

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL670

Course: Theoretical and Knowledge Base in Reading New: FA '01



“The Teacher as Professional Educator”

Catalog Description: A study of methods and materials used in the teaching of reading in the elementary grades.

Course Description: The course will enable students to advance the understanding and application of the theoretical base supporting reading and writing as a multi-dimensional process. The reading process is influenced by many factors including: interests and attitudes, cognitive and linguistic development, grapho-phonemic and metacognitive awareness. The student will apply the knowledge base necessary to coordinate literacy learning (including: incorporation of materials, teaching strategies, and technology pertinent to effective reading instruction in areas of word recognition, comprehension, reference and study skills and applied research).

Rationale: Participating teachers should acquire the necessary theoretical base to understand and apply reading and writing processes in a multi-dimensional manner. In this course, practicing teachers should be guided to immerse themselves in analytical and evaluative thinking about the complex nature of reading instruction. They should examine how their philosophies and methodologies enable children to become lifelong learners in a diverse world.

Credit Hours: 3

Prerequisites: Successful completion of the program's core courses.

Conceptual Framework:

Course Objectives:

The student will:

- A. recognize and apply the instructional implications of teaching reading as a process.
- B. perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
- C. understand that written language is a symbolic system.
- D. understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.
- E. understand the role of metacognition in reading and writing.
- F. understand how contextual factors in the school can influence students' learning and reading (e.g., grouping procedures, school programs, and assessment).
- G. create a literate environment that fosters interest and growth in all aspects of literacy for all learners (reading/writing connection).
- H. teach students to monitor their own word identification through the use of syntactic, semantic, schematic, and grapho-phonemic relationships.
- I. provide direct instruction and model when and how to use multiple comprehension strategies.
- J. provide opportunities to locate and use a variety of print, non-print, and electronic reference materials and sources.
- K. teach students study skills.
- L. communicate with students, parents, paraprofessionals, and colleagues regarding assessment of student achievement and planning instruction.
- M. initiate and participate in on-going curriculum development and evaluation.

- N. promote collegiality with other literacy professionals through regular conversations, research, discussions, and consultations about learners, literacy theory, assessment, and instruction.
- O. synthesize strategies, materials, and activities that have a common instructional relevance for children with diverse needs (including: dialect speaking, Limited English Proficient, special needs, etc.).
- P. Examine uses of instructional and informational technologies to support literacy learning (virtual fieldtrip, case studies, etc.).

Course Content: This course was developed in an outcomes-based format and was designed to conform to the 45 contact hour expectation common for three credit hour courses. The specific course content, outlined in the course objectives, will be delineated by the instructional design team and the instructor of record.

Course Schedule: Specifics to be determined by the instructional design team and the instructor of record.

- 1) Teaching reading as a process
 - a) Constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
 - b) Understand that written language is a symbolic system.
 - c) Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.
- 2) Understand the role of metacognition in reading and writing.
 - a) Teach students to monitor their own word identification through the use of syntactic, semantic, schematic, and grapho-phonemic relationships.
- 3) School influence on students reading
 - a) Create a literate environment that fosters interest and growth in all aspects of literacy for all learners (reading/writing connection).
- 4) Provide direct instruction and model when and how to use multiple comprehension strategies.
- 5) Examine use of instructional and informational technologies to support literacy learning.
 - a) Provide opportunities to locate and use a variety of print, non-print, and electronic reference materials and resources.
 - b) Examine uses of instructional and informational technology to support literacy learning.
- 6) Guide students to utilize study skills strategies in their classrooms.
- 7) Action research plan/portfolio preparation will include:
 - a) communication with students, parents, paraprofessionals, and colleagues regarding assessment of student achievement and planning instruction.
 - b) initiate and participate in on-going curriculum development and evaluation.
 - c) promote collegiality with other literacy professionals through regular conversations, research, discussions, and consultations about learners, literacy theory, assessment, and instruction.
- 8) Meeting the literacy needs of diverse learners.
 - a) Synthesize strategies, materials, and activities that have a common instructional relevance for children with diverse needs (including: dialect speaking, Limited English Proficient, special needs, etc.).
 - b) On-going curriculum development and evaluation.

Methods of Instruction: E-mail, online exams and quizzes, threaded discussion, case-based instruction, virtual fieldtrip, reflection on web-based research related to reading theory.

Activities at the student's local Regional Professional Development Center (RPDC) may be incorporated into the course curriculum.

Portfolio Requirement: A portfolio module will be developed to give evidence of competencies addressed in this class. Possible suggestions for the portfolio module for this course are:

- 1) Identify a topic of interest related to an area of literacy.
- 2) Research articles related to the identified topic.
- 3) Design an exploratory plan for an action research project that addresses the identified topic.
(The plan may be fully implemented during the next course in the sequence, The Improvement in Teaching of Reading.)

Research Component: The portfolio requirement will be an action research plan.

Grading Policy: Specifics to be determined by the instructional design team and the instructor of record

- Action research plan/portfolio requirement 60%
- Class projects 20%
- Personal Literacy Survey (pre- and post-) and reflection 10%
- Threaded discussion participation 10%

Textbooks (Title, Author, ISBN): Selected by the instructional design team and the instructor of record. Suggested text:

May, F. B. (1998). *Reading as communication: To help children read and write* (5th ed.). Columbus, OH: Merrill Publishing Co.

Library Review: Periodicals to support research will be required to support the action research project. Case-based materials will be needed to support this class. (Risko and Kinzer's case studies in education by Kendall Hunt)

Other Required Software, Materials and Equipment: Additional materials may be selected by the instructional design team and the instructor of record.

Statement on Non-Discrimination: Missouri's public universities are equal-opportunity educational institutions and do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or sexual orientation for programs, activities, or employment, in accordance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments.

Statement on Academic Honesty: Missouri's public universities are committed to intellectual integrity in their academic pursuits. Academic dishonesty constitutes unacceptable behavior and includes unauthorized assistance in completing required course assignments or testing. Unauthorized assistance includes electronic transfer. Plagiarism, that is, submitting someone else's work or part there of, as your own, is considered to be cheating.

Breaches of intellectual integrity will result in disciplinary measures, based on the policies and procedures of the student's home institution. These may include:

- 1) a failing grade for a particular assignment;
- 2) a failing grade for the course;
- 3) suspension for various lengths of time from the university; and/or
- 4) permanent expulsion from the university.

Statement on Student Disabilities: Reasonable accommodations will be provided upon request for persons with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. If you are a person with a disability, either learning related or physical, who requires an accommodation to participate in university programs, services, or activities please contact the disability services staff at your university of record.

Expected Enrollments: 20-25

Special Fees: None

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Boehn, D. (1997). I lost my tooth. *Learning and leading with technology*, 24(7), 17-19. (Highlights a web site that outlines cross-curriculum lesson plan for grades K-3)

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