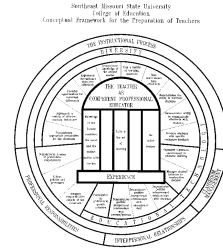


COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL876

Course: Reading Recovery® Related Workshop:
Creating Balanced Literacy Instructional Settings New: Sp 00



“The Teacher As Competent Professional Educator”

I. Catalog Description and Credit Hours of Course:

This workshop introduces elementary teachers and administrators to components of balanced literacy instruction and processes that foster the successful implementation of those components. (3)

II. Prerequisites:

None

III. Purpose or Objectives of the Course:

- A. The student will demonstrate knowledge of:
 - 1. The principles of an apprenticeship approach while creating balanced literacy instruction.
 - 2. Current brain research and theory as it relates to literacy instruction.
 - 3. How to develop a professional learning community to bring about systemic change in literacy instruction.
 - 4. How to conduct teacher action research in classrooms.
 - 5. A variety of current informal and formal literacy assessments.
- B. The student will use an apprenticeship approach to learning in order to:
 - 1. Create and sustain a balanced literacy instructional model for diverse learners in classrooms.
 - 2. Create literacy corners that foster independent learning.
 - 3. Apply brain compatible learning to the teaching of literacy.
 - 4. Implement the cognitive coaching model to foster systemic change in literacy instruction.
 - 5. Conduct teacher action research.
 - 6. Use current informal and formal literacy assessments to inform teaching decisions.

IV. Expectations of Students:

- A. The student will complete all assigned readings.
- B. The student will complete all assigned projects.
 - 1. The student will administer and analyze phonemic awareness tasks, running records and various writing assessments.
 - 2. The student will incorporate components of balanced literacy instruction in classrooms.
 - 3. The student will participate in several cognitive coaching sessions related to literacy classroom teaching.
 - 4. The student will conduct and report on his/her teacher action research.

- C. The student will be an active participant in class sessions.
- D. The student will work as a team member to create a professional learning community at the school level.

V. Course Content or Outline: (Hours)

- A. An apprenticeship approach to balanced literacy instruction for diverse learners. (6)
- B. Components of balanced literacy instruction. (12)
- C. Current brain research, theory, and implications. (7)
- D. Systemic change through the development of professional learning communities. (7)
- E. Involvement of many constituencies in professional learning communities. (4)
- F. Teacher action research – how and why. (6)
- G. Informal and formal literacy assessments. (6)
- H. Cognitive coaching for in class support. (10)
- I. Using technology to network with colleagues. (2)

VI. Textbooks and Other Required Materials:

Dorn, L., French, C., & Jones, T. (1998). Apprenticeship in literacy: Transitions across reading and writing. York, ME: Stenhouse Publishers.

Dufour, R., & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: National Educational Service.

VII. Basis for Student Evaluation:

- A. Evidence of reading all assignments.
- B. Completion of assigned projects.
- C. Active class participation.
- D. Team member contributions to the professional learning community.

VIII. Knowledge Base:

Carter, R. (1998). Mapping the mind. Los Angeles: University of California Press.

Clay, M. (1998). By different paths to common outcomes. Portsmouth, NH: Heinemann.

Costa, A., & Garmston, R. (1994). Cognitive coaching: A foundation for renaissance schools. Norwood, MA: Christopher-Gordon Publishers, Inc.

Daniels, H. (1994). Literature circles: Voice and choice in the student-centered classroom. York, ME: Stenhouse Publishers.

Dede, C. (1998). Learning with technology. Alexandria, VA: Association for Supervision and Curriculum Development.

Dennison, P. (1994). The brain gym. Ventura, CA: Edu-Kinesthetics, Inc.

Flippo, R. (1999). What do the experts say? Helping children learn to read. Portsmouth, NH: Heinemann.

- Fountas, I., & Pinnell, G. (1999). Matching books to readers: Using leveled books in guided reading, K-3. Portsmouth, NH: Heinemann.
- Hindley, J. (1996). In the company of children. York, ME: Stenhouse Publishers.
- Hubbard, R., & Power, B. (1993). The art of classroom inquiry: A handbook for teacher-researchers. Portsmouth, NH: Heinemann.
- Jalongo, M. (1991). Creating learning communities: The role of the teacher in the 21st century. Bloomington, IN: National Educational Service.
- Jensen, E. (1997). Completing the puzzle: The brain compatible approach to learning. San Diego, CA: The Brain Store.
- Meichenbaum, D., & Biemiller, A. (1998). Nurturing independent learners: Helping students take charge of their learning. Cambridge, MA: Brookline Books.
- Moustafa, M., & Combey, H. (1998). Whole to part phonics: How children learn to read and spell. Portsmouth, NH: Heinemann.
- Nieto, S. (2000). Affirming diversity: The sociopolitical context of multicultural education. New York: Addison Wesley Longman, Inc.
- Schlick, K., & Johnson, N. (1999). Getting started with literature circles. Norwood, MA: Christopher-Gordon Publishers.
- Siegel, D. (1999). The developing mind: Toward a neurobiology of interpersonal experience. New York: Guilford Press.
- Smith, F. (1994). Understanding reading: a psycholinguistic analysis of reading and learning to read. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Smith, F. (1997). Reading without nonsense. New York: Teachers College Press.
- Snow, C., Burns, M., & Griffin, P. (1998). Preventing reading difficulties in young children. Washington D.C.: National Academy Press.
- Sousa, D. (1995). How the brain learns. Reston, VA: National Association of Secondary School Principals.

Selected Websites:

- ASCD (Association for Supervision and Curriculum Development)
<http://www.ascd.org>
- Heinemann Publishers
<http://www.heinemann.com>
- IRA (International Reading Association)
<http://www.reading.org>
- RRCNA (Reading Recovery® Council of North America)
<http://www.readingrecovery.org>