



Course Syllabus

COURSE NUMBER: READ 5188	COURSE TITLE Comprehension Strategies	TERM: Fall 1, 2007
SITE: Webster Hall Room 326	INSTRUCTOR CONTACT INFORMATION: Dr. Paula Witkowski (314) 968-7070 paulaw@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course is designed for teachers seeking remedial reading certification. Students will explore methods for developing and refining instruction to assist students in constructing meaning for what they read. There is an emphasis on the exploration of critical reading-thinking skills and research-based instructional plans to increase students' awareness of using cognitive strategies to improve understanding and memory of text. Students will address IRA Standards for Reading Professionals to increase foundational knowledge, understand instructional strategies and selection of appropriate materials, know how to collect and analyze both formal and informal assessment data, create a literate environment, and engage in leadership skills and professional development.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
1. Students will learn to examine, challenge, support, modify, and extend their current beliefs and knowledge about children’s literacy development and learning theory.	Be able to summarize seminal reading studies and articulate how these studies influenced reading instruction.	IRA 1.1, 1.2 MOStep 1:1
2. Students will understand a wide range of instructional practices, approaches, methods, and materials for enhancing reading comprehension	Be able to help classroom teachers select appropriate options and explain the evidence-base for selecting practices and materials to best meet the needs of all students	IRA 2.2, 2.3 MOStep 1:2, 2:3, 4:1, 4:2, 5:2, 6:2, 6:3, 7:3
3. Students will understand both formal and informal methods of assessing reading comprehension	Support the classroom teacher in the assessment of individual students and be able to assist classroom teachers in using assessment to plan instruction for all students.	IRA 3.1, 3.3 MOStep 8:1
4. Students will understand how to select appropriate materials to enhance comprehension instruction.	Be able to assist the classroom teacher in selecting books, technology-based information, and non-print materials representing multiple levels, broad interest, and cultural and linguistic backgrounds.	IRA 4.1, 4.2, 4.3,
5. Students will understand how to effectively plan instruction that motivates all readers.	Be able to assist classroom teachers in designing programs that will intrinsically and extrinsically motivate all students.	IRA 4.4

3. Schedule of Weekly Topics:

Week 1:	Comprehension Challenges Comprehension Instruction: From Good to Memorable
Week 2:	Theoretical Foundations of Comprehension Instruction
Week 3:	Assessment Issues
Week 4:	Instruction: Preschool, Primary, & Intermediate Grades
Week 5:	Instruction: Preschool, Primary, & Intermediate Grades
Week 6:	Instruction: Middle School & High School
Week 7:	Integrating Technology
Week 8:	Helping Struggling Readers

Assignments:

1. Students will choose a topic from the broader categories listed above and will develop a presentation for the class. Presentations will begin during week 3. A rubric for the presentation will be provided.
2. Students will develop and implement an instructional plan focusing on comprehension lessons that can be used in their own classroom. The plan will reflect methodologies/concepts presented in class either through presentations, the required text, or outside reading. A rubric for this plan will be provided.
3. Students will write a reflection paper discussing their own classroom experiences in terms of teaching reading comprehension. This reflection will examine practices used prior to this course, ways in which thinking and instruction have evolved because of this period of study for both your own and other's instruction. A rubric will be provided.

4. RESOURCES:

Required Text(s):

Block, C., Gambrell, L. & Pressley, M. (2002)). *Improving Comprehension Instruction: Rethinking Research, Theory, and Classroom Practice*. CA: Jossey-Bass.

5. 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
Class Presentation	#1-5	25%
Instructional Plan	#1-5	25%
Reflection	#1-5	25%
Attendance/Participation	#1-5	25%

6. GRADING SCALE:

100-90 = A 89-80 = B 79-70 = C 65-69 = D

Attendance at all 8 sessions is required. If one session is missed and instructor is contacted, the student may complete an additional assignment that demonstrates understanding of session's topics. More than one missed session will result in no credit for the course. Tardies may result in lowering of grade.

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

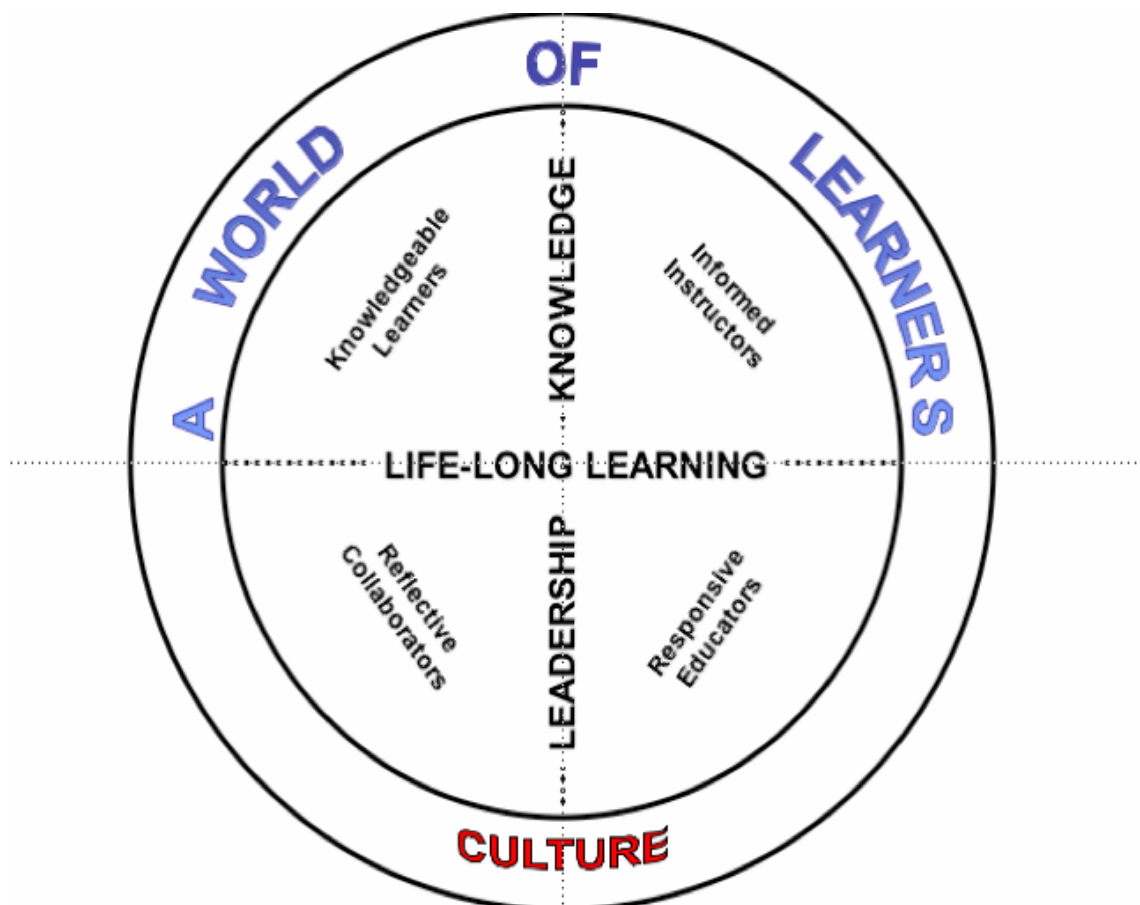
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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