

## Course Syllabus

**COURSE NUMBER:**

**EDUC 3700.01 COURSE TITLE:**

**Strategies in Reading & Writing Instruction TERM:**

**Spring 2007 SITE:**

**Webster Hall**

**Room 324 INSTRUCTOR CONTACT INFORMATION:**

**Dr. Paula Witkowski**

**(314) 968-7070**

**paulaw@webster.edu CREDIT HOURS: 3**

**1. Course Description: This class is designed for elementary, early childhood, and special education majors. Students will explore the role of metacognition and research-based reading strategies utilized effectively for all learners during the reading and writing processes. Student-centered approaches such as the guided reading comprehension model will be highlighted in the use of both fiction and non-fiction texts, and students will learn to plan, teach, and evaluate reading and writing lessons in the elementary classroom.**

### **2. Learning Outcomes**

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

1. Students will understand the reading-writing relationship as an approach to balance instruction and become familiar with the guided comprehension model and the implications in the elementary classroom. Develop understanding of research, theory, and practice in reading and achieve an understanding of how to scaffold instruction to teach reading in a constructivist manner in order to address diversity in the classroom. MoStep Standards 2.4, 4.2 7.3, 9.2, 9.3

SOE Goals: 1, 2, 3, 4

SOE Dispositions: 1, 2, 3

IRA Goals: 1.1, 2.12. Students will observe, demonstrate, and evaluate reading and writing appropriate for diverse learners in the primary and middle grades. Learn to recognize research-based reading strategies in a classroom setting. Mostep Standards: 1.4, 1.5, 3.2 7.1, 8.1, 8.2, 8.3, 11.2, 11.3

SOE Goals: 1,2,3,4

SOE Dispositions: 1,2,3

IRA Goals: 1.4, 2.1, 2.2, 4.1

Schedule of required readings, class preparations and student presentations:

**Readings are to be done prior to each class.**

**Week 1:** Course Overview

(1/17) KWL

**Discussion:** What is Reading?

**Read:** Harvey & Goudvis: *The Foundation of Meaning*, pp. 1-2

Miller: *It Doesn't Get Better Than This*, pp. 1-3

- Week 2:** Balanced Literacy: Strengths & Needs  
(1/22-1/24) **Discussion:** What is Dyslexia? & What should we do about it?  
**Read:** Dyslexia: New Hope for Kids Who Can't Read (handout)  
Cunningham: Chapters 14 & 15  
**Assignment:** Complete Reading Guide for Chapter 14
- Week 3:** Phonics & Fluency: Their Impact on Comprehension  
(1/29-1/31) **Discussion:** How is phonics and fluency instruction embedded into reading lessons?  
**Read:** Cunningham: **Chapters 3, 4, 5 & 6. Prepare for Quiz**  
**Assignment:** Visit an area classroom during the reading lesson. **Write** a brief summary of what you observed. Be prepared to discuss your experience in class.
- Week 4:** More About Phonics & Fluency  
(2/5-2/7) **Discussion:** What is happening in classrooms today in respect to reading instruction?  
**Read:** Cunningham: **Chapters 7, 8 & 9. Prepare for Quiz**  
**Assignment:** Presentations on Cunningham, chap. 3-9
- Week 5:** The Guided Comprehension Model/Lesson & Unit Planning  
(2/12-2/14) **Discussion:** Describe your ideal classroom  
**Read:** Harvey & Goudvis: **Chapter 1** *Strategic Thinking*  
Miller: **Chapter 1** *Guiding Principles*  
**Assignment:** Complete 3-level concept guide
- Week 6:** **Discussion:** What is Reading Comprehension?  
(2/21) **Read:** Harvey & Goudvis: **Chapter 2 & 3** *Strategic Reading & Strategy Instruction*  
Miller: **Chapter 2 & 3** *In September & Readers' Workshop: Real Reading Starts at the Start*  
**Assignment:** Create a 3-level concept guide for chapters 2 & 3
- Week 7:** **Discussion:** How Can We Motivate Students to Read? Choosing the Right Book  
(2/26-2/28) **Read:** Harvey & Goudvis: **Chapters 4 & 5** *Teaching with Short Text & Book Studies*  
Miller: **Chapter 4** *Settling In*  
**Assignment:** Visit another classroom to observe the reading lesson. Interview the teacher about the program in her school. Write a brief summary of your experience.
- Week 8:** Making Connections Lesson Plan  
(3/5-3/7) **Discussion:** Questions so far?  
**Read:** Harvey & Goudvis **Chapter 6** *Making Connections*  
Miller: **Chapter 5** *Schema*  
**Assignment:** Create a map of key points from each chapter
- Spring Break:** (3/12-3/16)
- Week 9:** Visualizing lessons  
(3/19-3/21) **Read:** Harvey & Goudvis **Chapter 8** *Visualizing and Inferring*  
Miller: **Chapter 6** *Creating Mental Images*  
**Assignment:** Be prepared to **create a visualizing lesson** based on Chapters 8 & 9 to work in a classroom so that you can present one of the reading lessons from your lesson plan.

- Week 10:** Inferring lessons  
(3/36-3/28) **Read:** Miller: **Chapters 7 & 8** *Digging Deeper & Inferring*  
**Assignment:** Create a quiz/answer key for these two chapters
- Week 11:** Questioning lessons  
(4/2-4/4) **Read:** Harvey & Goudvis **Chapter 7** *Questioning*  
Miller **Chapter 9** *Asking Questions*  
**Assignment:** Create a Venn Diagram comparing these two chapters
- Week 12:** Determining Importance lessons  
(4/9-4/11) **Read:** Harvey & Goudvis **Chapter 9** *Determining Importance in Text*  
Miller: **Chapter 10** *Determining Importance in Nonfiction*  
**Assignment:** Create a Reading Guide for Chapters 9 & 10. Include answer key
- Week 13:** Synthesizing lessons  
(4/16-4/18) **Read:** Harvey & Goudvis **Chapter 10** *Synthesizing Information*  
Miller **Chapter 11** *Synthesizing Information*  
**Assignment:** Develop a graphic organizer to synthesize the information in chapter
- Week 14:** Putting it all together  
(4/23-4/25) **Read:** Harvey & Goudvis **Chapter 11** *Strategy Instruction in Context: Three Portraits*  
**Assignment:** Be prepared to lead a discussion about one section of this chapter  
**UNIT PLANS DUE**
- Week 15:** Assessment  
(4/30-5/2) **Read:** Harvey & Goudvis **Chapter 12** *Assessing Comprehension*  
Miller **Epilogue** *In June*  
**BINDERS DUE**
- Week 16:** **Final**  
(5/7-5/9)

**ATTENDANCE IS EXTREMELY IMPORTANT, AS IT WILL NOT BE POSSIBLE TO MISS PARTICIPATION POINTS. STUDENTS WHO MISS A CLASS WILL BE EXPECTED TO GET NOTES AND MATERIALS FROM ANOTHER CLASSMATE. MORE THAN TWO TARDIES WILL RESULT IN LOWERING OF YOUR GRADE BY ONE GRADE LEVEL. FREQUENT TARDIES MAY ACCUMULATE TO EQUAL AN ABSENCE.**

### **3. RESOURCES:**

**Required Texts:** Harvey, S. & Goudvis, A. (2000). Strategies That Work. Stenhouse  
Miller, D. (2002). Reading with Meaning. Stenhouse  
Cunningham, P. (2005). Phonics They Use. Pearson

**STUDENTS WILL ALSO BE REQUIRED TO KEEP A THREE-RING BINDER AND ORGANIZE HANDOUTS, LESSON PLANS, AND ALL OTHER MATERIALS IN THE BINDER THROUGHOUT THE SEMESTER. THIS WILL BE EVALUATED AT THE END OF THE SEMESTER AND WILL COUNT TOWARD ATTENDANCE, PARTICIPATION AND PROFESSIONALISM POINTS,**

### **4. 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	Admit Slips, Exit Slips, Quiz
Assignments #1 & 2	215%	Unit Plan & Classroom Presentation #1 & 2	40%
Classroom Observations #1 & 2	220%	Attendance, participation, professionalism #1 & 2	25%
Final #1 & 2			15%
		Total	100%

**5. GRADING SCALE:**

**100-90 = A**

**89-80 = B**

**79-70 = C**

**65-69 = D**

**PROFICIENT 85% - 100% ACCOMPLISHED SKILL DEVELOPMENT, EVIDENCE OF COMPETENCE SATISFACTORY 80 – 84% BASIC SKILL DEVELOPMENT; EVIDENCE OF POTENTIAL UNSATISFACTORY 79% or below INSUFFICIENT EVIDENCE; UNACCEPTABLE PERFORMANCE**

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, MANAGED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE. PAPERS WILL BE PICKED UP IN PROFESSOR'S OFFICE AT THE END OF THE SEMESTER.**

**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:

**ACADEMIC DISHONESTY IN THIS COURSE MAY RESULT IN REMOVAL FROM THE COURSE OR THE PROGRAM**

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

## 6. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and you may require accommodations contact the Director of the Academic Resource Center, 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 reflection 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 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 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 the “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 education candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

#### 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:**

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
  
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