

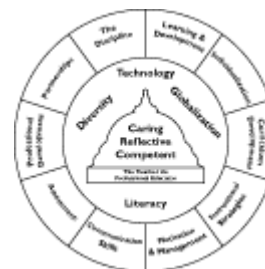
COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL671

Course: Improvement in Teaching Reading:
Inquiry and Research

New: FA '01



“The Teacher as Professional Educator”

Catalog Description: This course is designed to assist the student in evaluating his or her own classroom performance in the teaching of reading.

Course Description: This course is designed to assist the student in evaluating his or her own classroom performance in the teaching of reading. Inquiry models and “best practices” research will be explored to assist the student in making effective educational decisions.

Rationale: Teacher candidates should have knowledge of the necessary inquiry models and research in “best practices” research to implement effective literacy strategies in their educational settings.

Credit Hours: 3

Prerequisites: Theoretical and Knowledge Base of Reading

Conceptual Framework:

Course Objectives:

The student will:

- A. use inquiry models and research to reflect on one’s practice to improve instruction and other support services to students.
- B. understand, respect, and value cultural, social, linguistic, and ethnic diversity.
- C. recognize the importance of literacy for personal and social growth.
- D. analyze the contributions of past and present literacy leaders.
- E. analyze relevant reading research from general education and examine its influence on literacy education.
- F. understand that goals, instruction, and assessment should be aligned.
- G. recognize the importance of creating programs to address the strengths and needs of individual and diverse learners.
- H. know federal, state, and local programs designed to help students with reading and writing problems.
- I. implement effective strategies to include parents as partners in the literacy development of their children.
- J. use multiple indicators to determine effectiveness of the literacy curriculum.
- K. use instructional and informational technologies to develop an applied research project for improved literacy.

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.

- 1) Overview of inquiry models and research
- 2) Examination of diversity through children's literature
- 3) Analysis of own reading practices
- 4) Historical and current trends in literacy instruction
 - a) social, political and cultural influences as revealed through children's literature and reading programs
- 5) Federal, state, and local standards
 - a) alignment of goals, instruction and assessment
 - b) programs and requirements for receiving services for all children in the area of literacy

- c) multiple indicators to determine effectiveness of literacy curriculum
- 6) Parent and community partnerships in literacy development
- 7) Portfolio development
 - a) Instructional and informational technology

Methods of Instruction: E-mail, on-line exams and quizzes for students' self-evaluation, threaded discussion, virtual fieldtrips, reflections, and web-based research.

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) Establish a week's baseline time log of all literacy-related activities
- 2) Reflect upon and analyze the time log and compare it to "best practices"
- 3) Select an area of literacy that needs improvement
- 4) Write a paper comparing classroom practice with "best practices"
- 5) Design an action plan for improvement. (This was developed in the Theoretical and Knowledge Base of Reading course.)
- 6) Execute plan
- 7) Evaluate plan
- 8) Conduct a week's follow-up time log of all literacy-related activities to validate improvement

Research Component: The portfolio requirement will be an implementation of a classroom action research project that was developed in the course Theoretical and Knowledge Base of Reading.

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

- Implementation of action research project/portfolio requirement 50%
- Time-log (pre- and post-) of classroom literacy and reflection 20%
- Reflections related to historical through current trends in literacy 20%
- Surveys (parents, community services available, etc.) 10%

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

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

Noffke, S. E., & Stevenson, R. B. (Eds.). (1995). *Educational action research: Becoming practically critical*. New York: Teachers College Press.

Library Review: A review of web site references for standards and current articles in professional journals will be required to support the course activities.

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

Bibliography: To be determined by the instructional design team and the instructor of record