



## Course Syllabus

COMM 5910:01	Dr. Nancy Johnson	nancyj@webster.edu
COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
Investigations in Reading: Primary	Summer 2003	3
COURSE TITLE	TERM	CREDIT HOURS
WEBG		
SITE		

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

This course has been designed for classroom teachers to explore and investigate the teaching and learning of reading (preschool through third grade). The course syllabus and assignments are open-ended, permitting students to pursue particular topics of interest. The instructor assumes that students accept responsibility for identifying specific areas of interest and suggesting possible projects.

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

In order to provide better literacy instruction for young children, students participating in this course will:

- a) study the reading process and its place in early literacy development: (IRA 1:1; 2:4; 6:1; MoStep 1:1)
- b) examine specifically the relationships of written and oral language development to that of reading; (IRA 2:2; 2:3; MoStep 3:1)
- c) understand the role of scaffolding in literacy instruction; (IRA 12:2; MoStep 1:2; 3:2; 3:3; 5:2; 7:3)
- d) explore the interaction of the child who is developing early literacy skills, instructional strategies, and appropriate resources; (IRA 2:7; 2:14; MoStep 1:2; 1:3; 1:4; 2:4; 4:1; 5:1; 8:3)
- e) examine, challenge, support, modify, and extend current beliefs and knowledge about children, literacy development, and learning theory; (IRA 1:6; 4:3; MoStep 1:1; 2:2; 2:4)
- f) study the role of metacognition in literacy development; (IRA 2:8; MoStep 1:4)
- g) explore current methods of assessing, documenting, and reporting literacy growth; (IRA 2:14; 10:1; 11:1; 11:4)

- h) understand the role of classroom organization on literacy instruction (IRA 5:1; 5:3; MoStep 6:2)
- i) examine the synthetic and analytic methods of phonics instruction (IRA 2:1; 3:3; 6:2; MoStep 1:2)
- j) read and discuss relevant professional literature and share/reflect on applicable professional experiences.(IRA 13:3; 16:1; 16:2; MoStep 1:1; 9:2)

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

**WEEK 1:** Course Overview  
Examining Beliefs  
Defining Reading  
Models of Reading Instruction  
Scaffolding literacy growth  
Professional Reflections  
Defining your role and goals  
Video of Shelly Harwayne

**Assignments:** Taberski, Chapter 1, 2, and 3; Dorn, Chapters 1-2

**WEEK 2:** Complete discussion from week 1  
Examine the role of the student and the teacher in learning to read  
Concepts of Print  
How does literacy instruction at the Emergent levels differ from that in the Intermediate grades?  
Organization of classroom: space, materials, time  
Components of literacy program

**Assignments:** Taberski, Chapter 4-5; Dorn, Chapter 3 and 8; **Journal article summary and**

**Reflection #1.**

**WEEK 3:** Reading Conferences  
Running Records of children's reading/miscue analysis  
Three cue systems  
Guided Reading

**Assignments:** Taberski, 6-7; Dorn Chapters 4-5 **Theme Paper Due and presentation**

**WEEK 4:** Assessment of comprehension  
Reading discussions  
Read Aloud/Shared Reading

**Assignments:** Taberski, Chapter 8 and Dorn Chapters 6-7 **Journal article summary and Reflection #2**

**WEEK 5:** Guided Reading  
Skills vs. Strategies

The Phonics Debate  
Choosing "Just Right" books

**Assignments:** Taberski, Chapters 9-10, Dorn Chapter 4

**WEEK 6:** Word Study  
One-on-one time  
Deciding what to teach and why  
Building Background and Understanding  
Independent Reading  
Children's Responses  
Remediation vs. acceleration – Reading Recovery

**Assignments:** Taberski Chapter 11-13. **Final Essay**

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):            *On Solid Ground*, by Sharon Taberski  
                         *Apprenticeship in Literacy* by Linda Dorn, et. al.

Supplemental Readings: teacher handouts, videos, professional journal articles

Audio-visual/other: Shelley Harwayne, Early Intervention lesson,

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

Professional Journal Articles – Students will read one journal article for each of weeks 2 and 4. Students summarize each article on the front of a 4X6 index card and write a personal/professional reaction on the back. A copy of the article is to be submitted with the summary/reflection. Journals appropriate for this assignment include, but are not limited to:

Primary Voices	Reading Teacher
Language Arts	Reading Research Quarterly
Educational Leadership	Handbook of Reading Research
Elementary School Journal	Phi Delta Kappan

Theme Paper – Due Week 3 – Typed or word processed paper (6-8 pages using a 12 point font), researching a topic related to primary reading instruction. Five references in addition to our classroom texts must be cited in the text. APA format. Reference page. Brief (5-7 minute) presentation summarizing the topic for the class.

Final Essay – done in last class on Primary Literacy

Class Participation – Active participation in small and whole group activities is expected.

Attendance – Unapproved absences will result in the lowering of a grade. If a student misses one class session, the student is responsible for that day's work. If a student misses two class sessions, the student's will have an additional assignment. It is the student's responsibility to withdraw from the course if he/she has more than 2 absences.

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|-----------------------------------|-----|
| a) Theme Paper                    | 30% |
| b) In class presentation          | 10% |
| c) Final Essay                    | 25% |
| d) Journal summary and reflection | 20% |
| e) Class Participation            | 15% |

6. Supplements (study guide, sample tests, project outlines may be attached.)  
Please list.
  
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:  
  
Submit an additional journal article summary and reflection on 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 project/paper can be returned.
  - Other (explain)

**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.