

Course Syllabus

COURSE NUMBER: EDUC 3520.01 COURSE TITLE: Teaching of Reading: Elementary
TERM: Spring 2006 SITE: Webster Hall 3520 INSTRUCTOR CONTACT INFORMATION:

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Course Description: This is an introductory course in reading methodology for elementary education, early childhood, and special education majors. It is the first in a series of three courses required for certification. Students will examine a variety of approaches to teaching reading in elementary schools. The focus will be on teaching reading at the primary grades. Topics for consideration will include: reading definitions, theories of reading instruction, balanced literacy, literacy processes, readiness, emergent literacy, guided reading, shared reading, read aloud, independent reading, reading/writing connection, classroom management, building a literate community, comprehension, reading problems, and reading success. Students will critique reading programs and materials and apply content knowledge.

1. Learning Outcomes: The major goal is to explore the field of early reading and its role in the literacy process.

Course Outcomes, SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed

a) Study the reading process and its place in early literacy development. IRA 1:1

MoStep 1:1b) Learn ways to create a literate environment. IRA 4:1, 4:2, 4:3, 4:4c) Examine and models of reading and conditions of learning. IRA 1:2

MoStep 1:3, 2:4d) Understand the role of the cueing systems. IRA 1:4e) Study the role of learning to read and spell. IRA 1:4f) Understand the theoretical underpinnings of reading and emergent literacy. IRA 1:2, 1:4

MoStep 1:1, 2:2, 2:4, 3:1, 3:4g) Examine the relationships of written and oral language development. IRA 1:1, 1:3

MoStep 2:2h) Investigate the relationship between reading and writing. IRA 1:1

MoStep 1:5i) Develop a personal theory of literacy instruction. IRA 1:2

MoStep 2:2j) Investigate the place of literature and basal reading programs. IRA 2:2

MoStep 4:2k) Develop an understanding of alternative methodologies. IRA 2:1, 2:2, 2:3

MoStep 1:1, 1:2l) Interpret the role of assessment in early literacy. IRA 3:1, 3:2, 3:3

MoStep 8:1m) Critique reading materials and methods. IRA 2:2, 2:3, 4:2, 5:3, 5:4

MoStep 5:1n) Understand organization and management of the components of a balanced program. IRA 1:4, 2:1, 2:2, 2:3

MoStep 1:2, 2:3, 4:1, 4:2, 5:1, 5:2, 6:2, 6:3, 7:3o) Develop curricula plans that include all successful activities and strategies. IRA 1:3, 2:2, 2:3, 4:1

MoStep 1:2, 1:3, 2:2, 3:1, 3:4, 4:1, 5:1, 7:3p) Critically reflect on text readings, class discussions, and

classroom observations, and personal elementary experiences. IRA 5:1, 5:2, 5:3, 5:4

MoStep 9:1

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

Tentative Course Schedule (subject to change):

Week 1 (January 18)(No class Monday, January 16, Martin Luther King, Jr.'s

Course overview

Week 2 (January 23 and 25)

What is reading?

Major theories regarding reading instruction

→ **Reflection Paper #1 due on February 1**

Week 3 (January 30 and February 1)

Basal Instruction

Concepts About Print, other assessments

→ **Basal Activity due on February 8**

Week 4 (February 6 and 8)

Conventions of running records

Scoring and analysis of running record

Cueing Systems

Week 5 (February 13 and 15)

Fluency

Cues vs. strategies

Emergent Reading Behaviors

→ **Reflection paper #2 due on February 22**

Week 6 (February 20 and 22)

Overview of balanced literacy components

Familiar Reading-Shared Reading

Week 7 (February 27 and March 1)

Exploration of leveled texts

Guided Reading

→ **Teacher-made book due on March 6**

Week 8 (March 6 and 8)

Prompting/teaching for strategies

Book introductions

→ **Book introduction due on March 27**

March 13-17 Spring Break

Week 9 (March 20 and 22)

Early Reading Behaviors

Read alouds

Week 10 (March 27 and 29)

Reading and Writing Connection

Phonemic awareness

→ **Reflection paper #3 due on April 10**

Week 11 (April 3 and 5)

Word study/spelling

Phonics

Week 12 (April 10 and 12)

Transitional Reader

Independent Reading/Literature Discussion Groups

→ **Article critique due on April 19**

Week 13 (April 17 and 19)

Interactive writing

Write Aloud/making books

→ **Reflection paper #4 due on April 26**

Week 14 (April 24 and 26)

Literacy centers

Developing classroom libraries

Week 15 (May 1 and 3)

Scheduling, organization, and management

Review for final exam

Week 16 (Wednesday, May 10)

Finals week---Class will not meet on Monday

→ **Final Exam on Wednesday, May 10th**

2. RESOURCES:

Required Text(s): Tompkins, Gail. (2006). *Literacy for the 21st Century*. New Jersey: Pearson.

Supplemental Readings and Handouts: as assigned throughout the semester

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

Assessments	Links to Course Outcomes	Percentage of Grade	Teacher-made book (20 points)
3% Book Introduction (40 points)	a, c, d, e, f, g, n,	6%	Basal Activity (40 points)
Critique (100 points)	i, k,	17%	Class participation (100 points)
17%	Reflection Papers (4 at 50 points each for a total of 200 points)	c, d, e, f, i,	Exam (100 points)

This links to all outcomes. This links to all of the outcomes.

6. GRADING SCALE:

A	570-600 points
A-	540-569 points
B+	522-539 points
B	504-521 points
B-	480-503 points
C+	462-479 points
C	444-461 points
C-	420-443 points
D+	402-419 points
D	384-401 points
D-	360-383 points
F	359 points and below

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, SEALED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE

4. 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 a 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 Student Handbook.

5. ACCESSIBILITY/ACCOMODATIONS POLICY:

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