



### Course Syllabus

<b>COURSE NUMBER:</b> <b>COMM 5840.01</b>	<b>COURSE TITLE</b> <b>Reading and Writing As Cognitive Processes</b>	<b>TERM:</b> <b>Fall I 2008</b>
<b>SITE:</b> <b>Webster Campus 50</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> <b>Dr. Dick Koblitz</b> <b>ckoblitz41@webster.edu</b>	<b>CREDIT HOURS:</b> <b>3</b>

#### 1. COURSE DESCRIPTION

This course is designed for teachers who wish to explore the learning of written literacy (reading and writing) as cognitive processes and experience the reading/writing connection. Reading and writing are interrelated processes that rely on language knowledge, interest, and use to construct meaning. A study of the “authoring, or inquiry, cycle” includes reading professional materials and participating in the writing process. The workshop format provides teachers with the opportunity to study, experience, and develop effective strategies for their classrooms. Emphasis is given to early reading instruction, but an integrated focus includes the literacy needs for students of all ages and abilities. This course counts for reading methods, elementary, early childhood certification, and reading specialists.

#### 2. LEARNING OUTCOMES: Students are expected to:

- a) read and discuss the research and writings of various theories of language development and learning
- b) read current professional articles on the connections between reading, writing, and thinking
- c) translate theory and research into practical classroom applications
- d) develop practical theory by designing a curriculum plan that incorporates reading, writing, and thinking

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
	<b>NOTE</b> If your course is directly linked to a specific M.A.T. or certification program, please insert relevant program outcomes. If your course does not fit clearly into a single program or certification area, you may wish to delete this column. If you do not have a copy	<b>Note</b> The individual instructor should decide what goes into this column based on student needs. Information may be coded with narratives attached to the document or narratives may be listed here.

	of your program's outcomes, please contact your M.A.T. coordinator. Questions regarding certification program outcomes should be forwarded to the Director of Undergraduate and Initial Certification.	

**3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams**

**WEEK 1 - August 27**

Introductions/Getting Acquainted/Administrivia

Overview of Course

In-Class Article: "Learning To Read: The Neverending Debate" by Frank Smith

Group Dialogue

Opposing Theoretical Paradigms of Literacy Instruction

Video - "Independent Reading and Reading Share" - S. Taberski

Assignment for Week 2: Chapter 1 (pgs. 3-62); Teacher Article 1 (pgs. 63-79)

Handout - *Theories of Cognitive Development and Learning*

**WEEK 2 - September 3**

Theories of Cognitive Development and Learning - An Historical Perspective

Learning summary recorded in log and shared in small groups

The Authoring/Inquiry Cycle: A Theoretical and Practical Overview

Brian Cambourne's Conditions of Language Learning

Creating a Literate Classroom Environment/Getting To Know Children As Readers and Writers

Assignment for Week 3: Chapter 3 (pgs. 169-227); Teacher Article 3 (pgs. 229-249)

**WEEK 3 - September 10**

Reading as a Cognitive Process

Comprehension Before, During, and After Reading

First draft of personal writing due (sharing and response in small groups)

Assignment for Week 4: Read books/articles on phonics, phonology, phonemic awareness

**WEEK 4 - September 17**

Reading as a Cognitive Process (con't)

Phonics in Proper Perspective/Discussion of books and articles

Learning summary recorded in log (turn in a 3-4 page excerpt)

Second draft of personal writing due (written responses by class members)

Video - "Read Aloud and Shared Reading" - S. Taberski

Assignment for Week 5: Chapter 2 (pgs. 81-149); Teacher Article 2 (pgs. 151-167)

**WEEK 5 - September 24**

Read *All Children Can Write* by D. Graves or *Writing* by J. Hansen/Dialogue

Writing as a Cognitive Process

Discussion of Student Writing

Final draft of personal writing due - group discussion of personal writing process  
Video - "Learning To Confer" - S. Harwayne

Assignment for Week 6: Chapter 4 (pgs. 251-299); Teacher Article 4 (pgs. 301-315)

### **WEEK 6 - October 1**

Developmental Learning Model/Readers and Writers Workshop  
Best Practices in Literacy Instruction  
Learning summary recorded in log (turn in a 3-4 page excerpt)  
Mini research paper drafts read/shared by class members

Assignment for Week 7: Read books/articles on spelling

### **WEEK 7 - October 8**

Spelling As A Process of Inquiry  
Ten Minute Presentations: Integrated Reading/Writing/Thinking Projects  
Final mini research paper due/share with class (if time)

Assignment for Week 8: Self-selected readings

### **WEEK 8 - October 15**

Ten Minute Presentations: Integrated Reading/Writing/Thinking Projects  
Written Reflection - Current Thinking/Understandings  
Course Evaluation

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#### **4. RESOURCES:**

##### ***Required Text(s):***

*Creating Classrooms For Authors and Inquirers* (2nd ed.) by Short, Harste, and Burke

##### **Supplemental Readings:**

Additional books/articles provided in class

Recommended authors: Louise Rosenblatt, Connie Weaver, Donald Graves, Lucy Calkins, Donald Murray, Dorothy Watson, Jane Hansen, Emilie Ferrerio, Shirley Heath, M.K. Halliday, Don Holdaway, Shelley Harwayne, Marie Clay, Ken Goodman, Yetta Goodman, Frank Smith, Regie Routman, Stephen Krashen, Gerald Coles, Sharon Taberski, Jeff McQuillan, Michael Opitz, Dorothy Watson, Sandra Wilde, Ellin Keene, Richard Allington

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**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
<b>Evaluation</b>  a) Learning Logs and Group Work  b) Writing for Publication (one piece for class book)  c) Mini Research Paper with Annotated Bibliography  d) Reading/Writing/Thinking Project  e) Written Assessment  f) Attendance/Participation		10%  10%  20%  25%  20%  15%

**6. GRADING SCALE:**

94 - 100	A	
90 - 93	A-	
87 - 89	B+	
83 - 86	B	
80 - 82	B-	
77 - 79	C+	
73 - 76	C	
70 - 72	C-	

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

## 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.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

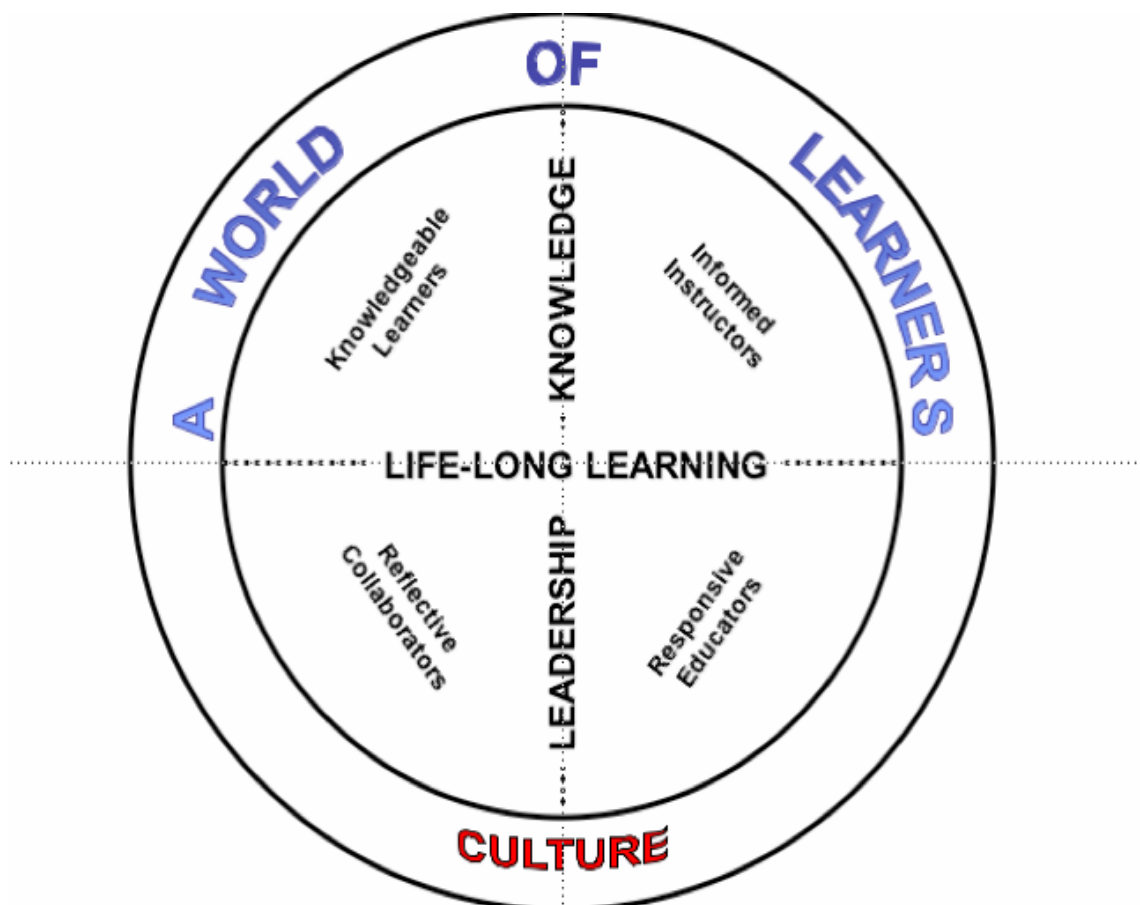
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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

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