

Course Syllabus

EDUC 3520.01
COURSE NUMBER AND SECTION

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INSTRUCTOR E-MAIL ADDRESS

Teaching of Reading: Elementary
COURSE TITLE

Spring 04 / 3
TERM CREDIT HOURS

WEBH Room 325
SITE

1.

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

This is an introductory course in reading for elementary education, early childrer education majors. It presents the major approaches to reading instruction and practices which research has indicated to be successful. The focus will be on te at the emergent and developmental levels 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 field of early reading and its role in the literacy p
Students are expected to:

1.

study the reading process and its place in early literacy development, (IRA 11; MoStep 1a)

2.

learn ways to create a literate environment, (IRA 5:1; IRA 5:3)

3.

examine the theories and models of reading and conditions of learning, (IRA 1:6; MoStep 1c; 2:d)

4.

understand the role of the cueing systems, (IRA 2:4; IRA 6:3)

5.

study the role of phonics in learning to read and spelling, (IRA 3:3; IRA 6:2)

6.

understand the theoretical underpinnings of reading readiness and emergent literacy, (IRA 2:7; MoStep 1a; 2b; 2d; 3a; 3d)

7.

examine the relationships of written and oral language development, (IRA 2:2; MoStep 2b)

8.

investigate the relationship between reading and writing,(IRA 2:5)

9.

develop a personal theory of literacy instruction, (IRA 1:5)
10.

investigate the place of literature and basal reading programs, (IRA 5:2; IRA 5:4)
11.

develop an understanding of alternative methodologies, (IRA 1:5; IRA 1:6; MoStep 1a; 1b;
3a; 3b)
12.

explore the comprehension process, (IRA 7:1; 7:3; MoStep 1a)
13.

interpret the role of assessment in early literacy, (IRA 10:1; 11:1; 12:2 Mo Step 3a; 3b)
14.

critique reading materials and methods, (IRA 12:4 MoStep 9b)
15.

understand organization and management of the components of a balanced literacy
program, (IRA 12:6; MoStep 1b; 2c; 2d; 6b; 6c)
16.

develop curriculum plans that include all students in successful activities and strategies, (IRA
12:2; MoStep 2b; 3a; 3b; 3c; 3d; 4a 4b; 5a; 7a; 7b)
17.

understand and use formal and informal assessment strategies to evaluate and ensure the
continuous intellectual, social, and physical development of the learner (MoStep 8a; 8b; 8c)
18.

critically reflect on test reading, class discussions, classroom observations, and own
elementary experiences, (MoStep 9a; 9b)

3.

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

Week One: January 12 and 14

Overview of the course

Theory of learning

Conditions of learning

Definition of reading

Review the major methods of reading instruction

Current views of best practice in teaching reading

Assignment: Chapter 1

Week Two: January 21

Reading/writing process

Concepts about Print

Assess literacy development

Structure of a balanced literacy schedule

Assignment: Chapters 2 & 3

Week Three: January 26 and 28

Emergent readers and writers
Current practices in instruction of emergent readers
Cueing systems
Early intervention programs
Shared reading
Vygotsky's Zone of Proximal Development
Phonics and phonemic awareness
Assignment: Chapters 4 & 5
DUE: Summary/Reflection of Journal Article

Week Four: February 2 and 4
Examining early writers and assisted writing
Spelling
Vocabulary development
Learning about the meaning of words
Examine lesson plans
Assignment: Chapters 4(Early Writers), 5 (Spelling), & 7

Week Five: February 9 and 11

Formal and Informal Literacy Assessment

Running Record training

Running Record analysis

Assignment: Chapter 3 (p. 75-84) &

Running Record Handout

Due: Summary/Reflection of Journal Article

Week Six: February 16 and 18

Guided Reading lesson components

Guided reading assessment

Determining difficulty of level books

High frequency words and fluency

Assessment: Chapters 6 & 13

Due: Running Record Analysis

Week Seven: February 23 and 25
Effective instructional programs
Basal readers
Literature Based basals
Assignment: Chapter 13
DUE: Basal reader, Review and Reflection

Week Eight: March 1 and 3
Developing fluent readers and writers
Examining what fluent readers do
Effective readers as opposed to ineffective readers
Facilitating students' comprehension
Assessing comprehension
Text structure
Review lesson plans
Assignment: Chapters 8 & 9
Due: Classroom Teacher Literacy Interview and Reflection (Due March 1)

Week Nine: March 15 and 17
Effective instructional programs
Reading and writing workshop
Reading and writing strategy-based mini-lessons
Assignment: Chapters 10 and 12
DUE: First Field Experience Observation and Reflection

Week Ten: March 22 and 24
Literacy Processing charts
Transitioning to literature groups
Reading response logs and grand conversations
Features of literature circles
Examine lesson plans
Assignment: Chapters 11 & literature book chapters as assigned

Week Eleven: March 29 and 31
Roles of students in literature circles
Choosing literature for circles and units
Framework for a literature focus
Developing a thematic unit
Assignment: Chapters 10, 11 (roles of students), 14 (thematic Unit) & literature b
Due: Second Field Experience Observation and Reflection

Week Twelve: April 5 and 7
Reading informational books
Making informational texts more comprehensible
Expository text structures
Literature group projects and assessments
Assignment: Chapter 9 (Expository text structures) & 14

Week Thirteen: April 12 and 14
Writers Workshop
Writing to learn
Mini lessons

Assignment: Chapter 12 (writers' workshop) and 14 (writing)
Due: Literacy Lesson Plans

Week Fourteen: April 19 and 21
Read Alouds
Book talks
Using literacy centers/corners
Assignment: Chapter 12 (Read Aloud) & 13 (Literacy Centers)

Week Fifteen: April 26 and 28
Book talks
Reading and writers' workshop conferences
Analysis of writing samples
Assignment: Chapter 12 (reading and writers' workshop conferences)
Final: Take Home

Week 16: May 3 Finals Week

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

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

4.

Resources:

Text: Literacy for the 21st Century by Gail E. Tompkins, 3rd Edition (2003), Upper Saddle River: Merrill Prentice Hall

Supplemental Readings: Handouts and literature discussion book

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

□

Summary/Analysis and Reflections of journal articles

10%

□

Summary/Analysis and Reflection of basal review and running records 15%

□

Literacy Lesson Plans

15%
□

Two Literacy Field Experience Reflections

15%
□

Attendance/Participation

15%
□

Classroom Teacher Literacy Interview

15%
□

Final

15%

6.

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 postage) to the instructor so project/paper 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.