



Course Syllabus

COURSE NUMBER: COMM 5910.01	COURSE TITLE: Primary Investigations in Reading	TERM: Fall 2006 Term 2
SITE: Webster Hall	INSTRUCTOR CONTACT INFORMATION: Cindy Poston, Ph.D. 314-968-7087 Office Hours: Mondays 12-4, Wednesdays 2-4, & by appt. cjposton@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course is designed for classroom teachers to explore the teaching of reading and learning to read (preschool through third grade). The course syllabus and assignments are open-ended, permitting students to pursue particular topics of interest. Students accept responsibility for identifying specific areas of interest and developing possible projects involving those areas. This course may count toward an initial teaching certificate in elementary, early childhood, special education, or reading specialist. Students are guided in selecting readings and projects providing a conceptual base for subsequent reading methods courses.

2. LEARNING OUTCOMES:

Course Outcomes	SoE Goals and Dispositions Addressed	MOStep/Prof Standards Addressed
1. Study the reading process and its place in early literacy development	G 1.1, 1.3, 2.1, 2.4	MOStep 1:1; IRA 1:1
2. Examine the relationships of written and oral language development to literacy development	G 1.1, 1.3, 2.1, 2.4	MOStep 2:2; IRA 1:1, 1:3

3. Understand the role of scaffolding in literacy instruction	G 1.1, 1.3, 2.1, 2.2	MOStep 1:2, 3:2, 3:3, 5:2,7:3 IRA 1:2, 1:4
4. Explore the interaction of the child who is developing early literacy skills, instructional strategies, and appropriate resources	G 1.1, 1.3, 2.1, 2.2, 2.3, 4.4 D 1.4	MOStep 1:2, 1:3, 1:4, 2:4, 4:1, 5:1, 8:3; IRA 2:2, 2:3
5. Examine, challenge, support, modify, and extend current beliefs and knowledge about children, literacy development, and learning theory	G 1.1, 1.4, 2.2, 3.1, 3.4 D 1.2, 1.4, 3.5	MOStep 1:1, 2:2, 2:4; IRA 1:2, 5:1, 5:2, 5:3, 5:4
6. Study the role of metacognition in literacy development	G 1.1, 1.4, 2.1, 2.2, 2.4	MOStep 1:4; IRA 1:2, 1:4
7. Explore current methods of assessing, documenting, and reporting literacy growth	G 1.1, 1.3, 2.1, 2.2, 2.4, 4.3	MOStep 8:1; IRA 3:1, 3:2, 3:3
8. Understand the role of classroom organization in literacy instruction	G 1.1, 1.3, 2.1, 4.2, 4.3	MOStep 1:2, 2:3, 4:1, 4:2, 5:1, 5:2, 6:2, 6:3, 7:3; IRA 1:4, 2:1, 2:2, 2:3
9. Examine methods of phonics instruction	G 1.1, 1.3, 2.1, 2.2, 2.4, 4.3	IRA 1:4
10. Read and discuss relevant professional literature and share/reflect on applicable professional experiences	G 1.1, 1.4, 3.1, 3.2 D 1.4	MOStep 9:1; IRA 5:1, 5:2, 5:3, 5:4

3. SCHEDULE (SUBJECT TO CHANGE)

Week 1 (October 23)

Course overview

What is effective literacy instruction?

Major theories regarding reading instruction

The Cognitive Apprenticeship Approach to Literacy Instruction

Creating literate environments and communities

The role of music and poetry in the classroom

IRA Standards and Roles of the Reading Specialist, Reading Coach, and Reading Professional

Literacy teams/Team Meetings

Defining your role and goals

**Dorn chapters 1, 2, and 11; Miller Prologue and chapters 1 and 2;
Taberski chapters 1, 2, and Appendix J**

Week 2 (October 30)

Literacy assessments

Concepts About Print

Conventions, scoring, and analysis of running records

Cueing systems

Prompting/teaching for strategic processing

**Dorn chapter 3 to p. 29; Taberski chapter 5 and Appendix K
Reflection Paper #1 due**

Week 3 (November 6)

Spelling and writing assessments

Overview of balanced literacy components

Readers' and Writers' Workshop: mini-lessons, conferring, sharing

Shared reading

Modeled writing

Interactive writing

**Dorn chapters 3 (p. 29-40), 5, 6, and Appendix; Miller chapter 3;
Taberski chapters 4, 10, 12, and Appendices A, B, and M**

Week 4 (November 13)

Guided reading

Literature circles

Using leveled texts/matching books to readers

Developing classroom and building libraries

Using basal readers in a balanced literacy approach

**Dorn chapter 4; Miller chapter 4; Taberski chapters 8, 11, and
Appendices L, N, O, P, Q, R**

Reflection Paper #2 due

Week 5 (November 20)

Literacy centers

The teacher's role during center time

Scheduling, organization, and management

Dorn chapters 8, 9, and 10; Taberski chapter 3

Week 6 (November 27)

Word study/spelling/vocabulary development

Phonemic awareness

Phonics

**Dorn chapter 7; Taberski chapter 9 and Appendices C, D, E,
Reflection Paper #3 due**

Week 7 (December 4)

Comprehension

Read alouds

Metacognition

Assessing comprehension

**Miller chapters 5-11 and Epilogue; Taberski chapters 6 and 7
Assessment samples due**

Week 8 (December 11)

Responding to literature

Types of journals, 2 and 3 column notes, etc.

Genre and text structure

Graphic organizers

Nonfiction conventions

Research projects in primary classrooms

Fluency

Readers' Theater

Wrap-up/course evaluations/reflecting upon the semester

Taberski chapter 13, and Appendices F, G, H, I

4. RESOURCES:

Required Texts:

Dorn, L.J., French, C., & Jones, T. (1998). *Apprenticeship in literacy: Transitions across reading and writing*. Portland, ME: Stenhouse.

Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.

Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3*. Portsmouth, NH: Heinemann.

Supplemental Readings and Handouts: as assigned throughout the semester

5. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Reflection Papers (3)	1-10	3 x 20 points each = 60 points
Assessment samples	7	60 points
Presentation with handout	1-10	40 points
Class Participation	1-10	40 points

6. GRADING SCALE:

180-200 points	A
160-179 points	B
140-159 points	C
139 points and below	NC

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

Note: Assignments will not be accepted after the due date unless prior arrangements are made with the instructor.

Reflection Paper Rubric

Student name _____
 Date _____
 Score _____/20 _____

Writing Trait/ Score	4	3	2	1
Ideas and Content Score: /4	Paper is clear and focused. Relevant anecdotes and details enrich the central theme. At least three references to course textbook are made, either by direct quote or paraphrase. Paper contains clear and direct connections to class discussions, life experiences, professional implications, other coursework, other texts, etc. The writing is evenly balanced between <u>summarizing</u> the topic and <u>responding</u> to it in an individual and personal way.	The writer is beginning to define the topic, even though development is still basic or general. At least two references to course textbook are made, either by direct quote or paraphrase. Paper contains some vague connections to class discussions, life experiences, professional implications, other coursework, other texts, etc. The writing is somewhat balanced between <u>summarizing</u> the topic and <u>responding</u> to it in an individual and personal way.	As yet, the paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details. Paper contains some connections to one of the following: course textbook, class discussions, life experiences, professional implications, other coursework, other texts, etc. The writer both <u>summarizes</u> and <u>responds</u> to the topic but either summarizes or responds more than the other.	As yet, the paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details. Paper contains no connections to course textbook, class discussions, life experiences, professional implications, other texts, etc. The writer either <u>summarizes</u> or <u>responds</u> to the topic, but not both.

<p>Organization and Sentence Fluency</p> <p>Score: /4</p>	<p>The organization enhances and showcases the central idea or theme. The order, structure, & presentation of information are compelling and move the reader through the text. The writing has an easy flow, rhythm, and cadence. Sentences are well-built, with strong and varied structure that invites expressive oral reading.</p>	<p>The organizational structure is strong enough to move the reader through the text without too much confusion. The text hums along with a steady beat, but tends to be more businesslike than musical; more mechanical than fluid.</p>	<p>The writing lacks a clear sense of direction. Ideas, details, and/or events seem strung together in a loose or random fashion. The reader has to practice quite a bit in order to give this paper a fair interpretive reading. Orally reading the paper with fluency and expression is not easy.</p>	<p>There is no real lead to set up what follows and/or no real conclusion to wrap things up. Sequencing, pacing, and flow need work. Sentences are choppy, awkward, incomplete, and/or rambling. Phrasing does not sound natural. Many sentences begin the same way and follow the same sentence patterns. The paper does not invite expressive oral reading.</p>

<p>Voice and Word Choice</p> <p>Score: /4</p>	<p>The writer speaks directly to the reader in a way that is compelling and engaging. The writer crafts the writing with an awareness of the audience and the purpose for writing. Words convey the intended message in a precise, interesting, and natural way.</p>	<p>The writer seems sincere, but not fully engaged or involved. The writing has discernable purpose, but is not compelling. The language is functional, even if it lacks energy. It is easy to figure out the writer's meaning on a general level.</p>	<p>The writer seems indifferent to the topic and the content. The writing lacks purpose and audience engagement. The writer demonstrates a limited vocabulary and/or has not searched for words to convey specific meaning.</p>	<p>The writing has no clear purpose, is lifeless and mechanical, and has no clear point of view. Words are so nonspecific and/or redundant that only a very limited meaning comes through. Audience has not been considered.</p>

Conventions Score: /4	The writer demonstrates a good grasp of standard writing conventions such as spelling, punctuation, capitalization, grammar, etc. The writer uses conventions effectively to enhance readability. Errors are so few that just minor touch-ups would get this piece ready to publish.	The writer demonstrates reasonable control over some writing conventions such as spelling, punctuation, capitalization, grammar, etc. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	Errors in conventions such as spelling, punctuation, capitalization, grammar, etc. repeatedly distract the reader and make the paper difficult to read.	Extensive editing of conventions such as spelling, punctuation, capitalization, grammar, etc. would be necessary to get this piece ready to publish. Conventional errors are so frequent that the writer's meaning and intent are lost.
Length Score: /4	The paper is between 4 and 5 pages long.	The paper is between 3 ½ and 5 ½ pages long.	The paper is either shorter than 3 pages or longer than 6 pages long.	The paper is either shorter than 2 ½ pages or longer than 6 ½ pages long.

Assessment Samples/Analysis Rubric

Student _____
 Date _____
 Score /20 times 3 = /60

Component	4	3	2	1
Running records Score /4 Times 2 = /8	Each of the 3 running records is scored and analyzed as in class, including the following: accuracy rate, error rate, SC rate, MSV analysis for all errors and SC, short narrative detailing the reader's strengths and needs, with one praise teaching point and one grow teaching point identified.	Each of the 3 running records is scored using quantitative measures (accuracy rate, error rate, SC rate) but qualitative analysis (MSV analysis) of errors and SC is either absent or inaccurate. Narrative detailing the reader's strengths and needs is lacking detail and evidence.	Each of the 3 running records is scored and/or analyzed in some way, but scoring and analysis lacks detail, accuracy, and/or appropriate teaching points for the reader.	Copies of 3 running records are present, but little to no analysis of these running records is present.
Concepts About Print Score /4	Each of the 3 CAPs is scored and analyzed as in class, including the following: raw score, detailed description of errors made, and a short narrative detailing the reader's strengths and needs. The narrative focuses on strengths first.	Each of the 3 CAPs is scored and analyzed but description of errors made lacks detail; the nature of the child's behaviors is unclear. Narrative detailing the reader's strengths and needs is lacking detail and evidence.	Each of the 3 CAPs is scored and/or analyzed in some way, but scoring and analysis lacks detail, accuracy, and/or detailed descriptions of the readers' behavior during the assessment session.	Copies of 3 CAPs are present, but little to no analysis of these CAPs is present.

<p>Writing Sample Analysis</p> <p>Score /4</p> <p>Times 2 = /8</p>	<p>Each of the 3 writing samples is scored and analyzed as in class, with 2-3 strengths and 2-3 areas of need described for each writer. The narrative focuses on strengths first. The scoring and analysis may include assessment tools discussed in class such as rubrics.</p>	<p>Each of the 3 writing samples is scored and analyzed but description of writing behaviors lacks detail; the nature of the child's behaviors is unclear. Narrative detailing the writer's strengths and needs is present but lacking detail and evidence.</p>	<p>Each of the 3 writing samples is scored and/or analyzed in some way, but scoring and analysis lacks detail, accuracy, and/or detailed descriptions of the writer's behavior.</p>	<p>Copies of 3 writing samples are present, but little to no analysis of these writing samples is present.</p>

Note: Please include samples from 3 different K-3 children at 3 different levels of literacy, if possible.

Presentation Rubric

Student name(s) _____

Date _____

Score _____ /20 times 2 = _____ /40

Presentation Component	4	3	2	1
<p>Connections to Course Content</p> <p>Score /4</p>	<p>The presenter directly refers to the course textbook during their presentation, citing chapters and pages.</p>	<p>The presenter indirectly refers to the course textbook during their presentation. The textbook is mentioned but no direct citations are given.</p>	<p>There is an implied connection to the course textbook and/or class discussions and activities. No direct references to the textbook are made.</p>	<p>No reference to the course textbook or class discussions are made.</p>
<p>Demonstration/Interactions</p> <p>Score /4</p>	<p>The presentation is engaging, compelling, and interesting to the audience. The audience is asked to participate in some way; there is a visual component as well as an interactive component.</p>	<p>The presentation is interesting to the audience. There is an interactive component to the presentation.</p>	<p>The presentation is interesting to the audience but no audience interaction takes place. There is a visual component to the presentation, but the presenter does all the talking.</p>	<p>There is neither a visual nor an interactive component. No visual aids are used. The presenter talks to the audience with no interaction or input from the audience.</p>

Handout Score /4	The handout is one page (double-sided) in length. The handout includes a one-page summary of the topic presented as well as a list of at least 5 resources (books, articles, web sites, etc.) relevant to the topic.	The handout is shorter or longer than one page (double-sided). The handout includes a summary of the topic being presented and a list of resources but the summary is too short or too long and the handout has fewer than 5 resources relevant to the topic.	The handout is shorter or longer than one page (double-sided). The handout either lacks an effective summary of the topic being presented or lacks resources relevant to the topic.	No handout is provided to accompany the presentation.
Length Score /4	The presentation is 13-15 minutes long.	The presentation is 12-16 minutes long.	The presentation is 11-17 minutes long.	The presentation is shorter or longer than 11-17 mins.
Self-evaluation Score /4 (NOTE: Key questions: After reading my classmates' feedback, what was the strongest aspect of my presentation? How can I use this information in my classroom?)	The self-evaluation addresses both of the key questions. The self-evaluation is turned in the class period following the presentation. The self-evaluation is 1-2 pages long.	The self-evaluation addresses both of the key questions, but is either turned in late or is shorter than 1 page long.	The self-evaluation does not address both of the key questions, is turned in late, and/or is shorter than 1 page long.	No self-evaluation is submitted within 2 weeks of the presentation.

Class Participation Rubric

Student name _____

Date _____

Score _____ /20 times 2 = _____ /40

Class Participation Component	4	3	2	1
Attendance (NOTE: see attendance policy in syllabus) Score /4	Student attended every class and was rarely late or left early	Student missed one entire class or the equivalent in tardies and/or leaving early.	Student missed two entire classes or the equivalent in tardies and/or leaving class early.	Student missed more than two classes and either took a grade reduction or completed make-up work.
Participation in discussion and activities Score /4 Times 3 = /12	Student actively participated in discussion and activities. Student contributed on a regular basis by asking questions, commenting on a classmate's comments, making connections, etc. When appropriate, student engaged in active listening and respected the voices of his or her classmates.	Student somewhat participated in discussion and activities. Student sometimes seemed distracted and sometimes engaged in inappropriate side conversations. Student sometimes did not actively and respectfully listen to others and did not always respect the voices of his or her classmates.	Student actively and respectfully listened to others on a regular basis and respected the voices of his or her classmates, but did not contribute directly to discussion and activities.	Student rarely participated in class discussions. Student seemed disengaged and distracted most of the time. Student did not actively and respectfully listen to others and did not respect the voices of his or her classmates.
Preparation for class Score /4	Student obviously completed all or most course readings	Student usually appeared to have read course readings	Student sometimes appeared to have read course readings	Student obviously did not read course readings

PLEASE NOTE

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required. Attendance will be taken at each class meeting. Due to the small number of class meetings, missing more than one half of one class during the semester will result in either make-up work or a grade reduction, your choice. Absences can consist of missing an entire class meeting as well as accumulated tardies and/or leaving class early.
- Class participation points are based on active involvement in class activities, discussions, and observations. Class participation points cannot be made up outside of class.
- Assignments will not be accepted after the due date unless prior arrangements are made with the instructor.
- An incomplete (I) grade is only given due to personal illness or family emergency. The majority of the coursework must be completed before consideration for an incomplete grade will be given.
- Class readings and assignments need to be completed prior to the class meeting for which they are listed. Chapters of the textbook are listed with class meetings for which they are most relevant. However, feel free to space out the readings to accommodate your schedule, making sure the readings are completed prior to the dates listed. Additional readings may be assigned throughout the semester at the discretion of the instructor.
- Changes made to this syllabus, if any, will be announced in class. It is the student's responsibility to contact another class member regarding any announcements made and/or information discussed during a missed class. Copies of missed handouts will be provided.

ACADEMIC HONESTY POLICY

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:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

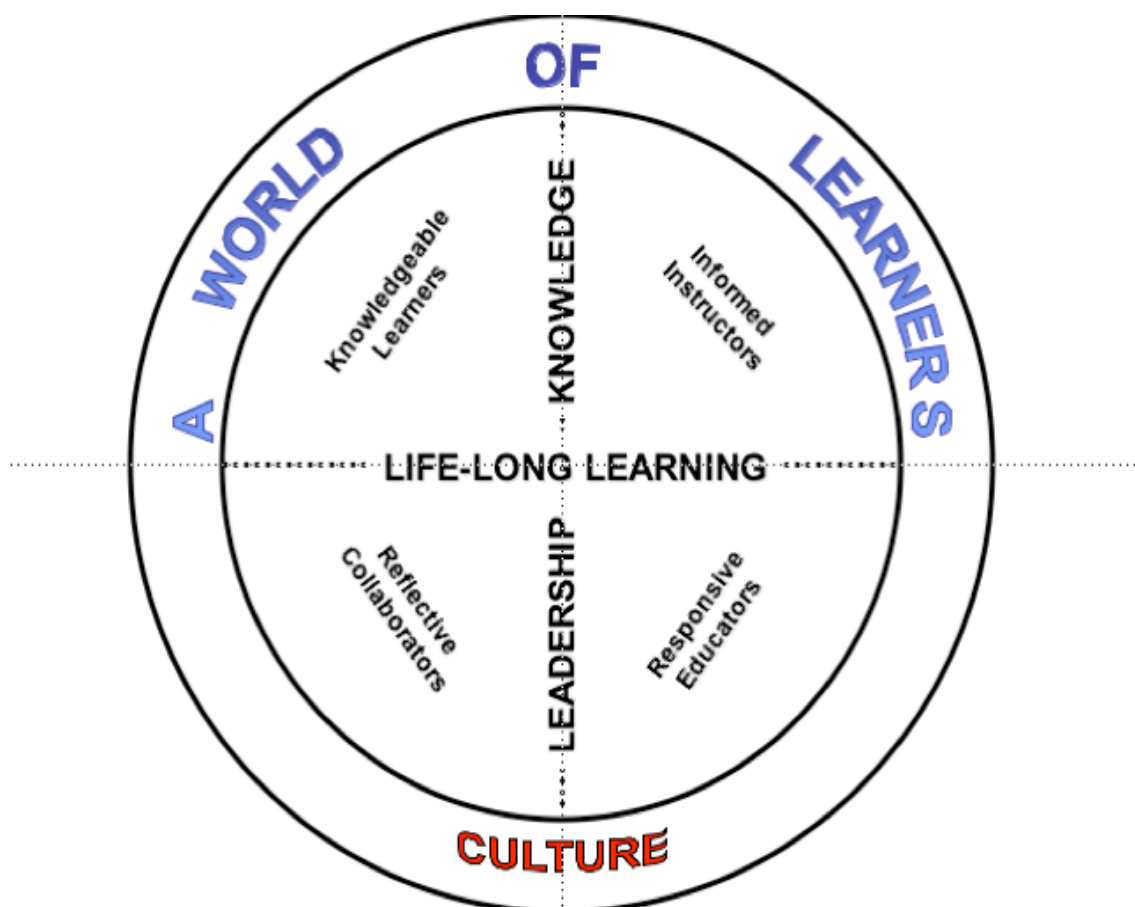
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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.

School of Education 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.

School of Education 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