

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATION

SYLLABUS

OVERVIEW / SCHEDULE / INSTRUCTIONS

FALL 2006

I. THEORETICAL FOUNDATIONS OF READING

EDUC 5623

Hours credit: 3

Professor: Dr. Lynda Robinson

e-mail: lrobinson@cameron.edu

Time: T 4:15 – 6:55 PM

Office: CUNB 1059 Phone: 581-7915

Office hours: T 3 – 4 PM or after class by appt.

Classroom: CUNB 1051

II. COURSE DESCRIPTION AND KNOWLEDGE BASE:

This course examines the historical, philosophical, sociological, physiological and psychological foundations of Reading.

PREREQUISITES: EDUC 3513, EDUC 3533, LIBS 3423 or equivalent coursework

III. SPECIFIC LEARNING OBJECTIVES:

The student will:

1. Internalize the meaning of and define the progression of the major theories of the reading process. **IRA 1.1;2.10;2.11**
2. Read, discuss, and understand writings of a sample of people who have been influential in the development of current understanding of the reading process. **IRA 2.10;2.11**
3. Understand and be able to explain the different philosophies and approaches to reading. **IRA 3.4**
4. Describe the phonemic, morphemic, syntactic, semantic, and pragmatic systems of language as they relate to reading and writing. **IRA 2.1; 2.2; 2.4**
5. Describe reading and study skills necessary for being a successful student. **IRA 8.2; 8.3; 8.4; 8.5**
6. Read and discuss current developments of brain research and the implications for reading. **IRA 2.11; 3.4**
7. Understand and discuss basic language, cognitive, and learning differences and the implications for reading. **IRA 1.6; 2.1; 2.11**
8. Analyze current trends and issues in reading. **IRA 2.1; 11.4**
9. Discuss the role of politics in reading. **IRA 3.5**

10. Become more proficient at analyzing and synthesizing research in literature.

IRA 11.5; 14.1

11. Revise and refine a personal, written philosophy of reading.

IV. ACTIVITIES, REQUIREMENTS, ASSIGNMENTS

The student is responsible for all information presented in lectures and in the assigned text chapters from Reading and Learning to Read. Students will be expected to participate fully, both orally and in writing, in all sessions related to the extended reading of each chapter assignment.

All assignments must be turned in to both turnitin.com AND Blackboard by 4 PM on the due date. Paper copies are NOT acceptable unless the University system is down all day on the due date! Late assignments will not be accepted unless student has an EXCUSED absence (determined by instructor) for that date. In that case, makeup will be at the discretion of the instructor.

1. Journal Article Critiques (3 - graded by Article Critique Rubric)
 - a. From a professional journal, choose an article which addresses the assigned topic.
 - b. Write a 2 – 3 page report, double-spaced & submit electronically.
 - c. 1/3 of your paper should be a summary of the article. 2/3 should be your reflection on why this article is important and how it might impact you as a teacher.
 - d. be sure to include a bibliography of the article.
2. Research paper (Graded by Report Rubric)
 - a. Choose 2 major researchers/theoreticians from the field of Reading (from our text or in consultation with instructor)
 - b. Write an 8 – 10 page (double-spaced) paper comparing/contrasting their viewpoints on the teaching of Reading.
 - c. A bibliography with at least 4 sources beyond the text (2 for each researcher) will be expected.
3. Research paper: Oral Presentation (Graded by Oral Presentation Rubric)
 - a. No more than 10 minutes
 - b. Give the salient points from your paper
 - c. Reading directly from the paper (except for **no more than one quote**) is not acceptable
4. Exams
 - a. There will be 3 exams that will (approximately) divide the text.
 - b. Questions will be a mixture of essay, multiple choice & (possibly) some fill-in-the-blanks.
 - c. Since class meets once a week, exams will be given the first hour of class (60 minutes) followed by a 10-minute break and then lecture/discussion will follow for the remainder of class time.

V. TEXTBOOKS

Vacca, J.; Vacca, R.; Gove, M.; Burkey, L.; Lenhart, L. & McKeon, C. (2006). Reading and learning to read, 6th ed. Boston: Allyn & Bacon.

Tompkins, G. (2004). 50 literacy strategies: Step by step, 2nd ed. Columbus, OH: Merrill.

VI. EVALUATION/GRADING

1. Journal Article Critiques (3 @ 25 pts. each)	75 pts.
2. Research paper	100 pts.
3. Research paper: Oral Presentation	25 pts.
4. Exam 1 (Chapters 1 – 5)	100 pts.
5. Exam 2 (Chapters 6 – 9)	100 pts.
6. Exam 3 (final exam, Chapters 10 – 13 & Strategies book)	<u>100 pts.</u>
TOTAL POINTS	500 pts.

Your grade will be determined as a percentage of your accumulated points divided by possible points (500)

Percentage scale:

93 – 100 = A

85 – 92 = B

78 – 84 = C

70 – 77 = D

Below 70 = F

VII. ATTENDANCE/WITHDRAWAL POLICY

Attendance:

Attendance is important! Since this class meets only once a week, missing a class means missing an entire week's worth of material. The student is expected to attend all class sessions.

Absences:

If a student must miss class for an extremely important reason, the student is still responsible for all information presented in class. Lecture, group discussion, role playing, etc. will be reflected on exams. Please secure handouts and notes from a fellow class member. 5 PERCENTAGE points will be deducted from your final grade for each unexcused absence. Typically, an excused absence would ***only*** be given for TDY assignment, death in the immediate family, religious holiday (approved by the University), or a Cameron-sponsored field trip (sports/class).

Assignments:

1. The student is responsible for all assignments being turned in on time. Any assignment may be turned in early, BUT be sure that you fully understand the assignment as it WILL be graded once it is turned in. **Late assignments will not be accepted unless student has an EXCUSED absence (determined by instructor) for that date. In that case, makeup will be at the discretion of the instructor.**
2. **The student is responsible for his/her own work. Copying and/or plagiarism is not acceptable behavior (see Cameron University Student Handbook). If a student represents another work as his/her own, that student will receive a "0" for that assignment.**
3. Exams: If the student has an EXCUSED absence (determined by instructor) for the date of an exam, makeup will be at the discretion of the instructor.

Withdrawals:

If a student ceases to attend class without an official drop slip (a slip signed by the instructor), a grade of “F” will be assigned regardless of the grade at the time the student ceases to attend. Cameron University policy prohibits a “W” grade in such a circumstance. Drop dates for Fall 2006 are as follows:

Last date to enroll or add a class – August 28, 2006

Last date to drop without entry on transcript – September 1, 2006

Last date to drop with a full refund – September 1, 2006

Last date to withdraw with an automatic ‘W’ – November 15, 2006

Last date to withdraw from a class – December 4, 2006

Students with disabilities:

It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580-)581-2209, North Shepler Room 314.

IX. BIBLIOGRAPHY

Calkins, L. (2001). The art of teaching reading. NY: Longman.

Cunningham, P. (2005). Phonics they use: Words for reading and writing. Boston: Allyn & Bacon.

Cunningham, P.; Moore, S.; Cunningham, J. & Moore, D. (2000). Reading & writing in elementary classrooms: Strategies & observations. NY: Longman.

Ericson, L. & Juliebo, M. (1998). The phonological awareness handbook for kindergarten & primary teachers. Newark, DE: International Reading Association.

Farris, P.; Fuhler, C. & Walther, M. (2004). Teaching reading: A balanced approach for today’s classrooms.

Fountas, I. & Pinnell, G. (1996). Guided reading: good 1st teaching for all children. Portsmouth, NH: Heinemann.

Fountas, I. & Pinnell, G. (2001). Guiding readers & writers, grades 3 – 6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann.

Gipe, J. (1998). Multiple paths to literacy. Columbus, OH: Merrill.

Miller, W. (2000). Strategies for developing emergent literacy. St. Louis: McGraw Hill.

Reutzel, D. & Cooter, R. (2000). Teaching children to read: Putting the pieces together, 3rd ed. Columbus, OH: Merrill.

Rasinski, T. & Padak, N. (2001). From phonics to fluency: Effective teaching of decoding & reading fluency in the elementary school. NY: Longman.

Savage, J. (2004). Sound it out! Phonics in a comprehensive reading program, 2nd ed. St. Louis: McGraw Hill.

X. COURSE OUTLINE AND TENTATIVE WEEKLY SCHEDULE:

This is a *tentative* schedule subject to change based on circumstances beyond the control of the instructor.

Class Dates & Topics:

Reading Assignment:

August 22

Course Overview (Syllabus/texts/rubrics)

Beliefs about Reading Interview

Appendix A

DeFord Theoretical Orientation to Reading Profile (TORP) Appendix B

August 29

Knowledge & Beliefs: Reading & Learning to Read

Chapter 1

Outside Reading

Brain Research

September 5

Approaches to Reading Instruction

Chapter 2

Strategies 16, 18, 19, 20, 27 & 45

Due: Journal Article Critique 1 (Balanced Instruction/Curriculum)

September 12

Early Literacy: How Reading & Writing Develop

Chapter 3

Strategies 1 & 2

Appendix C

September 19

Inviting Beginners into the Literacy Club

Chapter 4

Strategies 8, 9, 21, 23, 25, 40, 45

Appendix E

Due: Journal Article Critique (Early Literacy)

September 26

Assessing Reading Performance

Chapter 5

Strategy 9

Outside Reading

Assessment

October 3

Exam 1 (covers lecture notes, Chapters 1 – 5, Appendices A, B, C, E & Strategies from August/September class sessions)

(Exam will be given from 4:15 – 5:15. If you are late, you still stop the exam at 5:15)

Word Identification

Chapter 6

Strategy 26

Appendix D

October 10

Reading Fluency

Chapter 7

Strategies 7, 34, 38, 46

Outside Reading

Promoting Fluency

October 17

Vocabulary Knowledge & Concept Development
Strategies 10, 11, 47, 48, 49

Chapter 8

Outside Reading

Teaching Vocabulary

October 24

Reading Comprehension
Strategies 13, 28, 29, 30, 31, 37, 42

Chapter 9

Due: Journal Article Critique (Reading Comprehension) – CHANGE!

October 31

Reading/Writing Connection
Strategies 4, 12, 32, 39, 43, 50

Chapter 11

Outside Reading

Reading/Writing Connection

November 7

Exam 2 (covers chapters 6 – 9 & 11, Appendix D & accompanying strategies from
October class sessions)

(Exam will be given from 4:15 – 5:15. If you are late, you still stop the exam at 5:15)

Bringing Children & Literature Together

Chapter 12

Strategies 5, 5, 17, 33, 35, 36

Appendices F & H

November 14

Basal Readers & Instructional Materials
Managing & Organizing an Effective Classroom

Chapter 13

Chapter 15

Outside Reading

Effective Classrooms/Schools

November 21

Making the Transition to Content Area Tools
Strategies 3, 14, 15, 22, 34

Chapter 13

DUE: Research Reports & Oral Presentations

November 28

Meeting the Literacy Needs of Diverse Learners
Continuance of oral presentations if necessary

Chapter 10

Appendix G

December 5

Final Exam 4:15 – 6:55 PM (Covers lecture notes, Chapters 10 & 12 – 15, Appendices
F, G, H & strategies from November class sessions. It will probably not take the entire
time. If you're done early, you may leave early.)