



Course Syllabus

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|---|---|--------------------------|
| <b>COURSE NUMBER:</b><br><b>COMM 5820</b> | <b>COURSE TITLE: Foundations in Reading Instruction</b>   | <b>TERM: FALL I 2009</b> |
| <b>SITE: WH 326</b>                       | <b>INSTRUCTOR CONTACT INFORMATION:</b><br>Thomas Cornell, Ed.D.<br>314-968-7087<br>Office Hours: M 12:30 - 3:30,<br>T 12:30 -3:30, or by appt.<br>thomascornell28@webster.edu | <b>CREDIT HOURS: 3</b>   |

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 Youngest Readers and Writers**  
Chapters 3 and 4
- Week 3            **Cracking the Alphabetic Code  
Developing Fluent Readers and Writers**  
Chapters 5 and 6  
**Assignment Due:** Reflection Paper 1 (Chapters 1-4)
- Week 4            **Expanding Students’ Knowledge of Words  
Facilitating Students’ Comprehension: Reader Factors**  
Chapters 7 and 8  
**Assignment Due:** Analysis Paper
- Week 5            **Facilitating Students’ Comprehension; Text Factors  
Organizing for Instruction**  
Chapters 9 and 10  
**Assignment Due:** Reflection Paper 2 (Chapters 5-7)
- Week 6            **Differentiating Reading and Writing Instruction**  
Chapters 11 and 13  
**Assignment Due:** Reflection Paper 3 (Chapters 8, 9, and 11)
- Week 7            **Teaching with Basal Reading Textbooks  
Literature Focus Unit Plan Due**
- Week 8            **Reading and Writing in the Content Area**  
Chapter 12

**2. RESOURCES:**

Required Text: Literacy for the 21<sup>st</sup> Century – A Balanced Approach. Gail E. Tompkins, 4<sup>th</sup> edition, Merrill Prentice Hall, 2006.

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

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

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

- 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.

