

WEBSTER UNIVERSITY - ST. LOUIS

COURSE NUMBER: COMM 5050.01 **TITLE:** COMM 5050 Community College Reading ABE/ESOL (3)

TERM: Spring 2, 2006 **CREDIT HOURS:** 3 **SITE:** WEBG
INSTRUCTOR: Dr. Phyllis Wilkinson
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email: wilkinsp@webster.edu (good way to contact instructor)

1. Course Description: The focus is on teaching in literacy programs or community college courses designed to improve the reading skills of adults. Strategies range from teaching the adult learner to decode to facilitating growth in higher levels of comprehension and critical thinking. The emphasis will be on needs of adult learners who may have had limited encounters with reading text for information and entertainment. Course prepares instructors to work with groups in ESL/EFL reading-writing classes and tutorial sessions in colleges, universities, and community programs.

2. Learning Outcomes:

Course Outcomes Program Outcomes School of Education Goals, Dispositions, and Other Standards Addressed

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

Week 1: INTRODUCTION; COURSE REQUIREMENTS; OVERVIEW OF GOALS

'reading the world': Adult learners in community college settings, Adult Basic Education in schools

and agencies, ESL/EFL Learners in and out of school.

Characteristics of learners; nature of instruction in literacy

DEFINITIONS OF READING AND LITERACY: BELIEFS THAT GUIDE US

READER RESPONSE THEORY AND EVOLVING DEFINITIONS OF

COMPREHENSION (LOUISE ROSENBLATT)

Readings: "A Brief History of College Reading" (CR: RP)m

"In Defense of College Level Developmental Reading Education" (CR: RP)

Week 2: Overview of Adult Basic Education: Adults with Limited Literacy Skills

Potential for achievement

Social and Cultural definitions of literacy skills (FRIERE AND READING THE WORLD)

CREATING A "COMMUNITY OF LEARNERS"

Understanding difficulties in reading development: strategies and methods that work

for diverse learners; THE ROLE OF SCAFFOLDING

"Metacognitive Awareness and Monitoring" (CR: RP)

"What Research has to say about instruction in text-marking strategies" (CR: RP)

Week 3: Focus on ESL/EFL learner and literacy skills (reading, writing, receptive vocabulary)

Presentation by guest speaker

"EFL Learners: Summarizing strategies in academic settings" (CR: RP)

Reading strategies that work: best practices for decoding/comprehension

"Reading, writing and reality: A cultural coming to terms" (CR: RP)

THE CONNECTION OF ORAL LANGUAGE DEVELOPMENT AND READING DEVELOPMENT. (VYGOTSKIAN PERSPECTIVE)

STUDENTS SHARE BRIEF REPORT ON RESEARCH FINDING FROM

CHOSEN ARTICLE: 2-PAGE PAPER DUE

Week 4: Demands on learners and Best Practices in strategy instruction in Literacy and Study Skills
"text demands on college classes: an investigation' (CR: RP)
Ways to assess text difficulty for learners at various stages
"STRATEGIES FOR CONSIDERATE AND INCONSIDERATE TEXT" (cr: rp)
ASSESSMENT OF STRATEGIC READING SKILLS: cLOZE PROCEDURE AND OTHER ASSESSMENTS.

WEEK 5: PRESENTATIONS BY STUDENTS FOR STRATEGIES TO TEACH DECODING, WORD ANALYSIS, VOCABULARY DEVELOPMENT, COMPREHENSION (ALL LEVELS: LITERAL, INFERENTIAL, EVALUATIVE), STUDY SKILLS AND CRITICAL THINKING. (STUDENTS MUST PROVIDE ONE PAGE SUMMARY AND EVALUATION FOR EACH MEMBER OF CLASS)
"READER RESPONSE IN A COLLEGE READING CLASS" (cr:cp)

WEEK 6: Presentations by students on site visits to community colleges, esl/efl classrooms and adult basic education sites.
Observation papers due (2 pages each)
"THE GOALS, ADMINISTRATION, AND ORGANIZATION OF A COLLEGE DEVELOPMENTAL PROGRAM" (cr: rp)

week 7: ENGAGEMENT AND MOTIVATION FOR DIVERSE LEARNERS
GUTHRIE'S WORK ON ENGAGEMENT, MOTIVATION AND COMPREHENSION WITH APPLICATIONS TO ADULT LEARNERS
"EFFECTIVE STUDYING FROM TEXT: APPLYING METACOGNITIVE STRATEGIES" (cr: rp)
"PROMOTING TEXT ENGAGEMENT THROUGH READER-GENERATED ELABORATIONS" (cr: rp)

WEEK 8: RESULTS OF POSITION PAPER FINDINGS: PRESENTATIONS BY CLASS MEMBERS AS FINAL EXAMINATION.
PAPERS DUE. (DRAFTS MAY BE SENT TO INSTRUCTOR FOR FEEDBACK BEGINNING WEEK 6; REVISIONS MAY BE MADE UP TO WEEK 8).
FINAL EVALUATIONS.

3. RESOURCES:

Required Text(s): Paulsen, E., Laine, M., Biggs, S., & Bullock, T. *College Reading: Research and Practice*. Newark, DE: International Reading Association, 2003.

Other: Articles from *Journal of Adolescent and Adult Literacy*, *Reading Research Quarterly*, *TESOL Journal*.

4. EVALUATION: (basis of evaluation; nature of the assignments and the percentage / weight toward course grade) (Insert Grading Scale/Criteria here)

Assessments Links to Course Outcomes Percentage / Weight toward Course Grade
Description and Analysis of Observations (3 site visits) (2 pages each)
Understanding practical application of theory and best practice to teaching adults, ESL/EFL learners
30% Position paper on relevant topic: Address question related to course topics. (6 to 7 pages, APA style required)
Critical thinking and evaluation of key course concepts.
35% Oral presentation and written description of strategy for teaching decoding, vocabulary development, comprehension, critical thinking. (Must choose two

areas) Translating theory and research into practical methods for student development of reading strategies. 20% Summary and analysis with reflection on research article (may be qualitative or quantitative research on chosen topic) (2-3 pages with oral presentation of findings) Reading and evaluating research in reading, TESL/TEFL, and related areas. 15%

5. GRADING SCALE:

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE. Papers may be sent as attachments in RTF to instructor via e-mail when appropriate.

6. 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: (Instructor may list specific consequences here)

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

7. 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.

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 mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the "world of learners" in cultural settings. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. 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.

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.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. 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) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, 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

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards Performance Indicators The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make

these aspects of subject matter meaningful for students.

1.2 presents the subject matter in multiple ways

1.3 uses students' prior knowledge

1.4 engages students in the methods of inquiry used in the discipline

1.5 creates interdisciplinary learning

Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

2.1 knows and identifies child/adolescent development

2.2 strengthens prior knowledge with new ideas

2.3 encourages student responsibility

2.4 knows theories of learning

Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

3.1 identifies prior experience, learning styles, strengths, and needs

3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs

3.3 knows when and how to access specialized services to meet students' needs

3.4 connects instruction to students' prior experiences and family, culture, and community

Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired)

4.2 creates lessons and activities that recognize individual needs of diverse learners and variations

in learning styles and performance.

4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning

Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5.1 selects alternative teaching strategies, materials, and technology to achieve multiple

instructional purposes and to meet student needs

5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities

Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6.1 knows motivation theories and behavior management strategies and techniques

6.2 manages time, space, transitions, and activities effectively

6.3 engages students in decision making

Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7.1 models effective verbal/ non-verbal communication skills

7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences

7.3 supports and expands learner expression in speaking, writing, listening, and other media

7.4 uses a variety of media communication

Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

8.1 employs a variety of formal and informal assessment techniques (e.g. observations,

portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his

knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies

8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become

aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning

8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting

information through observation of classroom instructions, questioning, and analysis of student work

8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based

on appropriate indicators, to student, parents, and other colleagues
Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

9.1 applies a variety of self-assessment and

problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them

9.2 uses resources available for professional development

9.3 practices professional ethical standards
Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.

10.1 participates in collegial activities designed to make the entire school a productive learning environment

10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems

10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being

10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential

Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.

11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.

11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology

resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates

technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.

11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).

11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.

11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.

(Insert Professional Standards/Subject specific competencies as desired).