



Course Syllabus

COURSE NUMBER: READ 5860	COURSE TITLE Review of Reading Research	TERM: Fall II, 2009
SITE: WH 326	INSTRUCTOR CONTACT INFORMATION: Dr. Paula Witkowski Webster Hall, Room 241 (314) 968-7070 paulaw@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

STUDENTS WILL REVIEW AND DISCUSS BOTH HISTORICAL AND CURRENT RESEARCH IN THE FIELD OF LITERACY. THROUGH THE PROCESS OF CONDUCTING A LITERATURE REVIEW, THEY WILL LEARN HOW TO ANALYZE RESEARCH AND DETERMINE ITS RELIABILITY AND VALIDITY. ALONG WITH STUDYING VARIOUS QUANTITATIVE AND QUALITATIVE DESIGNS, STUDENTS WILL BEGIN TO DEVELOP THEIR OWN DESIGN FOR AN ACTION RESEARCH PROJECT TO BE IMPLEMENTED AND COMPLETED IN READ 5800, APPLIED RESEARCH.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
1. Students will develop knowledge of reading research and histories of reading.	IRA 1.2: Summarize seminal reading studies and articulate how these studies impacted reading instructions. Recount historical developments in the history of reading. IRA 1.3: Identify, explain, compare, and contrast the theories and research in the areas of language development and learning to read.	SOE 1.2, 1.4, 3.1, 4.1 Dispositions 3.4, 3.2 MoSTEP 1.1, 1.4, 1.5, 2.1, 2.4, 2.2
2. Students will develop new perspectives of the relationship between theory and practice in educational settings and will demonstrate knowledge of the research that guides school/classroom-based programs.	IRA 2.1, 2.2, 2.3, 2.4: be able to explain the evidence-base for selecting practices to best meet the needs of all students IRA 4.4: articulate the research base that grounds their practice	SOE 1.2, 1.4, 2.1, 4.3 Dispositions 3.1, 2.1 MoSTEP 1.1, 2.2
3. Students will engage in critical reflection to identify education concerns relevant to their professional practice.	IRA 1.1: Know foundational theories related to practices and materials used in the classroom.	SOE 3.1 Dispositions 3.4 MoSTEP 1.1, 1.4, 1.5, 2.1, 2.4, 2.2
4. Students will design an action research project relevant to foundations of effective practice.	IRA 2.1, 2.2, 4.4	SOE 1.2, 1.3, 1.4, 2.1, 3.4, 4.2 Dispositions 1.1, 1.4, 2.1, 3.1, 3.2, 3.4 MoSTEP 4.1, 4.2, 7.7

3. Schedule: The following schedule is subject to change at the instructor's discretion. Please be sure to check with other classmates or the instructor if you miss a class.

Class 1	Areas of Research Research Methods Research & Policy Deciding on a Focus & Developing a Research Question
Class 2	Instructional Trends in Reading Library Visit: Beginning your Review of the Literature Holistic, Integrated Approaches to Reading (Ch. 2)
Class 3	Analyzing Research: Validity & Reliability Early Intervention (Ch. 3 & 4)
Class 4	Phonemic Awareness & Phonics (Ch 5 & 6)
Class 5	Vocabulary (Ch. 7) Fluency (Ch 8)
Class 6	Content Area Reading (Ch. 9) Reading Comprehension (Ch. 10, 11, & 13)
Class 7	Working with Technology (Ch. 14) Multicultural Factors/Working with Students of Diverse Backgrounds (Ch 17)
Class 8	IRB Proposals/Next Steps to Research

Required Text(s)

What Research Has to Say About Reading Instruction. (2002). Farstrup, A. & Samuels, S. (Eds.), International Reading Association.

5. EVALUATION:

Assessments	Links to Course Outcomes	Point Values
Literature Review	1-4	100
Action Research Plan	1-4	100
Class Presentation	1-4	100

6. GRADING SCALE:

A: 300 – 276 B: 276 - 255 C: 255-225 D: Below 225

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

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

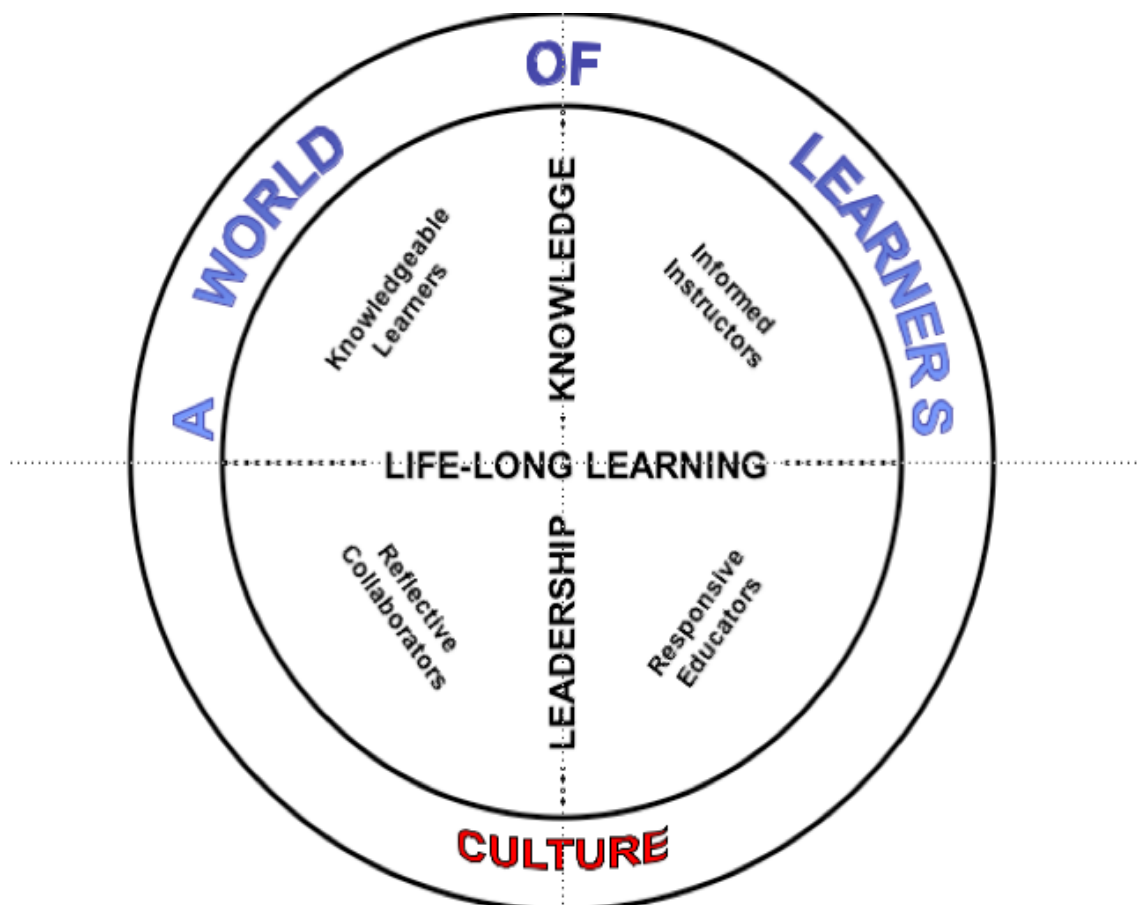
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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