

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL644
Course: Understanding and Applying the Multi-dimensional Process of Reading
New: FA '01



“The Teacher as Professional Educator”

I. Course Description:

The course will advance the understanding and application of the theoretical base supporting reading and writing as a multi-dimensional process and an emphasis on National Board for Professional Teaching Standards. (3)

II. Prerequisites:

Graduate standing and EL615.

III. Objectives of the Course:

The graduate 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 phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process,
- E. Understand how to teach students to monitor their own word identification through the use of syntactic, semantic, schematic, and grapho-phonemic relationships,
- F. Understand the role of metacognition in reading and writing,
- G. Understand how contextual factors in the school can influence students' learning and reading (e.g., grouping procedures, school programs, and assessment),
- H. Understand how to create a literate environment that fosters interest and growth in all aspects of literacy for all learners (reading/writing connection),
- I. Understand how to provide direct instruction and model multiple comprehension strategies,
- J. Examine uses of instructional and informational technologies to support literacy learning (e.g. virtual field trip, case studies, etc.),
- K. Understand how to provide opportunities to locate and use a variety of print, non-print, and electronic reference materials and sources,

- L. Understand how to teach students study skills,
- M. Understand how to communicate with students, parents, paraprofessionals, and colleagues regarding assessment of student achievement and planning instruction,
- N. Understand how to initiate and participate in on-going curriculum development and evaluation,
- O. Understand how to promote collegiality with other literacy professionals through conversations, research, discussions, and consultations about learners, literacy theory, assessment, and instruction,
- P. 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.),
- Q. Understand how to develop and utilize action research in improving reading, and
- R. Become acquainted with the National Board Standards relating to curriculum and instruction in reading.

IV. Expectations of Students:

- A. The graduate student will complete all assignments and actively participate in class activities, projects and discussions.
- B. The graduate student will accomplish thoughtful, critical analyses of the assigned reading and research material.
- C. The graduate student will analyze, synthesize and evaluate strategies, materials, and activities that have a common instructional relevance for children with diverse needs.
- D. The graduate student will analyze and evaluate instructional information technologies to support literacy learning.
- E. An action research project will be developed to give evidence of competencies addressed in this class. Possible suggestions for the project for this course are: 1) Identification of a topic of interest related to an area of literacy, 2) Researching articles related to the identified topic, and 3) Designing a plan for an action research project that addresses the identified topic. (The plan may be fully implemented during the next course in the sequence, EL646 Inquiry and Research Model Used to Improve Reading Instruction.)

V. Course Content or Outline:

Hours

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| A. | Teaching reading as a process | 6 |
| | 1. Construct meaning through the interaction of reader's existing knowledge, the information suggested by the written language, and the context of the reading situation | |
| | 2. Understand that written language is a symbolic system | |
| | 3. Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process | |
| B. | Understanding the role of metacognition in reading and writing | 3 |
| C. | Understanding the school and society's influences on student reading | 6 |
| | 1. Examine the impact on grouping procedures on student reading | |
| | 2. Examine the impact of adopted school programs on student success | |

3. Examine the impact of the school literacy, district, state and nation's assessment plans on student success
- D. Understanding how to create literate environment that fosters interest and growth in all aspects of literacy 6
 - E. Providing direct instruction and model how and when to use multiple comprehension strategies. 6
 - F. Examining use of instructional and informational technologies to support literacy learning 3
 1. Examine uses of instructional and informational technology to support literacy learning
 2. Provide opportunities to locate and use a variety of print, non-print and electronic reference materials and resources
 - G. Guiding students to utilize study skills strategies in their classrooms 6
 - H. Action research plan/portfolio preparation will include: 6
 1. Communication with students, parents, paraprofessionals, and colleagues regarding assessment of student achievement and planning instruction;
 2. Initiating and participating in on-going curriculum development and evaluation;
 3. Promoting collegiality with other literacy professionals through regular conversations, research, discussions, and consultations about learners, literacy theory, assessment, and instruction;
 4. Synthesizing strategies, materials, and activities that have a common instructional relevance for children and diverse needs (including dialect speaking, Limited English Proficient, special needs, etc.); and
 5. On-going curriculum development and evaluation.
 - I. Acquainting students with National Board Standards relating to the reading process. 3

VI. Textbook(s):

May, F.B., & Rizzardi, L. (2002). *Reading as communication: To help children read and write* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Library requirements: Periodicals available through our current system will be required to support the action research project.

VII. Basis for Student Evaluation:

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

VIII. Knowledge Base:

Indrisano, R., & Squire, J.R. (Eds.). (2000). *Perspectives on writing: Research, theory, and practice*. Newark, Delaware: LEA.

Kamil, M.L., Mosenthal, P.B., Pearson, P.D., & Barr, R. (Eds.). (2000). *Handbook of reading research*, vol. III. Mahwah, NJ: LEA.

National Board for Professional Standards. (1998). *Middle childhood/generalist standards*. Southfield, MI: Author.

Rasinski, T., Padak, N.D., Church, B.W., Fawcett, G., Hendershot, J., Henry, J.M., Moss, B.G., Peck, J.K., Pryor, E., & Roskos, K.A. (Eds.). (2000). *Developing reading-writing connections: Strategies from the reading teacher*. Newark, Delaware: LEA.

Readence, J.E., Moore, D.W., & Rickelman, R.J. (Eds.). (2000). *Prereading activities for content area reading and learning*. Newark, Delaware: LEA.

Routman, R. (2000). *Conversations*. Portsmouth, NH: Heinemann.