



EDU 345 B Introduction to Teaching Reading

Fall 2011

Instructor: Priscilla Nelson, Ed.D.

office: J 108 (978) 867-4359

home: (781) 596-1020

e-mail: priscilla.nelson@gordon.edu

Office: Jenks 108

Office Hours: posted and by appointment*

*I observe Practicum students throughout the semester so making an appointment by email will help you and me be efficient in making appointments.

Class Meetings: Tuesday Section A 1:15 – 2:50 pm. (all semester)

Thursday Section B 1:15 – 2:50 pm. (all semester)

Classroom: Jenks 121

This course is a prerequisite to EDU 346 Early Childhood Reading and Language Arts Pre-K – Grade 2 (formerly called: Language Arts and Literacy Ages 3-8) and EDU 347 Elementary Reading and Language Arts Grades 1-6 (formerly called: EDU 347 Teaching of Reading and Other Language Arts. EDU 345 is required for Early Childhood and Elementary majors. It is a required course for concentrations in Special Education and ESL.

Prerequisite: Acceptance into the Gordon College Teacher Education Program

Course Description: This course is designed to develop the teacher candidate's knowledge in the science and art of reading and its relationship to language development in *all* learners. An historical overview of key events and their implications for the teaching of reading will help the teacher candidate to evaluate controversies in reading and appreciate current research. This course of study will lead the teacher candidate in the development of a foundational understanding of the process of learning to read through the study of theories, and scientifically research based reading instruction. This course includes a foundational study of the five components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension with major emphases on phonology and phonics.

Course Goal: To prepare early childhood, elementary, and special education teacher candidates to facilitate development and use effective reading strategies for *all* children in

preschool through grade six and struggling readers at the middle school and secondary level.

From 7.06: Massachusetts Subject Matter Knowledge Requirements for Teachers the following will be addressed in this course:

(5) Early Childhood: Teacher of Students With and Without Disabilities (PreK – 2) p. 16

1. Reading Theory, research and practice	<ul style="list-style-type: none"> • Reflection • Participation
a. Knowledge of the significant theories, approaches, practices, and programs for developing reading skills, and reading comprehension	<ul style="list-style-type: none"> • Reflection • Research and Report • Test • Final Exam
b. Phonemic awareness and phonics: principles, knowledge, and instructional practices	<ul style="list-style-type: none"> • Effective reading instruction essay • Phonics Mastery Test • Test
2. Development of a listening, speaking, and reading vocabulary	<ul style="list-style-type: none"> • Effective reading instruction essay • Test • Final Exam
3. Theories on the relationship between writing and reading	<ul style="list-style-type: none"> • Effective reading instruction essay • Reflection • Test • Final Exam
5. Theories of first and second language acquisition and development	<ul style="list-style-type: none"> • Effective reading instruction essay • Research and Report • Test • Final Exam

7.06: Subject Matter Knowledge Requirements for Teachers

(7) Elementary (Levels: 1-6) p. 17-18

(b) Subject Matter Knowledge:	
1. Knowledge of the significant theories, practices, and programs for developing reading skills and reading comprehension	<ul style="list-style-type: none"> • Reflection • Research and Report • Test • Final Exam • Participation
2. Phonemic Awareness and phonics: principles, knowledge, and instructional practices	<ul style="list-style-type: none"> • Effective reading instruction essay • Phonics Mastery Test • Test
9. Second language acquisition and its relationship to literacy learning	<ul style="list-style-type: none"> • Effective reading instruction essay • Research and Report • Test • Final Exam

MTEL Foundations of Reading Competencies-English Language Arts/Reading

- Oral Language
- Phonology and Phonemic awareness
- Alphabetic Principle
- Word Analysis and Decoding

Note: The remaining components will be addressed in more detail in EDU346/7

Course Objectives:

Knowledge Objectives

The teacher candidate will be able to:

1. articulate an understanding of the reading process and its connection to beginning reading instruction, supported by scientifically based research. **(Effective reading instruction essay, tests, class participation, research and report, reflection)**
2. describe the connections among listening, speaking, reading, and writing in first and second language learners. **(tests, class participation, research and report, reflection)**
3. articulate an understanding of phonological and phonemic awareness and the connection to learning to read and translate this into instructional practice. **(tests, reflection)**
4. articulate an understanding of concepts of print and the alphabetic principle, and translate this into instructional practice. **(tests, class participation, reflection)**
5. describe the role of phonics in promoting reading development and translate this into instructional practice. **(tests, class participation, reflection, phonics mastery test)**
6. articulate an understanding of different approaches to teaching reading. **(tests, class participation, research and report, reflection)**

Skill Objectives

The teacher candidate will be able to:

1. explain the reading process. **(tests, class participation)**
2. demonstrate mastery of phonics and its relation to reading and writing development. **(tests, phonics mastery test)**
3. compare and contrast methodologies of teaching reading. **(research and report, tests, reflection)**
4. explain the relationship between oral language development and reading. **(tests, class participation, reflection)**
5. describe the relationship between the five components of reading. **(tests, class participation, reflection)**

6. demonstrate an understanding of basic terminology related to reading. **(tests, class participation, reflection, research and report)**
7. describe and demonstrate scientifically based practices for teaching beginning readers and writers. **(tests, class participation)**
8. demonstrate masterful manuscript handwriting **(manuscript post test)**

Affective Objectives

The teacher candidate will:

1. develop a professional attitude toward reading by keeping current with reading research and nurturing one's own reading efficiency, appreciation, and practice. **(class participation, reflection)**
2. reflect on the diversity of all learners and how their background contributes to the way they learn to read. **(class participation, final exam)**

Course Textbook and Materials:

Adams, M. J. (1990) *Beginning to read: Thinking and learning about print(summary)*. Chicago: University of Illinois Press.
(book will be distributed in class and charged to your account)

Armbruster, B.B., Lehr, F., & Osborn, J. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, DC: Center for the Improvement of Early Reading Achievement.
(will be provided in class at no charge)

* Honig, B., Diamond, L., & Gutlohn, L. (2008). *CORE: Teaching reading sourcebook*. Novato, CA: Arena Press.

*Wasylyk, T. M. (2006). *Handwriting: Teacher training workbook*. Pennsylvania: Universal Publishing.

*Books will be used Fall and Spring Semesters (EDU 346 and EDU347).

Optional Resources:

Beck, I. L. (2006). *Making sense of phonics: The hows and whys*. New York: The Guilford Press.

Gunning, Thomas. (2008). *Creating Literacy Instruction for All Children 6th Edition*. Boston, MA: Pearson Education, Inc.

Henry, M. K. (2003). *Unlocking Literacy: Effective Decoding & Spelling Instruction*. Baltimore, MD: Paul H. Brookes Publishing, Co.

Accommodations Statement: Students with Disabilities

Gordon College is committed to assisting students with documented disabilities (see Academic Catalog Appendix C, for documentation guidelines). A student with a disability who may need academic accommodations should follow this procedure:

1. Meet with a staff person from the Academic Support Center (Jenks 412 X4746) to:
 - a. make sure documentation of your disability is on file in the ASC,
 - b. discuss the accommodations for which you are eligible,
 - c. discuss the procedures for obtaining the accommodations, and
 - d. obtain a **Faculty Notification Form**.
2. Deliver a Faculty Notification Form to each course professor *within the first full week of the semester*; at that time make an appointment to discuss your needs with each professor.

Failure to register in time with your professor and the ASC may compromise our ability to provide the accommodations. Questions or disputes about accommodations should be immediately referred to the Academic Support Center. (See also Grievance Procedures in Student Handbook.)

Academic Dishonesty Statement:

Academic dishonesty is regarded as a major violation of both the academic and spiritual principles of this community and may result in a failing grade or suspension. Academic dishonesty includes plagiarism, (see Plagiarism in Student Handbook), cheating (whether in or out of the classroom) and abuse or misuse of library materials when such abuse or misuse can be related to course requirements.

Course Requirements

Readings and Reflection (20%) – Not all of the important content for this course can be presented in class, therefore assigned readings should be completed prior to class in order to maximize participation in class discussions and to support written responses. Required readings will be assigned for each class from the textbooks. These are listed in the tentative course outline section of this syllabus. It is imperative that readings are completed before class in order for you to benefit from class instruction as well as submit your reflection on time. At each class session (except October 20th) a **reading response reflection** will be placed in a folder provided by the professor. The reflection will include a labeled and dated commentary for each assigned reading. In your response, note confusion, highlight clear understandings, and make connections to experiences you have had with children. Include questions that come to mind as you read. I want to know what you are thinking about when you interact with the content.

There are additional articles posted on Blackboard that support the required readings.

Reading and referencing these articles in your reflection will demonstrate your interest and initiative beyond the minimal reading requirements. Each reflection entry will be scored on 10 points.

Reading Rockets (weekly) – In order to quickly become familiar with what is happening in reading in this country and around the world, you may either visit the Reading Rockets site once a week or subscribe online to receive Reading Rockets e-newsletters. If you choose to visit the site, bookmark it. If you choose to subscribe, approximately once a week you will receive an email with some of the latest news in reading. Skim the topics and read at least one article that is of interest to you and appropriate to the content of this class. Be prepared to share in class about an article that you have read. (Participation grade) To subscribe, go to http://pbsmail.org/weta_learning/join.html and follow the subscription directions. You may unsubscribe at the end of this course. To enrich your preparation to teach English Language Learners (ESL), subscribe to Colorin' Colorado! <http://pbsmail.org/colorincolorado/join.tcl>

Diagnostic Assessment of Reading (DAR) Assignment (15%) - After receiving in class instruction in the administration of the Diagnostic Assessment of Reading, you will administer the DAR to an elementary grade student who is enrolled in the College Bound program. You will enter the results into the DAR scoring service and print the score sheet and instructional recommendations. Place these materials in a file folder for submission. Detailed instruction and due date will be distributed in class after the College Bound program begins this fall.

There are two College Bound locations. One is on campus and the other is at Curwin Circle in Lynn. The CB program begins after public schools are in session so there are details that must wait to be confirmed. This is a pilot program and it will require our flexibility. Flexibility is a necessary attribute for teachers and we are thankful for the opportunity to practice flexibility in this pilot project.

Research and Report (15%) – As part of a cooperative learning group with your peers you will research one approach for teaching reading and present it to the class. Research will include the theoretical or scientific foundation, a classroom description and current research to support *your evaluation* of the approach to teaching reading. Your group will demonstrate that you have evaluated your approach according to the research based standards for an effective reading program as presented in class. A written summary of the research will be presented to the class in the form of a one pager* (see below) on the date assigned. Presentations will be scheduled **December 1st** and **December 8th**. Presentations will be completed within a thirty minute block of time that includes 5 minutes for questions. Presentations will be thorough and concise. Use visuals. Show sample materials. Demonstrate/Model a lesson. You may take us to a website and use it to enhance your presentation. Note: The one pager (may use both sides; size 12 font) summary of your group findings will be distributed to your classmates and the instructor at the time of the presentation. The one pager should include a description of the method, salient features, examples, research (from peer reviewed journals) on the use of this

method and your resources for information. Group members will be evaluated on their contribution to the group project. Planning meetings must be scheduled at mutually convenient times with members realizing they need to make their attendance a priority.

Sign-up to be finalized in class.

Phonics – You will demonstrate mastery (90%) on written phonics test (**November 17th**). You will learn phonics generalizations through the CORE textbook, handouts, and in class activities. Successful demonstration of your mastery is necessary to pass the course. In the event that additional test times are needed they will be scheduled outside of class time.

Effective reading instruction essay – You will write a one-two page essay (size 12 Times New Roman font) that describes *effective reading instruction* that is based upon scientific research. You will include a minimum of three research citations to support your statement. Your audience is a school administrator who may or may not be knowledgeable in the current research. Bring your essay to class on **December 8th**. You will each read a classmate's statement and respond. This statement is a writing piece that is under construction throughout this course and into EDU346 or EDU347. This piece will become part of your senior portfolio. Credit for this assignment is based upon completion and it is included in the class participation percentage of your grade.

Class Participation (15%) – Components of class participation include contributions to discussions, attendance, and participation in application activities. Exceptional class participation demonstrates your understanding of the foundations of teaching reading that goes beyond the minimum course requirements.

Test (15%) and Final Exam (20%) – There will be one test (**October 20th**) as noted on the tentative schedule. It will include matching, objective and essay questions on the readings and class content. The final exam will consist of objective and essay questions. It will be administered during the final exam period on Thursday, **December 15th 9-11 AM**.

Course Expectations

It is expected that you will thoughtfully participate in class discussions by asking questions, answering the questions of your peers and instructor, entering discussions, and sharing connections you make between readings, personal experiences and your understanding. National concerns about literacy make this a topic that we hear and read about daily. Already many of you, if not all of you are in a position(s) to make a difference in the lives of children with regard to their preparation to learn to read, their ability to read, and/or their enjoyment of reading. Take advantage of this opportunity to collaborate as a learning community called by God to teach *all* children *and* adults to read and to keep them reading.

Attendance is expected at all classes. If you are absent due to illness or a family emergency, documentation should be given to the instructor. Two absences will result in

the loss of a letter grade. In the event that you are absent, you are responsible for checking in with the TA to obtain what you missed. Punctuality is as important as attendance, and two tardies comprise an absence. Leaving class early will also have the same result as being tardy. It is the student's responsibility to make up work missed.

You are expected to volunteer as a TA for one class. The TA will do the following:

- Arrive for class 5 minutes early
- Welcome students and open class with a Scripture reading, devotional, and prayer
- Pass the attendance sheet and return it to the folder at the end of class
- Facilitate the distribution and collection of materials
- Collect handouts and offer a copy of your notes to anyone who is absent
- Help the professor transport supplies at the end of class as needed

A sign up sheet will be distributed at the first class.

Make every effort to eat and drink prior to class. Only if necessitated by your consecutive schedule of classes, may you bring food to class. Please take care to ensure that it is not a distraction to others and that you clear your area when you leave the room. Please be sensitive to your classmates.

Assignments/Homework - Students are expected to complete all homework assignments on time and in the format indicated in class. Late work carries a penalty of ten points per calendar day that the assignment is late. Assignments should be typed. Computer difficulty, whether your own or the College's equipment, is not an acceptable excuse for late work.

In an effort to minimize distractions and support learning, cell phones, laptops, and other means of electronic communication should be turned off *prior* to the beginning of each class session unless requested to bring laptops to class.

Additional Information

Professional Associations - You are encouraged to take advantage of a student membership in at least one of the professional organizations focused on reading such as the **Massachusetts Reading Association** (MRA) for \$15.00. You may access membership information at <http://www.massreading.org/membership.html>. You need the professor's signature to complete your form and qualify for student rates. Membership entitles you to receive the MRA publications, notification of meetings, and permits you to attend the MRA Conference in March. It is recommended that you use your permanent address so you do not miss summer mailings.

As a full time student you are eligible for a discount membership in the **International Reading Association** (IRA). This is the umbrella group for the MRA. A basic student membership is \$24.00 (includes newspaper *Reading Today*) or \$42.00 with newspaper and one journal, as compared to a non-student fee of \$100.00. You may access student membership information at <http://www.reading.org/association/membership/categories.html>

The International Dyslexia Association (student membership \$60.) addresses many issues related to learning to read. Each issue of their journal *Perspectives* is themed. While the MRA and IRA cover all aspects of reading, the IDA is more focused on reading-writing process. If reading and special education are areas that you may want to specialize in, the IDA offers a sharper focus on the needs of struggling readers. You may access membership information at <https://www.interdys.org/jsp/member/index.jsp>

Use the addresses below to browse the websites of these organizations:

International Reading Association	www.reading.org
Massachusetts Reading Association	www.massreading.org
International Dyslexia Association	http://www.interdys.org

Tentative Course Outline:

Date	Topic	Reading
August 25	Introduction Manuscript pre-test TA Sign up Survey of Language	
September 1	The Big Picture Research About Readers: Good Readers vs Poor Readers	CORE: pp 1-18 Adams 1-35
September 8	M. Adams video Structure of Words – English Structure of Words – Spanish	Adams: 36-48 CORE: Ch 1 CORE: Ch 2
September 15	Phonological Awareness	Put Reading First booklet Begin Study Guide
September 22	Phonemic Awareness Instruction in the administration of the <i>Diagnostic Assessment of Reading</i>	CORE: 5
September 29	Phonemic Awareness cont'd	Review CORE: 5 (no Reflection)
October 6	Concepts of Print/Letter Knowledge /Alphabetic Principle	CORE: 3 and 4 Adams: 51-72

EDU 345 B Fall 2011 – Thursday Section

October 13	Quad Break – No Class	
October 20	Test On CORE 1, 3- 5	
October 27	Decoding & Word Study: Phonics	CORE: 6
November 3	Phonics cont'd	Adams: 73-87
November 10	Irregular Word Reading	CORE: 7
November 17	Multisyllabic Word Reading	CORE: 8
	Phonics Mastery Test	Adams: 95-104
November 24	Thanksgiving Holiday – No Class	
December 1	Approaches to Teaching Reading Presentations	Adams: 88-94
December 8	Presentations Cont'd The Reading Process – Wrap Up Effective reading instruction essay is due	Adams: 107-114

There are 14 class sessions. There are 12 Reflection Submissions

<p>FINAL EXAM. Thursday, December 15th 9-11 AM Cumulative test (but heavier on text Chapters 6-8) class notes, handouts and class discussions Manuscript post test will be administered.</p>

Evaluation:

Class participation	15%
DAR assignment	15%
Reflection	20% (12 submissions at 10 points each)
Research and Report	15%
Test	15%
Final exam	<u>20%</u>
	100%

Weekly Reflection will be scored on evidence of the following characteristics:

- understanding of content
- making connections between readings, class sessions, personal experiences etc.
- raising relevant questions
- including additional readings – posted on Blackboard
- communication quality: whether auditory or visual (such as: coherence, voice quality, readability, written mechanics)

Range of evidence:

10-strong evidence 8-above average 5-minimal evidence 3-weak evidence 0-incomplete