



## Course Syllabus

COURSE NUMBER AND SECTION

Comm 5930

INSTRUCTOR Tom Cornell

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COURSE TITLE

Investigations in Reading - Intermediate

SITE

Webster University

TERM Summer 03

CREDIT HOURS 3

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

This course emphasizes the research and methods related to the teaching of reading in grades 4-6. Participants are assisted in pursuing topics of personal interest in individual investigative projects. This course counts for initial certification and reading specialist certification.

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

1. Students will learn reading strategies to improve comprehension (CA 2 & 3).
2. Students will learn writing strategies to improve literacy skills (CA 1 & 4).
3. Students will learn how to incorporate oral and visual presentations to enhance literacy (CA 5 & 6).
4. Students will learn how to evaluate the relationships between language and culture (CA 7).

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

Week 1	Chapter 1 Chapter 2	Strategic Thinking Strategic Reading
Week 2	Chapter 3 Appendix A	Strategy Instruction and Practice
Week 3	Chapter 4 Chapter 5	Teaching with Short Text Book Selection

Week 4	Chapters 6 Chapter 7 Appendix F	Making Connections: A Bridge from the New to the Known Questioning: The Strategy the Propels Readers Forward
Week 5	Chapter 8 Chapter 9 Appendices B & F	Visualizing and Inferring: Strategies ... Determining Importance in Text: The Nonfiction Connection <b>Response Option Due</b> (see attachment)
Week 6	Chapter 10 Appendix F	Synthesizing Information: The Evolution of Thought <b>Response Option Due</b>
Week 7	Chapter 11	Strategy Instruction in Context: Three Classroom Portraits <b>Class presentations</b> (see attachment) <b>Class Project due</b> (see attachment)
Week 8	Chapter 12 Appendix G	Assessing Comprehension: How Do We Know? <b>Class presentations</b>

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): Harvey, Stephany & Anne Goudvis. Strategies That Work. Stenhouse Publishing, 2000.

Supplemental Readings: Provided by the instructor

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

- |                          |     |
|--------------------------|-----|
| a) Term Paper(s)         | 20% |
| b) Examination(s)        |     |
| c) Class presentation(s) | 10% |
| d) Curriculum project    | 60% |
| e) Class Participation   | 10% |
| f) Other                 |     |

6. Supplements (scoring guides are attached.)

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:

- a) Lab
- b) Curriculum Project
- c) Paper(s)
- d) AV Project
- e) Other

8. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Projects 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 if the project is turned in the last week of class.

**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.

Name \_\_\_\_\_

## Response Option Scoring Guide

Select two books appropriate for grades 4-6 (Appendix E will give you some guidance in selecting books). Choose a response option strategy from Appendix F or the appropriate chapter (chapters 6-10). **Submit a typewritten description of a response option strategy. This assignment is due weeks 5 & 6. Staple this scoring guide to the back of each assignment. (NOTE: You may not use the same response option strategy example in your class project).**

	Possible	Earned
<b>Book is identified with bibliographic information</b> (Include title, author, publisher, ISBN number, and copyright)	2	
<b>Response option refers to the text</b>	5	
<b>Response option includes self reflection</b>	5	
<b>Response option refers to the strategy</b> (choose one from chapters 6-10; connections, questioning, visualizing & inferring, importance & synthesizing)	5	
<b>Mechanics and writing style</b>	3	_____
	<b>TOTAL</b>	<b>20</b>

Comments:

Name \_\_\_\_\_

## Presentation Scoring Guide

Select one response option (from assignments turned in for week 5 or 6) and give a 10 minute presentation to class. Provide a copy of your response option for each member of the class. **Staple this scoring guide to the back of the response option when turning it in for your presentation.**

	Possible	Earned
<b>Introduction of book</b> – explain why you chose the book	5	
<b>Summary of the book</b>	5	
<b>Summary of response option</b>	5	
<b>Presentation skills</b>	5	_____
<b>TOTAL</b>	<b>20</b>	

Comments:

## Project Scoring Guide

This project is a two-week unit on a particular theme (possible topics might include the rain forest, civil war, Missouri History, impressionism, health, composers, mathematics, etc.) The project should include the following components:

	Possible	Earned
<b>Introduction</b> (list 3 objectives taught in this unit- correlate them to the Show-Me Content Standards; briefly explain why you selected certain books; grade level and content; how you will differentiate for different reading levels; and how you will incorporate reading, writing, speaking, and listening).	15	
<b>Timeline</b> (explain what activities and handouts will be used on each day – 10 days).	10	
<b>Strategy Lessons</b> (follow the format from chapters 6-10 that includes purpose, resources, and responses. Some lessons may take more than one day, but Include a minimum of 4 strategy lessons).	40	
<b>Strategy Examples</b> (give your own example of each strategy lesson from above – see examples in the text or appendix F).	40	
<b>Mechanics/Writing Style/Organization</b>	5	
<b>Cohesion</b> (how the literature selections, strategy lessons, and timeline all blend together to achieve the specified objectives).	10	_____
<b>TOTAL</b>	<b>120</b>	

**Comments:**

