



Course Syllabus

COURSE NUMBER: COMM 5820	COURSE TITLE: Foundations in Reading Instruction	TERM: FALL II 2008
SITE: WH 407	INSTRUCTOR CONTACT INFORMATION: Thomas Cornell, Ed.D. 314-968-7087 Office Hours: M 12-2, W 12-2, TH 2-4 or by appt. thomascornell28@webster.edu	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 that 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.

LEARNING OUTCOMES: SOE Goals, SOE Dispositions, and MoSTEP/Professional Standards Addressed include:

1. Contrast the major theories of reading instruction and learning
IRA 1.6, MoSTEP 1.3, 2.42
2. Develop a plan of literacy instruction IRA 1.5, MoSTEP 2.23
3. Study the reading process IRA 1.1, MoSTEP 1.14
4. Examine effective teaching of emergent and developmental readers
IRA 2.4, 2.1, 2.2, 2.3, 4.2, MoSTEP 1.1, 4.1, 4.2, 5.15
5. Balanced reading instruction IRA 1.4, 2.1, 2.3, MoSTEP 1.2, 2.3., 4.1, 4.2
6. Explore the comprehension process IRA 1.1.8
7. Develop curricular plans IRA 1.3, 3.2, 3.8, 4.1, 1.2, 1.3, 2.2

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and out-of-class assignments

Week 1

**Becoming an Effective Teacher of Reading
Teaching the Reading and Writing Process
Chapters 1 and 2**

- Week 2 **Assessing Students' Literacy Development**
Working with Emergent Readers and Writers
Chapters 3 and 4
- Week 3 **Breaking the Alphabetic Code**
Developing Fluent Readers and Writers
Chapters 5 and 6
Assignment Due: Reflection Paper 1 (Chapters 1-4)
- Week 4 **Learning About the Meanings of Words**
Literature Focus Units
Chapters 7 and 10
Assignment Due: Analysis Paper
- Week 5 **Becoming Familiar with the Structure of Text**
Facilitating Students' Comprehension
Chapters 8 and 9
Assignment Due: Reflection Paper 2 (Chapters 5-7 and 10)
- Week 6 **Literature Circles**
Reading and Writing Workshop
Chapters 11 and 12
Assignment Due: Reflection Paper 3 (Chapters 8, 9, 11, and 12)
- Week 7 **Basal Reading Textbooks**
Chapter 13
Literature Focus Unit Plan Due
- Week 8 **Reading and Writing in the Content Area**
Chapter 14

2. RESOURCES:

Required Text: Literacy for the 21st Century. Gail E. Tompkins, 3rd^h edition, Merrill Prentice Hall, 2003.

3. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the points assigned to each item below).

Literature Focus Unit Plan	100
Reflection Papers 40 X 3	120
Analysis Paper	40
Class Participation	<u>40</u>
TOTAL	300

4. GRADING SCALE:	285 – 300 points	A
	270 - 284	A-
	260 – 269	B+
	250 – 259	B
	240 – 249	B-
	230 – 239	C+
	220 – 229	C
	210 – 219	C-
	195 – 209	D+
	180 – 194	D
	179 and below	F

- Regular class attendance is required. Attendance will be taken at each class. Class participation grade is based on regular attendance (5 pts. for each class)
- This syllabus and schedule of assignments are subject to change at the discretion of the instructor. Students are responsible for keeping pace with any changes. Changes will be announced in class.
- Class readings and assignments are to be completed on the date listed.
- **NOTE: Assignments will not be accepted after the due date unless prior arrangements are made with the instructor. All scoring guides must be attached to the assignment.**

5. 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.**

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

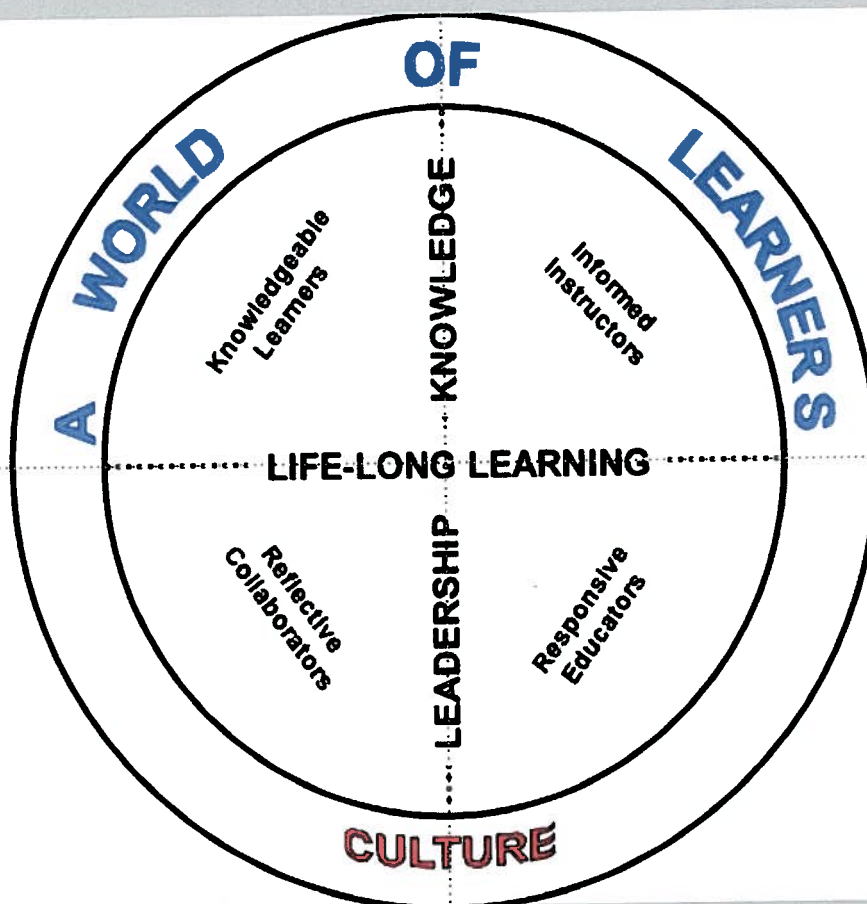
6. ACCESSIBILITY/ACCOMODATIONS POLICY:

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.

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)

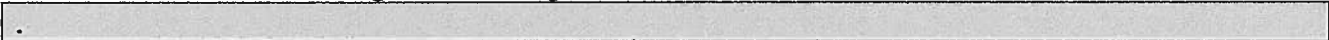
- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

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



Name _____

ANALYSIS PAPER SCORING GUIDE

NOTE: Attach copies of two journal articles (peer reviewed journals only) on some area of literacy. Both articles may be on the same topic, but it is not required. Also, attach this scoring guide to your analysis paper (3-5 double-spaced, typewritten pages).

	Points Possible	Points
Summary		
Main ideas with supporting detail	20	_____
Evaluation		
How do you perceive that the ideas presented would work in a classroom? Reference the class text where appropriate. If you would not implement the ideas in your classroom, explain why. If the article is more research oriented, comment on the research methodology and/or the implications for the classroom.	15	_____
Writing Style/Grammar/Scoring Guide and Articles Attached Use American Psychological Association (APA) style.	5	_____
TOTAL	40	

Comments:

Reflection Paper 1 Scoring Guide Chapters 1 - 4

Note: Attach this scoring guide to your typewritten paper. It should be a minimum of 4-6 double-spaced pages.

Summary	Possible	Points
Write a brief reflection on each chapter by including what impact some of the ideas might have in a classroom. You may also make your comments around your own experience in the classroom as a student. Do you have some memories with your teachers that are similar to what the authors discuss?	35	_____
Writing Style/Grammar/Scoring Guide Attached		
Use American Psychological Association (APA) style when referencing authors and pages.	<u>5</u>	_____
TOTAL	40	

Comments:

Reflection Paper 2 Scoring Guide Chapters 5 – 7, and 10

Note: Attach this scoring guide to your typewritten paper. It should be a minimum of 4-6 double-spaced pages.

Summary	Possible	Points
Write a brief reflection on each chapter by including what impact some of the ideas might have in a classroom. You may also make your comments around your own experience in the classroom as a student. Do you have some memories with your teachers that are similar to what the authors discuss?	35	_____
Writing Style/Grammar/Scoring Guide attached		
Use American Psychological Association (APA) style when referencing authors and pages.	<u>5</u>	_____
TOTAL	40	

Comments:

Reflection Paper 3 Scoring Guide Chapters 8, 9, 11, and 12

Note: Attach this scoring guide to your typewritten paper. It should be a minimum of 4-6 double-spaced pages.

Summary	Possible	Points
<p>Write a brief reflection on each chapter by including what impact some of the ideas might have in a classroom. You may also make your comments around your own experience in the classroom as a student. Do you have some memories with your teachers that are similar to what the authors discuss?</p>	35	_____
<p>Writing Style/Grammar/Scoring Guide attached</p>		
<p>Use American Psychological Association (APA) style when referencing authors and pages.</p>	5	_____
TOTAL	40	

Comments:

Name _____

LITERATURE FOCUS UNIT PLAN SCORING GUIDE

	Points Possible	Points
Describe the topic of your unit plan and list the grade level expectations that are being addressed.	10	_____
Each lesson (5) should list the GLE addressed and the sequence of activities used. A GLE may be used more than once	40	_____
Prereading strategies (see p, 338-339)	10	_____
Reading strategies	10	_____
Responding	10	_____
Exploring	10	_____
Applying	<u>10</u>	_____
TOTAL	100	

Comments: