



Course Syllabus

COMM 5820.01	Dr. Nancy M. Johnson	nancyj@webster.edu
COURSE NUMBER AND SECTION Foundations of Reading Instruction	INSTRUCTOR Spring 2003	E-MAIL ADDRESS 3
COURSE TITLE WEBG	TERM	CREDIT HOURS
SITE		

1. Course Description: (provide details of student focus, rationale, scope, and prerequisites)

This course focuses on developing an understanding of the reading process. It presents the major approaches to reading instruction and examines practices which research has indicated to be successful. There is a need for teachers to understand the various approaches to the teaching of literacy, and to be knowledgeable about best practices. It specifically focuses on instruction for emergent and developmental readers in the elementary grades.

2. Learning Outcomes: (goals, objectives, course outcomes, etc.) Identify any MOSTEP or professional standards that are met by each learning outcome.

The major goal is to explore the concept of reading instruction. Students are expected to:

1. contrast the major theories of reading instruction and learning, (IRA 1:6; MoStep 2:4)
2. develop a personal theory of literacy instruction, (IRA 1:5)
3. study the reading process, (IRA 1:1; 2:4; MoStep 1:1)
4. examine effective strategies to teach emergent and developmental readers, (IRA 2:7)
5. learn the components of a balanced reading program, (IRA 12:4; MoStep 1:2; 2:3; 5:1)
6. develop an understanding of alternative methodologies, (IRA 1:5; 1:6; MoStep 1:1; 6:2)
7. explore the comprehension process, (IRA 7:1; 7:3; MoStep 1:1)
8. explore the reading/writing connection, (IRA 2:5; MoStep 1:1)
9. study the role of phonics in learning to read and spell, (IRA 3:3; 6:2)
10. examine a variety of informal assessment measures and techniques, (IRA 10:1; 12:2)
11. develop curriculum plans that include all students in successful activities and strategies, (IRA 12:2; MoStep 1:2; 1:3; 2:2; 3:1; 3:4; 4:1; 4:2) and
12. critically reflect on text reading, classroom discussion and own elementary learning experience. (MoStep 9:2)

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

Week 1 - Overview of the course
 Theory of learning
 Conditions of Learning
 Definition of reading
 Review of the major methods of reading instruction
 Reading and Writing Workshop
 Current view of best practice in teaching reading
 (Learning outcomes: 1, 2, 3, 6, 12)
Text: Tompkins, Chapters 1 and 12
Read Sarah, Plain and Tall as assigned

Week 2 The Reading/Writing Process

Assess Literacy Development
(Learning outcomes: 2, 3, 5, 8, 10, 12)

Text: Tompkins, Chapter 2 and 3
Read Sarah, Plain and Tall

Due: Journal article with summary and reflection
(Learning outcome: 12)

Week 3 Emergent readers and writers

Current practices in instruction of emergent readers
Cueing systems
Early intervention programs
Shared Reading
Vygotsky's Zone of Proximal Development (ZPD)
Phonics and phonemic awareness
Assess early literacy development
Structure of the literacy block and lesson plans
(Learning outcomes: 2, 3, 4, 5, 8, 9, 10, 11, 12)

Text: Tompkins, Chapter 4 and 5
Read Sarah, Plain and Tall

Due: Journal on class discussion and assigned readings
(Learning outcomes: 1, 2, 3, 4, 9, 12)

Week 4 Developing fluent readers and writers

Examining what fluent readers do
Vocabulary development
Learning about the meaning of words
Examine lesson plans
(Learning outcomes: 4, 5, 7, 8, 11, 12)

Text: Tompkins, Chapter 6 and 7
Read literature book

Due: 2-3 page paper explaining your personal philosophy of reading instruction and connect it to major theories
(Learning outcomes: 1, 2, 12)

Week 5 Effective readers vs. ineffective readers

Developing fluent readers and writers
Facilitating students' comprehension
Text structures
Review lesson plans
(Learning Objectives 7, 9)

Text: Tompkins, Chapter 8 and 9
Read literature book

Due: Journal article with summary/reflection
(Learning Outcome: 12)

Week 6 Effective instructional programs

Literature based instruction
Literature circles
(Learning Outcome: 4, 5, 6, 7, 8)

Text: Tompkins, Chapter 10 and 11
Read literature book

Due: Week of lesson plans, incorporating effective instructional strategies and literacy structures
(Learning Outcome: 4, 5, 7, 8, 9, 10, 11)

Week 7 Assessing literacy

Basals
Reading and writing in content areas
(Learning Outcomes: 6, 8, 10, 12)

Text: Tompkins, Chapter 14
Read literature book

Due: Journal on discussions and assigned readings
(Learning outcomes: 4, 6, 7, 8, 12)

Week 8 Organizing for literacy instruction

Final

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

4. Resources:

Text(s): *Literacy for the 21st Century*, 3rd Edition. (2003). Upper Saddle River: Merrill Prentice Hall.

Supplemental Readings: *Sarah, Plain and Tall* and other literature books

Audio-visual/other: Video of emergent reader, guided reading

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

a) Personal journal and list of terms	20%
b) Summary/reflection of journal articles	10%
c) Literature Circle Work	10%
d) Week lesson plans(for full literacy block)	25%
e) Class Participation	10%
f) Final Exam	15%
g) Basal review	10%

6. Supplements (study guide, sample tests, project outlines may be attached.) Sample lesson plans will be reviewed during class sessions

7. 3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a) Review a basal series. Write a paper describing the components of the series, the materials and the support for teachers. Based on readings and class discussions, identify the positive attributes of the basal series and the negative attributes. **Due week 5**

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects/Papers will be returned during the last meeting period.
- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so final exam can be returned.

NOTE; Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.