



Course Syllabus

COURSE NUMBER: Comm 5910.01	COURSE TITLE: Investigations in Reading:Primary	TERM: Summer 06
SITE: WEBH 326 M- 5-9:00 pm	INSTRUCTOR CONTACT INFORMATION: Tamara Jo Rhomberg tamararhomberg88@webster.edu (636-938-2335- W) rhombergtamara@rockwood.k12.mo.us	CREDIT HOURS: 3

1. COURSE DESCRIPTION: This course has been designed for classroom teachers to explore teaching of reading and learning to read (preschool through third grade). Students focus on relevant topics such as balanced literacy, assessment of early literacy, guided reading, and reading workshop. In addition, students pursue particular topics of interest for projects in the classroom. This counts for certification in elementary early childhood, special education, or reading specialist.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Study the reading process and its place in early literacy development		IRA 1.1 , 1.2; MoStep 1a, 2.a
Examine specifically the relationship of written and oral language development to that of reading development		IRA 2.2, 2.3; MoStep 2.a,2.d
Understand the role of scaffolding in literacy development/ education		IRA 4.1,4.2; MoStep 3.b,3.c, 3.d, 4.a
Explore the interaction of the child who is developing early literacy skills, instructional strategies, and appropriate resources		IRA 1.3, 1.4, 2.1, 2.2, 4.2 ; MoStep 3.b, 3.d, 5.a,
Examine, challenge, support, modify, and extend current beliefs and knowledge about children, literacy development, and learning theories		IRA 1.3; MoStep 2.a, 2.b, 2.d
Study the role of metacognition in early literacy development		IRA 1.1; MoStep 2.a, 2.d
Explore current methods of assessing, documenting, and reporting early literacy growth		IRA 3.1, 3.3, 3.4; MoStep 5.a,8.a
Understand the role of classroom organization on literacy instruction		IRA 4.1, 4.2; MoStep 4.a, 4.b
Examine the synthetic and analytic methods of phonics instruction		IRA 2.1, 3.3., 6.2; MoStep 1.2
Read and discuss relevant professional literature. Share applicable professional experiences		IRA 5.4 MoStep 10.a

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams. All readings are to be completed (except for Week 1) prior to the designated class.

Week 1

Introductions/Course Overview/ Syllabus Review
Defining Reading/ Reading Theories/ Philosophy of Reading
Developmental Stages of Reading

Assignments:

Braunger/Lewis – Chpts. 1 & 2
Taberski – Chpts. 1 & 2
Teacher Handouts

Week 2

Factors that Influence Literacy Learning
Video Presentation

Assignments:

Braunger/Lewis – Chpt. 3
Taberski – Chpt. 3

Week 3

Assessing Children to Determine Their Strengths and Needs

Assignment:

Taberski – Chpts. 4,5, & 6
Teacher Handouts

Due- Article #1 Summary/Critique

Week 4

Phonemic Awareness/Phonetic Skills
Word Study
Scaffolding Instruction

Assignments:

Braunger/Lewis – Chpt. 4 (pp58-89)
Taberski – Chpt. 9 & 10
Teacher Handouts

Due: Assessment Case Study

Week 5

Read Aloud/ Shared Reading
Guided Reading
Matching Books to Learners

Assignments:

Braunger/ Lewis – Chpt. 4 (pp90-133)
Taberski – Chpts. 7, 8 & 11

Week 6

Assisted Writing

Independent Writing
Reading/ Writing Workshop

Assignment:

Teacher Handouts

Taberski – Chpt. 13

Due: Article #2 Summary/ Critique

Week 7

Comprehension Strategies

Making Connections/ Schema/Mental Images

Inferring/ Asking Questions

Video Presentation

Assignment:

Teacher Handouts

Assignment:

Due: Research Topic Paper

Week 8

Key Factors in Reading Development

Assignment:

Braunger/Lewis - Conclusion

3. RESOURCES:

Braunger,J. & Lewis, J. (2006). Building a Knowledge Base in Reading. 2nd ED. Newark, DE: International Reading Association.

Taberski, S. 2000. On Solid Ground. Portsmouth, NH: Heinemann Company.

Supplemental Reading and Handouts as assigned through out the course.

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
Professional Journal Article Summaries / Critques (2) –50 points each	1,3,5,6,8,9	16.6%
Assessment Case Study –200 points	6,7,	33.3%
Research Topic Theme Paper – 200 points	2,4	33.3%
Class Participation –100 points	10	16.6%

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5. GRADING SCALE:

- 600-560 points = A
- 559-540 points = A-
- 539 – 520 points = B+
- 519 – 500 points = B
- 499- 480 points = B-
- 479- 460 points = C+
- 459 – 440 points = C
- 439 –420 points = C-
- 419 – 400 points = D+
- 399 – 380 points = D
- 379 – 360 points = D-
- 359 points and below = F

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

- This syllabus is subject to change at the discretion of the instructor
- Regular class attendance is required. Attendance will be taken at each class meeting. Due to the small number of class meetings, missing classes during the semester will result in a possible grade reduction. Absences can consist of missing an entire class meeting as well as accumulated tardies and or leaving class early.
- Class participation points are based on active involvement in class activities and discussions. Class participation cannot be made up outside of class meetings.
- Points will be deducted for assignments turned in after the due date unless previous arrangements have been made with the instructor.
- An incomplete (I) grade is only given due to personal illness or family emergency. The majority of the coursework must be completed before consideration for an incomplete grade will be given.
- Class readings and assignments need to be completed prior to the class meeting for which they are listed (with the exception of the first week of class). Chapters of the textbook(s) are listed with class meetings for which they are most relevant. However, feel free to space out the readings to accommodate your schedule, making sure the readings are completed prior to the dates listed. Additional reading may be assigned throughout the semester at the discretion of the instructor.
- Changes made to this syllabus, if any, will be announced in class. It is the student's responsibility to contact another class member regarding any announcements made during a missed class meeting.
- Any work submitted after Week 7 must be accompanied by a self-addressed stamped envelop, if student wants materials returned.

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:

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

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

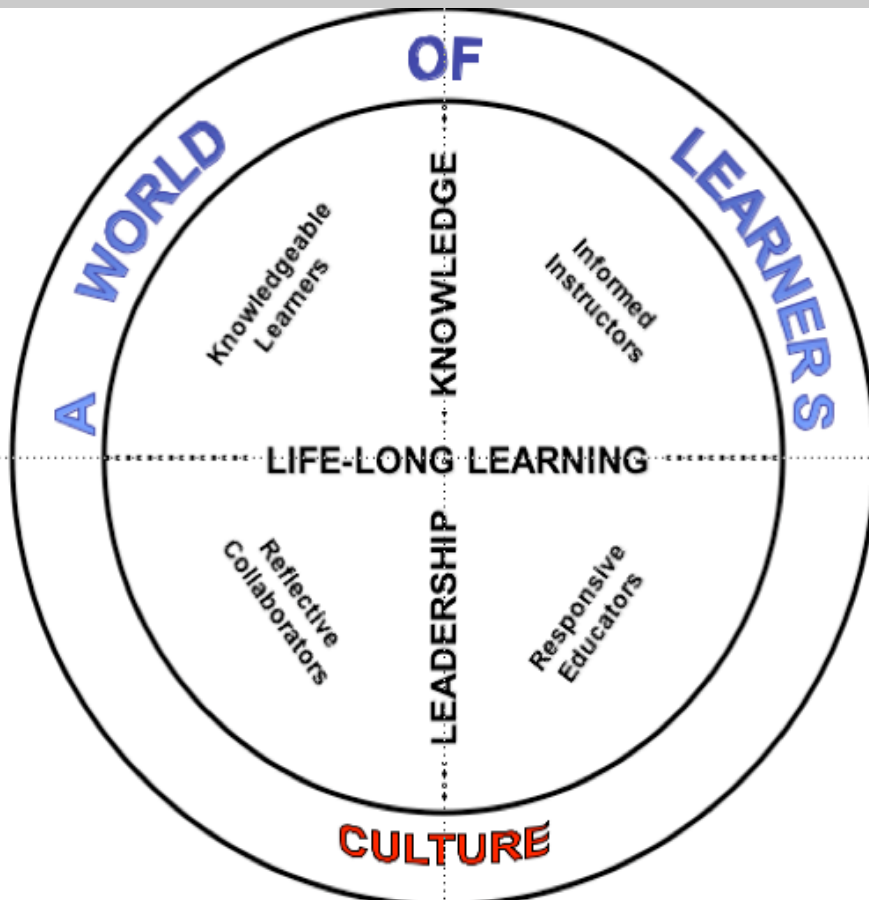
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

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 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 a "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 its 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

*Underlined items must be included in all assignments

Article Summary/Critique (2) – 50 points Each

The article summary/ critique has evidence of:

- Complete APA style biographical reference for the article being critiqued.
- Use of an article from a professional periodical, such as *Journal of Educational Research*, *Language Arts*, *The Reading Teacher*. Articles should be pre- approved by the instructor.
- A clearly written and complete summary of key points of the article (at least 1 page, double-spaced).
- A thoughtful discussion of your personal reaction to the article’s key points; whether you agree or disagree with the author’s point of view and why (at least ½ page, double-spaced).
- A critique to the professional implications of the article to your teaching or the teaching profession with specific references to key points made in the article (at least 1 page, double-spaced).
- Appropriate grammar and language mechanics (typos, spelling, subject/verb agreement, etc.)
- Copy of the complete article attached to the critique.

Research Topic Theme Paper – 200 points (3-4 typed pages, double-spaced)

The research topic theme paper has evidence of:

- Topic pre-approval by the instructor
- Complete APA style biographical reference for the article being critiqued.
- Five citations from a professional periodical, such as *Journal of Educational Research*, *Language Arts*, *The Reading Teacher*.
- Clearly written summary and review of research gathered referencing key points.
- Thoughtful reflection of professional implications of the research on teaching and learning.
- Appropriate grammar and language mechanics (typos, spelling, subject/verb agreement, etc.)

Assessment Case Study – 200 points
(3-4 typed pages not including the protocols, double-spaced)

The assessment case study has evidence of:

- Selected assessment pre-approval by the instructor.
- A copy of the assessment protocol is attached.
- A copy of the student assessment (without name) is attached.
- A clearly written summary of the assessment results indicating areas of strength and need.
- Specific diagnostic recommendations as related to the assessment results.
- Appropriate grammar and language mechanics (typos, spelling, subject/verb agreement, etc.)