



Course Syllabus

COURSE NUMBER: COMM 5820.02	COURSE TITLE: (Foundations of Reading Instruction)	TERM: Fall II
SITE:	INSTRUCTOR CONTACT INFORMATION: Tamara Jo Rhomberg (w) 636-938-2335 (h) 636-225-5599 rhombergtamara@rockwood.k12.mo.us	CREDIT HOURS: 3

1. **COURSE DESCRIPTION:** This course focuses on reading methods and specific techniques appropriate for emergent readers and developmental readers in the elementary grades. A review of best practices in reading instruction, based on both current research and practice, informs graduate students so they can provide instruction for diverse learners at all levels. This course offers a solid background in reading instruction for students who have not had prior coursework in reading. This course counts toward initial reading certification and may count for reading emphasis. Prerequisite: enrolled in initial certification program or permission of reading coordinator.

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 1.3, 2.4
2. develop a personal theory of literacy instruction		IRA 1.5, MoStep 2.2
3. Study the reading process		IRA 1.1, MoStep 1.1
4. examine effective strategies to teach emergent and developmental readers		IRA 21.4, 2.1, 2.2, 2.3, 4.2; MoStep 1.1, 4.1, 4.2, 5.1
5. learn the components of a balanced reading program		IRA 1.4, 2.1, 2.1, 2.3; MoStep 1.2, 2.3, 4.1, 4.2, 5.1, 5.2, 6.2, 6.3, 7.3
6. develop an understanding of alternative methodologies		IRA 2.1, 2.2, 2.3; 1.6, MoStep 1.1, 1..2
7. explore the comprehension process		IRA 1.1, 1.4 MoStep 1.1.
8. explore the reading/writing connection		IRA 1.1 MoStep 1.5
9. study the role of phonics in learning to read and spell		IRA 1.4
10. examine a variety of informal assessment measures and techniques		IRA 3.1, 3.2, 3.3 MoStep 8.1
11. develop curricula plans that include all students in successful activities and strategies		IRA 1.3, 3.2, 3.3; MoStep 8.1, 4.1, 1.2, 1.3 2.2, 3.1, 3.4, 4.2, 5.1, 7.3
12. critically reflect on text reading,		IRA 5.2, 5.3, 5.4; MoStep 9.1

classroom discussion, and self-learning experience		
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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
The Reading/Writing Connection
TEXT: Tompkins, Chapter 1 and 2
Teacher Handouts

WEEK 2 – The Reading/Writing Process

Assessment of literacy development
Concepts About Print
Conventions, scoring, and analysis of running records
TEXT: Tompkins, Chapter 3 & 12
Teacher Handouts

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: Reflection Paper #1

WEEK 4 – Developing fluent readers and writers

What fluent readers do
Vocabulary development
Learning about the meaning of words
TEXT: Tompkins Chapter 6
Teacher Handouts
DUE: Article Critique

WEEK 5 – Effective readers vs. ineffective readers
Facilitating Students' Comprehension
Text structures
Differentiating instruction
TEXT: Tompkins Chapters 7 & 8
Teacher Handouts
Due: Reflection Paper #2

WEEK 6 – Effective instructional programs
Basal programs
Literature based instruction
Literature Circles
Reading and writing workshop
TEXT: Tompkins Chapters 10-11-12-13
Teacher Handouts
Due: Reflection Paper #3

WEEK 7 – Reading and writing in content areas
TEXT: Tompkins Chapter 14
Due: Literacy Lesson

WEEK 8 – Organizing for literacy instruction
Literacy Centers
Creating literate environments and communities
Scheduling, organization, and management

4.. Assignments:

3. RESOURCES:

Texts used: *Literacy for the 21st Century*, 4th 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 Papers (150 points)	1,2,3,5	25%
Literacy Lesson (150 points)	11	25%
Reading Strategy/ Presentation (100 points)	4, 6	16.6%
Research Article Critique (150 points)	4,6,7,8,9,10	25%
Active Class Participation (50 points)	1-12	8.4 %
		100%

1. Reflection Papers (3 at 50 points each)	150 points
2. Article Critique	150 points
3. Class presentation with handout	100 points
4. Literacy Lesson	150 points
5. Class Participation	<u>50 points</u>
Total	600 points

5.. GRADING SCALE:

- 560-600 = A
- 540-559 = A-
- 520-539 = B+
- 500-519 = B
- 480-499 = B-
- 460 -479 = C+
- 440-459 = C
- 420 -439 = C-
- 400- 419 = D+
- 380-399 = D
- 360-379 = D-
- 359 points and below = F

- Regular class attendance is required. Attendance will be taken at each class.

- Class participation grade is based on active involvement in class activities and discussions. Due to the small number of class meetings, missing classes will result in a possible grade reduction. Absences can consist of missing an entire class meeting as well as accumulated tardies and or leaving class early.
- This syllabus and schedule of assignments are subject to change at the discretion of the instructor.. The student is responsible for keeping pace with any changes. Changes, if any, will be announced in class.
- Class readings and assignments need to be completed prior to the class meeting for which they are listed (with the exception of the first night of class). Chapters of the textbook are listed with class meetings for which they are most relevant. Additional readings may be assigned throughout the semester at the discretion of the instructor.
- Any work submitted after Week 7 must be accomplished by a self-addressed stamped envelope if student wants materials returned.

**Three Reflection Papers (50 points each/ 150 points)
(Total of no more than 2 pages double-spaced each)**

The reflection paper has evidence of:

1. A clearly written summary of what you have learned regarding any of the assigned chapters or related topics (at least 1 page, double-spaced)
2. A response to the professional implications of what you have learned and how that knowledge will affect your teaching. This response should include connections to course readings, relevant theory, specific examples, and practical applications to instruction (at least 1 page, double-spaced)
3. Appropriate grammar and language mechanics (typos, spelling, capitalization, punctuation, etc.)

Hint: use the underlined terms above as headings for your paper.

**Article Critique (150 points)
(Total of no more than 2 pages double-spaced)**

The article critique has evidence of:

1. A complete APA style bibliographical reference for the article being critiqued.
2. Use of an article from a professional periodical, such as *Journal of Educational Research*, *Reading Research Quarterly*, *Language Arts*, *The Reading Teacher*, *Primary Voices*, etc.
3. A clearly written and complete summary of key points of the article (at least 1-2 pages, double-spaced)
4. A thoughtful discussion of your personal reaction to the article's key points; whether you agree or disagree with the author's point of view and why (at least 1-2 pages, double-spaced)
5. A response to the professional implications of the article to your teaching with specific references to key points made in the article (at least 1-2 pages, double-spaced)

6. Appropriate grammar and language mechanics (typos, spelling, capitalization, punctuation, etc.)
7. One copy of the complete article attached to the critique.

Hint: use the underlined terms above as headings for your paper.

Presentation with Handout (100 points)

The presentation has evidence of:

1. An overview/summary of the topic or term being presented. May be taken from your Literacy Lesson.
2. Discussion of relevant information/chapters from the Tompkins text, if any.
3. Discussion of at least three other resources regarding the topic. One of these resources can be an online resource, such as a website. Other resources can include textbooks, chapters from books, periodicals, etc. The goal is a synthesis of several resources regarding a given topic.
4. Discussion of professional implications: how you might use this information in your teaching.
5. A handout that includes a summary of the presentation and complete APA style bibliographical references for all resources used.
6. The presentation should be approximately 8 to 10 minutes in length. Please DO NOT EXCEED 10 minutes in length. Visual aids are required.

Please provide a copy of the handout to the instructor just before your presentation. Students to provide copies to classmates if appropriate.

Hint: use the underlined terms above in developing your handout.

Literacy Lesson (150 points)

The Literacy Lesson has evidence of:

1. Appropriate amounts of time allowed for the components of balanced literacy instruction discussed in class (if using a block scheduling format, each block must be broken down into the components within the block)
2. Identification of intended students/ level of instruction- assessment data, grade level, etc. Rationale provided which aligns the literacy to the strategy/skill incorporated into the lesson
3. Appropriate student learning objectives clearly stated
4. Appropriate formative and summative assessments indicated in the lesson to indicate student achievement
5. Specific steps/descriptions to delivering the instruction, guided practice, independent application, reteaching
6. Pre-approval of the lesson focus required
7. Literacy Lesson template provided by instructor

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 Student Handbook.

6. ACCESSIBILITY/ACCOMODATIONS POLICY:

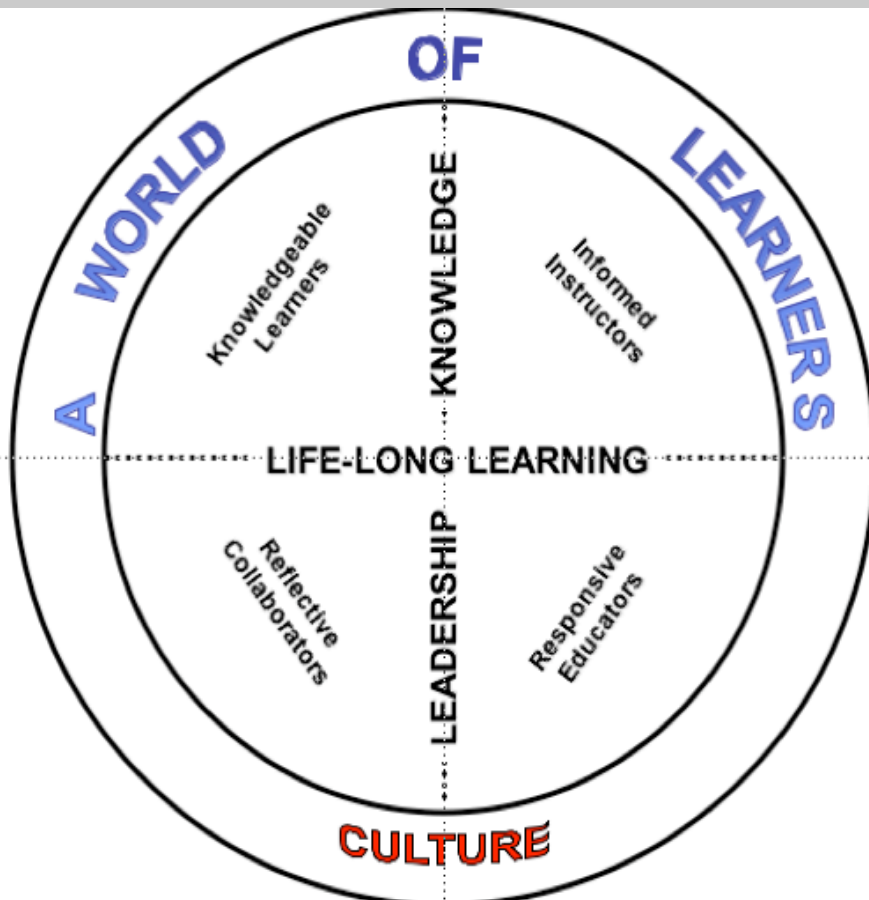
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

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 knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of 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 represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and 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. " (Professional

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