

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL646

Course: Inquiry and Research Models Used to
Improve Reading Instruction

New: FA '01



“The Teacher as Professional Educator”

I. Course Description:

This course will provide knowledge of inquiry models and research in “best practices” to implement effective literacy strategies in educational settings with an emphasis on National Board for Professional Teaching Standards. (3)

II. Prerequisites:

Graduate standing and successful completion of EL615 and EL644 or by permission of instructor.

III. Objectives of the Course:

The graduate student will:

- A. Use inquiry models and research to reflect on each student’s current teaching techniques in order to improve instruction and other support services to students,
- B. Understand, respect, and value cultural, social, linguistic, and ethnic diversity of students,
- 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 designed to help students with reading and writing problems,
- H. Know federal, state, and local programs designed to help students with reading and writing problems,
- I. Implement effective strategies to include families 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,
- L. Understand how to develop and utilize action research in improving reading, and
- M. Understand 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 materials.
- 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 informational 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 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 EL644 Understanding and Applying the Multi-dimensional Process of Reading.)
 - 6. Execute plan,
 - 7. Evaluate plan, and
 - 8. Conduct a week's follow-up time log of all literacy-related activities to validate improvement.

V. Course Content or Outline:

Hours

| | | |
|----|---|---|
| A. | Overview of inquiry models and research | 3 |
| B. | Examination of diversity through children's literature | 6 |
| C. | Analysis of own reading practices | 6 |
| D. | Historical and current trends in literacy instruction | 6 |
| E. | Federal, state, and local standards | 6 |
| F. | Parent and community partnerships in literacy development | 6 |
| G. | Action research project | 9 |
| H. | National Board Standards | 3 |

VI. Textbook

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

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

VII. Grading Policy:

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

VIII. Knowledge Base:

Byrnes, J.P. (2001). *Cognitive development and learning in instructional contexts* (2nd ed.). Boston, MA: Allyn & Bacon.

Cambourne, B. (2001). Conditions for literacy learning: Why do some students fail to read? Ockham's razor and the conditions of learning. *The Reading Teacher*, 54(8), 784-786.

Edmondson, J. (2001). Taking a broader look: Reading literacy education. *The Reading Teacher*, 54(6), 620-629.

Miller, H.M. (2001). Teaching and learning about cultural diversity: Including "the included." *The Reading Teacher*, 54(8), 820-821.

Miller, R. (2001). A 20-year update on reading instruction and primary school education: Mexican teachers' viewpoints. *The Reading Teacher*, 54(7), 704-716.

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