emergent and developmental readers, (IRA 2:7)
5. learn the components of a balanced reading program, (IRA 12:4; MoStep 1:2; 2:3; 5:1)
6. develop an understanding of alternative methodologies, (IRA 1:5, 1:6; MoStep 1:1; 6:2)
7. explore the comprehension process, (IRA 7:1; 7:3; MoStep 1:1)
8. explore the reading/writing connection, (IRA 2:5; MoStep 1:1)
9. study the role of phonics in learning to read and spell, (IRA 3:3; 6:2)
10. examine a variety of informal assessment measures and techniques, (IRA 10:1; 12:2)
11. develop curriculum plans that include all students in successful activities and strategies, (IRA 12:2; MoStep 1:2; 1:3; 2:2; 3:1; 3:4; 4:1; 4:2) and
12. critically reflects on text reading, classroom discussion and own elementary learning experience. (MoStep 9:2)

3. Schedule (Required readings, class preparations, and assignments, lectures, discussions, student presentations, and exams)

WEEK 1 – Overview of the course

Theory of learning
Conditions of learning
Definition of reading
Review of the major methods of reading instruction – historical perspectives

TEXT: Tompkins, Chapter 1 and 12

Teacher Handouts

Round Table of current reading practices

WEEK 2 – The Reading/Writing Process

Assess literacy development

TEXT: Tompkins, Chapter 2 and 3

Teacher Handouts

DUE: Journal article with summary and reflection

Sign up for reading lesson presentation

WEEK 3 – Emergent readers and writers

Current practices in instruction of emergent readers

Cueing Systems

Early intervention programs

Shared Reading

Vygotsky's Zone of Proximal Development (ZPD)

Phonics and phonemic awareness

TEXT: Tompkins 4 and 5

Teacher Handouts

DUE: Journal on class discussion and assigned readings

WEEK 4 – Developing fluent readers and writers

What fluent readers do
Vocabulary development
Learning about the meaning of words

TEXT: Tompkins Chapter 6 and 7
Teacher Handouts

DUE: 2-3 page paper explaining your personal philosophy of reading instruction

WEEK 5 – Effective readers vs. ineffective readers

Developing fluent readers and writers
Facilitating Students' Comprehension
Text structures

TEXT: Tompkins Chapters 8-9
Teacher Handouts

Due: Journal article with summary/reflection

WEEK 6 – Effective instructional programs

Literature based instruction
Literature Circles
Reading and writing workshop

TEXT: Tompkins Chapters 10-11
Teacher Handouts

Due: 30 minute reading lesson for class participation

WEEK 7 – Basals

Reading and writing in content areas

TEXT: Tompkins Chapter 14

Due: Journal on discussions and assigned readings

WEEK 8 – Organizing for literacy instruction

4.. Assignments:

1. Keep a journal on each class discussion and assigned readings. Include in this journal a log of key vocabulary terms with your definitions. This journal is due Week 3 and Week 7. 70 points ½ page per entry- may be hand written.
2. Write a typed 2-3 page paper explaining your personal philosophy of reading instruction. Due Week 4. 50 points must include 5 research citations using APA format
3. Prepare a 30 minute reading lesson incorporating effective instruction strategies for class preparation. A one page typed summary of lesson submitted at time of presentation. 50 points Due Week 6, 7 or 8, sign up starting Week 2
4. Write a one page typed summary and reflection from professional journal articles/ professional web site (within past 5 years), relevant to current reading research and instruction. Clean copy of article must be attached.

3. RESOURCES:

Texts used: *Literacy for the 21st Century*, 3rd Edition. (2003). Upper Saddle River:

Merrill Prentice Hall.

Supplemental Reading: Selected articles from professional journals to be distributed in class, read, and discussed by students.

4. **EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)**

Assessments Links to Course Outcomes **Percentage of Grade** Reflection Journals 1,2,3,5 23% Reading Philosophy Lesson/ Presentation 4, 6 16% Research Articles 4,6,7,8,9,10 16% Active Class Participation 1-12

1. Journal and list of terms	70 points
2. Reading philosophy	50 points
3. Reading Lesson Presentation	50 points
4. Research Articles	50 points
5. Active Class participation	80 points
Total	300 points

5. **GRADING SCALE: (Insert Grading Scale/Criteria here)**

- 290-300 = A
- 289- 280 = B
- 279-270= C
- 269-260 = D

Regular class attendance is required. Attendance will be taken at each class. Class participation grade is based on in class activities and discussions. Students who miss more than one class must withdraw from the course. **This schedule of assignments are subject to change. The student is responsible for keeping pace with any changes submitted after Week 7 must be accomplished by a self-addressed stamped envelope if student wants materials returned.**

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. MATERIALS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

5. **ACADEMIC HONESTY POLICY:**

(You may use or modify this statement or create your own).

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when

directly quoting small portions of texts, articles, interviews, or websites.

- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

(Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Stu

6. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for may require accommodations contact the Director of the Academic Resource Center, McLeese, at (314) 968-7495.

WEBSTER UNIVERSITY SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the know experiences, and practical tools that help them guide both themselves and others toward lifelc learning. The School of Education is a community of educator-scholars who apply critical reflex and creative energies to enhance learning in schools and other educational settings. The facul strives to support this community by modeling effective teaching practices based on sound the and research. Personalized approaches create a challenging, yet supportive environmer permits the risk-taking necessary for learning and growth. The School of Education encourages faculty and students to work actively toward this end, keeping in mind that action must be root visionary, yet realistic, thinking. This thought and action process underscores the development c inner-directed self-understanding, an outer-directed global perspective, and an appreciation c human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically repres the conceptual framework of the School of Education. The outer circle provides the framework “world of learners” in cultural settings. The two axes represent the theme components of knowle leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of t goals and integrated concepts. Each quadrant represents one of the school's four goals candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
- 1.2 applies tools of inquiry to construct meaningful learning experiences;
- 1.3 identifies developmental factors in student learning; and
- 1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning motivation, and development as well as the educator's own professional growth." (Professor Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

(Attach Specialty Program Area Professional Standards, MoSTEP General Standards, and MoSTEP Subject specific competencies if desired).