

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL632
Course: Reading Recovery® Theoretical Seminar I Revision: FA 03



“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

This course will introduce the Reading Recovery® professional to an in-depth understanding of the theoretical base for the Reading Recovery program as designed by Marie Clay. (3)

II. Prerequisites:

Admission to the Reading Recovery Teacher Leader program or completion of EL630 & 631 or EL660 & 661

III. Purposes or Objectives of the Course:

- A. Describe the complexity of building a literacy system in relation to cognitive, social and linguistic factors.
- B. Describe the roles of emotion, perception, attention, and memory in shaping literacy processes.
- C. Explain brain functions and processes (i.e. activation, retention, memory devices, and transfer of learning) as related to literacy learning and planning for instruction.
- D. Explain cognitive restructuring, its role in self-regulation, and implications for teaching.
- E. Identify and explain change over time in visual perception, the importance of visual and non-visual information, and the role of teaching for strategies in the development of perceptual processes and abilities.
- F. Identify critical principles and characteristics reflected by expert teachers.
- G. Apply key theoretical principles related to the above objectives to design and deliver effective Reading Recovery and/or early literacy instruction.

IV. Expectations of Students:

- A. Each student is expected to attend class regularly.

- B. Each student is expected to prepare for and participate in class discussions and activities.
- C. Each student is expected to complete assigned readings.
- D. Each student is expected to demonstrate achievement by his/her performance on oral and/or written exams.
- E. Each student is expected to complete all assignments.

V. Course Content or Outline:	Hours
A. Literacy system development	6
1. Cognitive, social and linguistic factors	
2. Relationships to literacy learning	
B. Roles of emotion, perception, attention and memory	6
1. Functions in brain processes	
2. Impact on becoming literate	
3. Planning for instruction	
C. Basic brain facts	9
1. Parts of brain and their functions	
2. How the brain learns, retains and uses information	
3. Memory devices	
4. Teaching for transfer and self-regulation	
D. Cognitive restructuring	6
1. Neurological development	
2. Roles of environment and experience	
3. Theory of working systems and reassembly	
4. Implications for teaching	
E. Visual Perception	9
1. Roles of visual and non-visual information	
2. Change over time in perceptual processes and abilities	
3. Teaching across a continuum of learning	
F. Expert Teachers	3
1. Teaching principles and expectations	
2. Characteristics and application	
G. Application of theory to practice	6
1. Design and delivery of effective Reading Recovery lessons	
2. Design and delivery of effective early literacy lessons	

VI. Required Texts:

Clay, M. (2001). *Change over time*. Portsmouth, NH: Heinemann.

Lyons, C. A. (2003). *Teaching struggling readers*. Portsmouth, NH: Heinemann.

Sousa, D. A. (2001 second edition). *How the brain learns*. Thousand Oaks, CA: Corwin Press.

VII. Basis for Student Evaluation:

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

- A. Evidence through class participation that the student:
 - 1. Has read assigned materials.
 - 2. Can relate the ideas in those materials to their work with children and/or teachers in Reading Recovery.
 - 3. Can compare and contrast theoretical ideas.

- B. Evaluation of written assignments
 - 1. Brief reflective papers and related assignments
 - 2. Case studies and/or teacher development study

- C. Oral and/or written exams

VIII. Knowledge Base:

Clay, M. (1991). *Becoming literate: the construction of inner control*. Portsmouth, NH: Heinemann.

Clay, M. (1998). *By different paths to common outcomes*. York, ME: Stenhouse.

Dorn, L. & Soffos, C. (2001). *Shaping literate minds*. Portland, ME: Stenhouse.

Healy, J. (2000). *Endangered minds*. New York, NY: Simon & Schuster.

Jensen, E. (2000). *Different brains, different learners: how to reach the hard to reach*. San Diego, CA: The Brain Store, Inc.

Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Meichenbaum, D. & Biemiller, A. (1998). *Nurturing independent learners*. Cambridge, MA: Brookline Books.

Moustafa, M. (1997). *Beyond traditional phonics*. Portsmouth, NH: Heinemann.

Ratey, J. R. (2001). *A user's guide to the brain*. New York, NY: Pantheon Books.

Rogoff, B. (1990). *Apprenticeship in thinking*. New York, NY: Oxford University Press.

Smith, Frank (1997) *Reading without nonsense*. New York, NY: Teachers College Press.

Smith, F. (1994). *Understanding reading*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Sousa, D. A. (2001). *How the special needs brain learns*. Thousand Oaks, CA: Corwin Press.

Wood, D. (1988). *How children think and learn*. Cambridge, MA: Blackwell.

Websites:

Reading Recovery® Council of North America
<www.readingrecovery.org>

Arkansas Early Literacy Model
<www.arliteracymodel.com>