



Course Syllabus

COURSE NUMBER: EDUC 3700.01	COURSE TITLE: Strategies in Reading & Writing Instruction	TERM: Fall 2006
SITE: Webster Hall Room 324	INSTRUCTOR CONTACT INFORMATION: Dr. Paula Witkowski (314) 968-7070 paulaw@webster.edu	CREDIT HOURS: 3

- COURSE DESCRIPTION:** This class is designed for elementary, early childhood, and special education majors. Students will explore the role of metacognition and research-based reading strategies utilized effectively for all learners during the reading and writing processes. Student-centered approaches such as the guided reading comprehension model will be highlighted in the use of both fiction and non-fiction texts, and students will learn to plan, teach, and evaluate reading and writing lessons in the elementary classroom.

2. LEARNING OUTCOMES

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
1. Students will understand the reading-writing relationship as an approach to balanced literacy instruction and become familiar with the guided comprehension model and the implications of its use in the elementary classroom.	Develop understanding of research, theory, and practice in teaching reading and achieve an understanding of how to scaffold instruction to teach reading in a constructivist manner in order to address diversity in the classroom	MoStep Standards: 1a, 1d, 2c, 2d SOE Goals: 1, 2, 3, 4 SOE Dispositions: 1, 2, 3 IRA Goals: 1.1, 2.1
2. Students will observe, demonstrate, and evaluate reading and writing strategies appropriate for diverse learners in the primary and middle grades.	Learn to recognize and use research-based reading strategies in a classroom setting	Mostep Standards: 1d, 1e, 3b, 3d 4a, 5a, 5b, 7a SOE Goals: 1,2,3,4 SOE Dispositions: 1,2,3 IRA Goals: 1.4, 2.1, 2.2, 4.1

Schedule of required readings, class preparations and student presentations:

Readings are to be done prior to each class.

- Week 1:** Course Overview
(8/21-8/23) Biopoems & KWL
Discussion: What is Reading?
Read: Harvey & Goudvis: *The Foundation of Meaning*, pp. 1-2
Miller: *It Doesn't Get Better Than This*, pp. 1-3
- Week 2:** Balanced Literacy: Strengths & Needs
(8/28 -8/30) **Discussion:** What is Dyslexia? & What should we do about it?
Read: Dyslexia: New Hope for Kids Who Can't Read (handout)
Cunningham: Chapters 14 & 15
- Week 3:** Phonics & Fluency: Their Impact on Comprehension
(9/6) **Discussion:** How are phonics and fluency instruction embedded into reading lessons?
Read: Cunningham: **Chapters 3, 4, 5 & 6**
Assignment: Visit an area classroom during the reading lesson. **Write** a brief summary about what you observed. Be prepared to discuss your experience in class.
- Week 4:** More About Phonics & Fluency
(9/11-9/13) **Discussion:** What is happening in classrooms today in respect to reading instruction?
Read: Cunningham: **Chapters 7, 8 & 9**
- Week 5:** The Guided Comprehension Model/Lesson & Unit Planning
(9/18-9/20) **Discussion:** Describe your ideal classroom
Read: Harvey & Goudvis: **Chapter 1 Strategic Thinking**
Miller: **Chapter 1 Guiding Principles**
- Week 6:** **Discussion:** What is Reading Comprehension?
(9/25-9/27) **Read:** Harvey & Goudvis: **Chapter 2 & 3 Strategic Reading & Strategy Instruction & Practice**
Miller: **Chapter 2 & 3 In September & Readers' Workshop: Real Reading from the Start**
- Week 7:** **Discussion:** How Can We Motivate Students to Read? Choosing the Right Books.
(10/2-10/4) **Read:** Harvey & Goudvis: **Chapters 4 & 5 Teaching with Short Text & Book Selection**
Miller: **Chapter 4 Settling In**
Assignment: Visit another classroom to observe the reading lesson. Interview the classroom teacher about the program in her school.
Note: 10/4 is Webster Works Worldwide Day. There is no class
- Week 8:** Making Connections Lesson Plan
(10/9-10/11) **Discussion:** Questions so far?
Read: Harvey & Goudvis **Chapter 6 Making Connections**
Miller: **Chapter 5 Schema**
- Fall Break:** (10/16-10/20)

Week 9: Visualizing lessons
(10/23-10/25) **Read:** Harvey & Goudvis **Chapter 8** *Visualizing and Inferring*
Miller: **Chapter 6** *Creating Mental Images*
Assignment: Arrange to work in a classroom so that you can present one of the reading lessons from your unit plan.

Week 10: Inferring lessons
(10/30-11/1) **Read:** Miller: **Chapters 7 & 8** *Digging Deeper & Inferring*

Week 11: Questioning lessons
(11/6-11/8) **Read:** Harvey & Goudvis **Chapter 7** *Questioning*
Miller **Chapter 9** *Asking Questions*

Week 12: Determining Importance lessons
(11/13-11/15) **Read:** Harvey & Goudvis **Chapter 9** *Determining Importance in Text*
Miller: **Chapter 10** *Determining Importance in Nonfiction*

Week 13: Synthesizing lessons
(11/20-11/22) **Read:** Harvey & Goudvis **Chapter 10** *Synthesizing Information*
Miller Chapter 11 *Synthesizing Information*

Week 14: Putting it all together
(11/27-11/29) **Read:** Harvey & Goudvis **Chapter 11** *Strategy Instruction in Context: Three Classroom Portraits*

Week 15: Assessment
(12/4 & 12/6) **Read:** Harvey & Goudvis **Chapter 12** *Assessing Comprehension*
Miller **Epilogue** *In June*

Week 16: Final Reflection
(12/11-12/13))

ATTENDANCE IS EXTREMELY IMPORTANT, AS IT WILL NOT BE POSSIBLE TO MAKE UP MISSED PARTICIPATION POINTS. STUDENTS WHO MISS A CLASS WILL BE EXPECTED TO GET NOTES AND MATERIALS FROM ANOTHER CLASSMATE. THEY WILL ALSO BE EXPECTED TO WRITE A 1-2 PAGE PAPER ON THE TOPIC OF DISCUSSION. MORE THAN TWO ABSENCES WILL RESULT IN LOWERING OF YOUR GRADE BY ONE GRADE LEVEL. FREQUENT TARDIES MAY ACCUMULATE TO EQUAL AN ABSENCE.

3. RESOURCES:

Required Texts: Harvey, S. & Goudvis, A. (2000). Strategies That Work. Stenhouse
Miller, D. (2002). Reading with Meaning. Stenhouse
Cunningham, P. (2005). Phonics They Use. Pearson

STUDENTS WILL ALSO BE REQUIRED TO KEEP A THREE-RING BINDER AND TO ORGANIZE HANDOUTS, LESSON PLANS, AND ALL OTHER MATERIALS IN THIS BINDER THROUGHOUT THE SEMESTER. THIS WILL BE EVALUATED AT THE END OF THE SEMESTER AND WILL COUNT TOWARD ATTENDANCE, PARTICIPATION, AND PROFESSIONALISM POINTS,

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
Admit Slips, Exit Slips, Reading Guides, Lit Circles, etc.	#2	15%
Unit Plan & Classroom Observations & Presentation	#1 & 2	40%
Quizzes/Written Reflections	#1 & 2	20%
Attendance, participation, professionalism	#1 & 2	15%
Final Reflection	#1 & 2	10%
Total		100%

5. GRADING SCALE:

100-90 = A

89-80 = B

79-70 = C

65-69 = D

PROFICIENT	85% - 100%	ACCOMPLISHED SKILL DEVELOPMENT, EVIDENCE OF COMPETENCE
SATISFACTORY	80 – 84%	BASIC SKILL DEVELOPMENT; EVIDENCE OF POTENTIAL
UNSATISFACTORY	79% OR BELOW	INSUFFICIENT EVIDENCE; UNACCEPTABLE PERFORMANCE

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE, BUT CAN BE PICKED UP IN PROFESSOR’S OFFICE AT THE END OF THE SEMESTER.

6. 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:

ACADEMIC DISHONESTY IN THIS COURSE MAY RESULT IN REMOVAL FROM THIS COURSE OR THE PROGRAM

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

6. ACCESSIBILITY/ACCOMODATIONS POLICY:

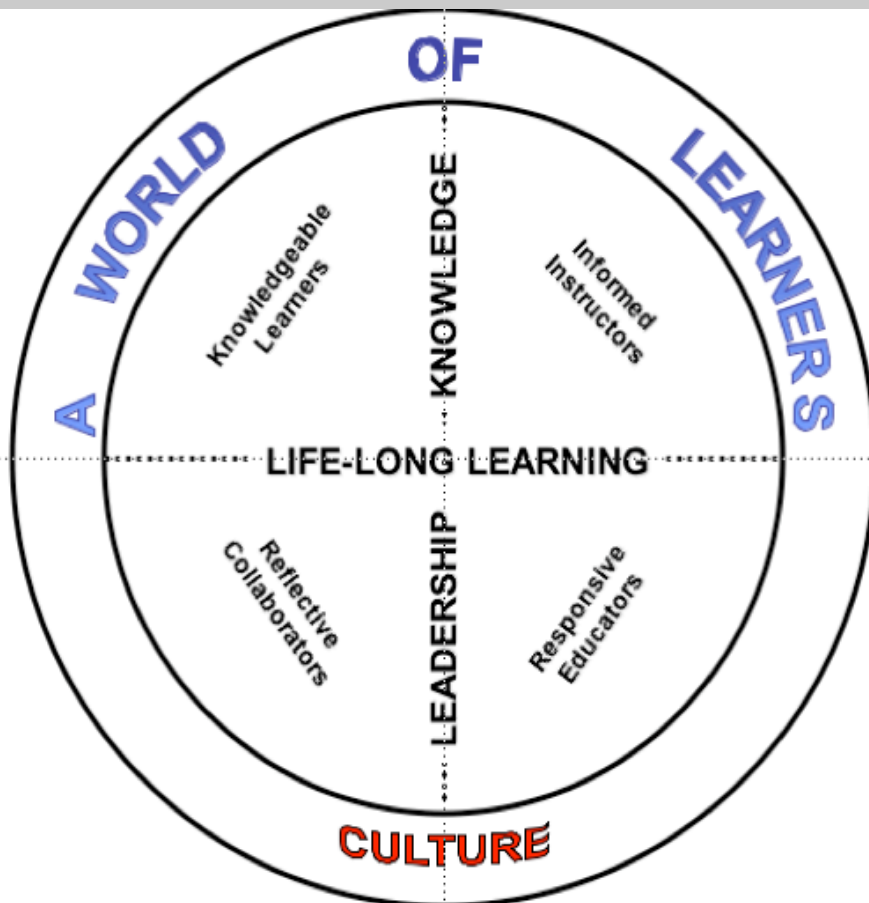
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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

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