Eastern Illinois University Department of Early Childhood, Elementary, and Middle Level Education ELE 5260-001 Advanced Developmental Reading/spring 2013

Credit Hours: 3 semester hrs.

Prerequisites: ELE3280 or ELE3281, or permission of department chair.

Instructor: Jacquelynne Brosam

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Office Hours: Mon. & Wed. 3:30-4:30pm., & Thurs. 2:30-4:30pm. or by appointment

Phone: Office 581-8480, Cell 812-240-0643, Home 765-828-0093 Class Meetings: Buzzard Building 1302, Wed. 4:30-7:00pm.

Unit Theme:

Educator as a Creator of Effective Educational Environments: Integrating Students, Subjects, Strategies, Societies and

Technologies.

Graduate Mission Statement:

The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 1ast century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teaching diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Outcomes for all Graduate Students at Eastern Illinois University:

Graduate students will:

- 1. possess content knowledge including effective technology skills and ethical behaviors;
- 2. engage in critical thinking and problem solving;
- 3. exhibit effective oral and written communication skills:
- 4. engage in advanced scholarship through research and creative activity;
- 5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
- 6. collaborate and create positive relationships within the school community and profession in which they work.

Course Description: A study of current issues in reading instruction, including a contemporary view of literacy processes, goals of reading instruction, approaches to instruction, and assessment procedures.

Rationale/Purpose: This course is intended to extend students' basic understanding of literacy instruction, including critical evaluation of trends and issues. It is required for those pursuing a M.S. in Elementary Education.

Course Goal: To provide teachers with effective practices that have been substantiated by research findings

Models of Teaching:

Social Models: Building the Learning Community

When we work together, we generate a collective energy that we call *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity. (pp. 28-30).

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

Textbook:

Gunning, T. (2010). Creating literacy instruction for all students (7th ed.). Boston: Pearson Education Inc..

Supplemental Materials: none

International Society for Technology in Education (ISTE)

Standards for Students (2007)

http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm Standards for Teachers (2008)

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS for Teachers 2008.htm

Performance Outcomes:

- The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.
- The competent reading teacher understands, respects, and values cultural, linguistic, and ethnic diversity and knows how these differences can influence learning to read.
- The competent reading teacher knows exemplary programs and practices in reading education.
- The competent reading teacher knows state & national educational standards that are relevant to reading education.
- The competent reading teacher uses various tools to estimate the readability of texts.
- The competent reading teacher uses technology to support reading & writing instruction.
- The competent reading teacher locates, evaluates, & uses literature for readers of all abilities & ages.
- The competent reading teacher determines strengths and needs of individual students in the areas of reading, writing, and spelling.
- The competent reading teacher designs, implements, & evaluates appropriate reading programs for small groups & individuals.
- The reading teacher understands the differences between reading skills & strategies & the role each plays in reading development.

Core Assignments

Course Requirement	Demonstrated Competencies	Aligned Standards for Graduate Programs at Eastern Illinois University
Participation	Knowledge Indicators: The competent reading teacher knows State & national educational standards that are relevant to reading education.	1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity, & professionalism 2.a. critical thinking & problem solving 6.a. the ability to collaborate with other professionals to promote the success of their clientele
Technology Awareness Assignment	Performance Indicator: The competent reading teacher uses various tools to estimate the readability of texts. The competent reading teacher uses technology to support reading & writing instruction.	1.a. a depth of content knowledge in the discipline1.b. effective use of technology as appropriate2.a. critical thinking & problem solving

Research paper	Knowledge Indicator: The competent reading teacher knows theoretical models and philosophies of reading education and their relevance to instruction. Performance Indicator: The competent reading teacher uses various tools to estimate the readability of texts. The competent reading teacher uses technology to support reading &	1.b. effective use of technology as appropriate 1.c. the ability to apply content knowledge to practice 1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity, & professionalism 2.a. critical thinking & problem solving
	writing instruction	3.b. effective written communication skills4.a. an understanding of the role of research in the discipline
Oral Presentation on Research Paper	Performance Indicator: The competent reading teacher uses technology to support reading & writing instruction	 a depth of content knowledge in the discipline b. effective use of technology as appropriate c. the ability to apply content knowledge to practice an understanding and respect for professional ethics in the discipline a respect for the professional environment through their honesty, integrity, & professionalism acritical thinking & problem solving a effective oral communication skills an ability to provide evidence of inquiry based instruction an ability to engage in reflective practice
Discussion Question Packet	Knowledge Indicator: The competent reading teacher knows the history of reading instruction and	1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem

its relevance to current theory and solving practice. 5.f. an ability to engage in reflective The competent reading teacher knows practice theoretical models and philosophies of reading education and their relevance 6.a. the ability to collaborate with to instruction. other professionals to promote the success of their clientele The competent reading teacher is aware of trends, controversies, & issues in reading education Book Series/Reading Program Knowledge Indicator: 1.a. a depth of content knowledge in Presentation the discipline The competent reading teacher knows the scope and sequences for reading 1.b. effective use of technology as instruction at all developmental levels, appropriate pre-K through grade 12. 1.c. the ability to apply content The competent reading teacher knowledge to practice understands, respects, and values cultural, linguistic, and ethnic diversity 2.a. critical thinking and problem and knows how these differences can solving influence learning to read. 3.a. effective oral communication The competent reading teacher knows skills a wide range of quality literature for students. 5.a. an understanding of individual differences in clientele The competent reading teacher knows State and national educational 5.b. a respect for all clientele by standards that are relevant to reading fostering a supportive and encouraging atmosphere in their education. workplace The competent reading teacher knows exemplary programs and practices in 5.c. a respect for individual reading education. differences through the use of rich and varied approaches Performance Indicator: The competent reading teacher 5.d. an ability to provide evidence of differentiation of curricula adjusts reading instruction to meet the needs of diverse learners as well as those who speak non-standard 5.f. an ability to engage in reflective dialects. practice The competent reading teacher locates, evaluates, & uses literature for readers of all abilities & ages.

The competent reading teacher uses

various tools to estimate the

The competent reading teacher determines strengths and needs of

readability of texts.

	individual students in the areas of reading, writing, and spelling. The competent reading teacher designs, implements, & evaluates appropriate reading programs for small groups & individuals.	
Journal Article Reviews	Knowledge Indicator: The competent reading teacher knows exemplary programs and practices in reading education	 1.c. the ability to apply content knowledge to practice 2.a. critical thinking and problem solving 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline 5.f. an ability to engage in reflective practice
Reading Enhancement Project OR Debate	Performance Indicator: The competent reading teacher designs, implements, & evaluates appropriate reading programs for small groups & individuals.	 1.c. the ability to apply content knowledge to practice 1.e. a respect for the professional environment through their honesty, integrity, & professionalism 2.a. critical thinking & problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 3.a. effective oral communication skills 3.c. effective, fair, and honest communication considering not only the message but also the audience 5.a. an understanding of individual differences in clientele 5.c. a respect for individual differences through the use of rich and varied approaches 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice

Knowledge Indicator: Reading Strategies Presentation 1.a. a depth of content knowledge in the discipline The competent reading teacher knows the scope and sequences for reading 1.c. the ability to apply content instruction at all developmental levels, knowledge to practice pre-K through grade 12. 1.d. an understanding Performance Indicator: and respect for professional ethics in the discipline The reading teacher understands, respects, and values cultural, 2.a. critical thinking and problem linguistic, and ethnic diversity & knows solving how these differences can influence learning to read. 3.c. effective, fair, and honest communication considering not only the message but also the audience The reading teacher understands the differences between reading skills & strategies & the role each plays in 5.c. a respect for individual differences through the use of rich and reading development. varied approaches 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice Exams Knowledge Indicators: 1.a. a depth of content knowledge in the discipline The competent reading teacher knows theoretical models & philosophies of 1.b. effective use of technology as reading education & their relevance to appropriate instruction 1.c. the ability to apply content The competent reading teacher knows knowledge to practice the scope & sequence for reading instruction at all developmental levels 1.d. an understanding and respect for professional ethics in the discipline The competent reading teacher knows the history of reading instruction and its relevance to current theory and 2.a. critical thinking and problem practice. solving The competent reading teacher is 3.b. effective written communication aware of trends, controversies in skills reading education 5.d. an ability to provide evidence of differentiation of curricula 5.f. an ability to engage in reflective practice

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a "spiral curriculum". The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course Requirement	Brief Description	Point Value (Approximate Weight)	Due Dates
Participation	Attend class regularly and participate in class discussions and group work. Show evidence of supporting other class members.	85 pts. 17%	
Technology Awareness Assignment	Survey Accelerated Reader, Bookadventure.org, and Reading Counts to tell the different components, strengths, and weaknesses of each program. Locate information about reading related websites (IRA, IRC, Inspiration, etc.) Create three graphic organizers displaying the information obtained on-line.	20 pts. 4%	Wk. 3 Jan. 23
Research paper	Write an 8-12page research paper on a reading topic. Use APA format and include at least 10 current (within last 5 years) articles in the reference list. Research paper will have a rationale, Review of the Literature with a summary of research, and conclusion.	85 pts. 17%	Wk. 11 March 27
Oral Presentation on Research Paper	Present a summary of research paper in a PowerPoint format using 10-12 slides.	25 pts. 5%	Wks. 12-15 April 3 April 10 April 17 April 24
Discussion Question Packet	Complete study packet review questions and discuss in class.	20 pts. 4%	Wks. 9&15 Mar.7 April 24
Book Series/Reading Program Presentation	Present components of classroom textbook series or other reading program used in their classroom. Include strengths, weaknesses, how program was chosen, age of program, and assessment techniques used in the program.	20 pts. 4%	Wk. 2 Jan. 16
Journal Article Reviews	Read, summarize, and write article reviews of 10 journal articles on the topic of reading (vocabulary, comprehension, fluency, phonics, etc.) Formulate a notebook with copies of the article reviews and the article. Present two articles in class. *Refer to Article Review Rubric for guidelines.	60 pts. 12%	Wks. 5&7 Feb. 6 Feb. 20
Reading Enhancement Project OR Debate	Provide a sample or replica demonstrating a reading enhancement project. This will be a project that will be used in the classroom. OR Debate a reading issue with a classmate. Provide an outline and reference list	55 pts. 11%	Wks. 7-9 Feb. 20 Feb. 27 Mar. 6

	supporting either activity.		
Reading Strategies Presentation	Present and teach to the class an assigned metacognitive strategy providing a copy of the strategy to all class members.	20 pts. 4%	Wks. 4-6 Jan. 30 Feb. 6 Feb. 13
Exams	Demonstrate content knowledge by completing a minimum of two exams including essay questions, matching, true-false, fill-in-the blank, and short answer questions.	(2 @ 55 pts each) 110 pts. 22%	Wks. 10 &16 Mar. 20 May 1
Optional Assignments	Will vary by instructor	pts. (up to 9%)	

Grading Scale: 500 total points

93-100 = A (465-500) 85-92 = B (425-464) 77-84 = C (385-424) 69-76 = D (345-384) Below 69 = F (below 383)

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

Course Outline

Week One:

Topic #1: Effective Reading Instruction: What Research Says about Reading Instruction Review of Syllabus and Course Assignments

Week Two:

Topic #2: Holistic, Integrated Approaches, Constructivist Framework

Basal Series/Reading Program Projects Due

Week Three:

Topic #3: Research on Reading Instruction with the Internet/Technology in Education

Technology Assignment Due

Week Four:

Topic #4: Early Intervention/Home and School Together

Reading Strategies Presentations

Week Five:

Topic #5: What We Know About Phonics

Journal Reviews Due

Reading Strategies Presentations

Week Six:

Topic #6: Word Consciousness in a Research-based Vocabulary Program

Reading Strategies Presentations

Week Seven:

Topic #7: Reading Fluency

Journal Reviews Due

Reading Enhancement Project/Debate Presentations

Week Eight:

Topic #8: Content Area Reading

Reading Enhancement Project/Debate Presentations

Week Nine:

Topic #9: Reading/Learning Disability Intervention (Rtl)

Reading Enhancement Project/Debate Presentations

Week Ten:

Topic #10: MIDTERM EXAM

Week Eleven:

Topic #11: Effective Practices for Developing Reading Comprehension & Metacognition/Self-Regulated Comprehension

Research Paper Due

Week Twelve:

Topic #12: Standards, Assessment, Text Difficulty/High-Stakes Testing in Reading

Research Paper Presentations w/ppt.

Week Thirteen:

Topic #13: Different Approaches to Reading Instruction/Pedagogy Frameworks

Research Paper Presentations w/ppt.

Week Fourteen:

Topic #14: Integrating Reading and Writing

Research Paper Presentations w/ppt.

Week Fifteen:

Topic #15: Creating a Balanced Literacy Program

Research Paper Presentations w/ppt.

Week Sixteen:

Topic #16: FINAL EXAM

ELE 5260 References

*Denotes Unit Conceptual Framework

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 Evidence for imprecise phonological representations of words by poor readers. *Annals of Dyslexia*, *54*(2), 247-280.
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ELE 5260 Advanced Developmental Reading Assignment Sheet Mrs. Brosam spring 2013

Technology Awareness-

- 1. Locate information about **two** reading related websites (IRA, IRC, Inspiration, etc.) and create two different graphic organizers (computer-generated, pre-made, or freehand style) to display important information about each separate site. [worth 5 pts. each]
- **2.** Also, investigate Accelerated Reader, Bookadventure.org, and Reading Counts. Create a **grid** organizer [worth 15 pts.] to display the following information about each: program components, strengths, and weaknesses.

Program	Accelerated Reader	Bookadventure.org	Reading Counts
Program Components			
Strengths			
Weaknesses			

Research Paper-complete an eight-twelve page research paper on a reading topic using the following criteria:

- 1. Written in formal (3rd person) language—Conclusion may be 1st person
- 2. Label sections accordingly:

Introduction- (2-3 pages) establish background and give a statement of rationale for the paper with proper citations

Summary of Literature- (4-6 pages) report current research/positions

about the topic and use proper citation form

Conclusion- (2-3 pages) must include how you plan to use this

information or incorporate it into current/future teaching

Works Cited- must provide citations in APA format

3. Oral presentation of research paper- 10-12 slide PowerPoint (12-15 min.)

Journal Article Reviews-complete 10 professional journal article reviews using the following guidelines:

- 1. Formally written, full-length (2 page) article reviews using the attached rubric for guidance
- 2. Place name and date at the top of the page followed by the APA format citation
- 3. Divide the article review into two **labeled** sections (Summary & Reflection-each one a page in length) Your reflection/personal connection with the article contents is the MOST IMPORTANT part of the review. Personal reflection may be written first person.
- **4.** Attach a copy of the RUBRIC SHEET to the front of each formal review.

Book Series/Reading Program- (1 page) summary of current reading series or program in use following the format given below:

Name	Date
Reading Progra	am for
Name of program:	
Strengths:	
Weaknesses:	
How chosen:	
Age of Program: yo OR years since devo	
Assessment Techi	niques:

Reading Enhancement Project-

Provide a sample demonstration or previously assembled artifact of a reading enhancement project. Provide all the materials needed to construct the project to class members, if constructed individually. This is a project you would utilize during or at the completion of a reading assignment in your own classroom (a culminating project, for example.) Include patterns, illustrations, and/or instructions for the project and list the source on a handout for each class member.

OR

Debate-

With a classmate debate a current issue/practice in reading instruction. Each side will present supporting/opposing arguments and will respond to questions from the class at the end of the debate. Include an outline for your positions and a list of all your references on a one page handout for each class member.

Reading Strategies Presentation- present and teach an approved reading strategy to members of the class. Strategies may include phonics, phonemic awareness, vocabulary building, reading comprehension, or content area reading. Provide a copy of the strategy instructions to class members and be sure to list the source on the handout for each class member.

Clarification—

A <u>project</u> suggests an item constructed or a performance created at the conclusion of a story A <u>strategy</u> is a problem-solving method or devise (it helps you learn/solve/comprehend)

	ELE/MLE ARTICLE REVIEW RUBRIC
Name:	
Format: (APA 6 th edition, mini	mum of double-spaced pages, 12 point font, article citation at the top of the page, name on paper at the top)
Reference Format/Use of APA:	
(pts./10%) Exhibits	appropriate use of APA within the review and for the bibliographic information
- A	hard last name 9 first initial only

- Author's last name & first initial only
- Year is in parentheses
- Capitals used only in first letter of article title & after a colon
- · Punctuation correct (period after authors' names, after date, after article title, at the end of the citation)
- Journal name & volume number are italicized
- Journal issue number (if available) in parentheses immediately after the volume number (do not italicize the issue number)
- Use of scholarly journal: Listing of acceptable journals/sources
- Give inclusive page numbers
- Hanging indent
- DOI (if available)

• 1	f DOI is not available the URL of the homepage of the journal needs to be listed (for electronic sources)
Strong (consistent and c	orrect) use of the above elements
	of most of the above elements
Weak and inconsistent ι	use of the above elements
If you need additional inform	mation regarding APA, please refer to the Student Resources section of the Master of Science in Elementary Education website:
http://castle.eiu.edu/~elegra	ad/advisement student resources.php
Muitton Communication Shi	Ho.
Written Communication Ski	ils: onstrates appropriate use of conventions within the review
	Proper punctuation (capitals, apostrophe used to show possession, periods, colons, commas)
	Correct spelling used throughout review
	Formal and grammatically correct usage of language
	Clarity of organization
	Sentence structure (i.e., writing with complexity and clarity)
	orrect) use of the above elements
	of most of the above elements
	use of the above elements
Content Summary:	
	nonstrates understanding of content knowledge within the summary of the article
Strong depth of content Appropriate depth of co	
Weak depth of content	
weak depth of content	Midwieuge
Application:	
	bits critical thinking in applying article content to ELE/MLE course content
Strong understanding of	the role of research in the discipline
Appropriate understand	ing of the role of research in the discipline
Weak understanding of t	the role of research in the discipline
Oddad Fool out on	
Critical Evaluation:	vall critique ef article
	rall critique of article
	lective thinking in linking content knowledge to classroom practice te reflective thinking in linking content knowledge to classroom practice
	ective thinking in linking content knowledge to classroom practice
Demonstrates weak rene	ective trillining in linking content knowledge to classiform practice
(pts./100%) Tot	al possible
Comments:	
	ELE/MLE ARTICLE REVIEW RUBRIC
Name:	
th .	
	inimum of double-spaced pages, 12 point font, article citation at the top of the page, name on paper at the top)
Reference Format/Use of A	
	its appropriate use of APA within the review and for the bibliographic information
	Author's last name & first initial only
	Year is in parentheses
	Capitals used only in first letter of article title & after a colon
	Punctuation correct (period after authors' names, after date, after article title, at the end of the citation)
	lournal name & volume number are italicized
	lournal issue number (if available) in parentheses immediately after the volume number (do not italicize the issue number)
	Use of scholarly journal: Listing of acceptable journals/sources
	Give inclusive page numbers
• 1	Hanging indent

DOI (if available)

	 If DOI is not available the URL of the homepage of the journal needs to be listed (for electronic sources) 	
Strong (con	nsistent and correct) use of the above elements	
Appropriate	te application of most of the above elements	
Weak and i	inconsistent use of the above elements	
If you need add	Iditional information regarding APA, please refer to the Student Resources section of the Master of Science in Elementary Education w	ehsite:
•	iu.edu/~elegrad/advisement student resources.php	000.00
nttp://castic.cic	dictary eleginary davisement stadent resources, prip	
Written Commu	nunication Skills:	
(pts.	s./10%) Demonstrates appropriate use of conventions within the review	
	 Proper punctuation (capitals, apostrophe used to show possession, periods, colons, commas) 	
	Correct spelling used throughout review	
	Formal and grammatically correct usage of language	
	Clarity of organization	
	Sentence structure (i.e., writing with complexity and clarity)	
Strong (con	nsistent and correct) use of the above elements	
Appropriate	te application of most of the above elements	
Weak and i	inconsistent use of the above elements	
Content Summa	nary:	
(pt	ts./50%) Demonstrates understanding of content knowledge within the summary of the article	
Strong dept	oth of content knowledge	
Appropriate	te depth of content knowledge	
Weak depth	th of content knowledge	
Application:		
	ts./15%) Exhibits critical thinking in applying article content to ELE/MLE course content	
Strong unde	derstanding of the role of research in the discipline	
Appropriate	te understanding of the role of research in the discipline	
Weak under	erstanding of the role of research in the discipline	
Critical Evaluati	tion:	
(pt	ets./15%) Overall critique of article	
Demonstrat	tes strong reflective thinking in linking content knowledge to classroom practice	
	tes appropriate reflective thinking in linking content knowledge to classroom practice	
Demonstrat	tes weak reflective thinking in linking content knowledge to classroom practice	
(pt	ots./100%) Total possible	
Comments:		