

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle level Education
GST 1000 - Reading and Study Skill Improvement

Instructor: Dana Stodden
Course Location: Buzzard Hall 1302
Meeting Days: Tuesday & Thursday 1:00 – 2:40 p.m. Buzzard 1302
Credit: 2-2-2 does not count toward graduation, but does toward GPA
Office: Buzzard Hall 2213 (Dept. of EC/ELE/MLE)
Office Hours: Monday & Wednesday 1:00- 3:30 p.m. or by appointment
Phone: 217-581-5728 (Messages Only)
Email: dgstodden@eiu.edu
Semester: Fall 2016

Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Text and Resources: **Essential Study Skills: Eighth Edition**
By Linda Wong

Townsend Press – Ten Steps to Advanced Reading
<http://www.townsendpress.net/apps/tpexercises/booktest.php?bk=19&tst=1201>

Course Objectives:

The student will:

- Demonstrate growth in reading as measured by the Nelson-Denny Reading Test
- Demonstrate improvement in reading efficiency
- Improve ability to comprehend college-level reading materials
- Develop vocabulary skills necessary for success in college and the workplace
- Develop efficient note-taking skills from lectures, texts, and other reading materials
- Develop time management strategies necessary for success in college
- Develop memory-training techniques
- Develop test-taking strategies
- Improve listening skills

Catalog Description:

Learning principles as they apply to the development of efficient study skills: emphasis on reading instruction designed to improve comprehension and rate. (2-2-2)

Course Rationale:

Is based on the rationale that “The reader makes the printed communication happen releasing the magic that causes words on the page to leap into living thoughts, ideas, and emotions.” (Epstein & Nieratka). This course is designed to improve the study skills of students with special emphasis on reading comprehension. Such an improved reading ability will therefore prepare students to be successful as college students in all their coursework.

Models of Teaching:

The *personal models of learning* begin from the perspective of the selfhood of the individual. They attempt to shape education so that we come to understand ourselves better, take responsibility for our education, and learn to reach beyond our current development to become stronger, more sensitive, and more creative in our search for high-quality lives. (pp. 15-17)

Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Boston: Pearson.

Course Requirements:

1. Since the structure of the course is skill oriented and not content oriented, two important requirements for the course are **class attendance and active participation**.
2. The student is expected to complete course assignments and to apply the various reading and study strategies to other course assignments.

Cell Phone Policy:

All cellular phones and electronic devices must be turned off upon entering the classroom. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by the instructor and at no time should this means of communication interrupt teaching or learning. The above mentioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class is text messaging permissible! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Evaluation:

1. The student will be expected to show reasonable progress in each of the following areas:
 - a. Knowledge of effective study strategies
 - b. Ability to apply effectively, reading and study strategies
 - c. Improvement in both vocabulary and reading efficiency
2. Students will receive a letter grade (A through F) based upon the following:
 - a. Attendance and class participation (4 points are awarded to students for participation in activities)
Note: If you are not in attendance, no participation points will be awarded, nor can they be made up.
CLASS ATTENDANCE IS ESSENTIAL FOR A PASSING GRADE IN THIS CLASS! Students with extended absences due to an illness or other unforeseen circumstances must speak with the instructor and provide verification.
 - b. Class assignments
 - c. Tests and quizzes
 - d. Reading Strategies
 - e. Autobiography paralleled to a book
 - f. Book presentation and Hero's presentation
 - g. Final grade: Points will be averaged together for participation, quizzes, projects, class assignments, reading strategies, mid-term and final exam.
3. The following grading standard will be used on most assignments:
 - a. 4 pts – outstanding work on all points of criteria
 - b. 3 pts – average work on all points of criteria
 - c. 2 pts – work shows marked deficit on all points of criteria
 - d. 1 pt. -- inadequate work on all points of criteria
 - e. 0 pt. -- work not submitted or does not meet intent of assignment
4. Points will be averaged together for all assignments, tests, and other requirements and graded as follows:

| | | |
|----|------------|---|
| a. | 100% - 90% | A |
| b. | 89% - 80% | B |
| c. | 79% - 70% | C |
| d. | 69% - 60% | D |
| e. | 59% -below | F |
5. Quizzes will assess the knowledge of the material taught in class. The instructor will give further instructions on the nature of the quizzes.

Plagiarism: Plagiarism is copying someone else's work as if it is your own without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its [student conduct code](#), and the penalty can be as serious as expulsion from school. Copying from internet, other sources will result in failing this class.

Assignments: All assignments are due on the day and time of class meeting. No late assignments are accepted in this class. **NO EXCEPTIONS.** Students are responsible for their own grade.

*****Students with a Disability:** If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217- 581-6583 to make an appointment.

*****Student Success Center:** Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call [217-581-6696](tel:217-581-6696), or go to 9th Street Hall, Room 1302.

Course Outline

Week 1

- Introduction to class
- Introduction to Syllabus
- Reading Lab

Week 2

- Time Management/Goal Setting
- Introduction to Reading/Topics
- Group Work/Discussion
- Reading Lab

Week 3

- Discovering & Using Your Learning Styles
- Reading Lab

Week 4

- Text-Reading Strategies
- SQ4R
- Organizing and Analyzing Reading
- Reading Lab

Week 5

- Organizing Textbook Info
- Graphic Organizers
- Synthesizing your reading
- Concept cards
- Semantic maps/webs
- H-Map
- Contrast/Comparison charts
- Charts/Graphs
- Reading Lab

Week 6

- Note-Taking Strategies
- Cornell Method of Note-taking
- Questioning Strategies (higher-order)
- Reading Lab

Week 7

- Test-Taking Strategies/
- Memory Strategies
- Reading Skills
- Identifying Supporting Details
- Reading Lab

Week 8

- Test-taking Strategies/Relieving Test-anxiety
- Reading Lab

Week 9

- Mid-term
- Hero Project Introduction
- Reading Lab

Week 10

- Speed Reading Drills (Speed Packets 1 &2)
- Reading Lab

Week 11

- Vocabulary Skills (packet available)
- Reading Lab

Week 12

- Inference
- Thinking logically
- Reading Lab

Week 13

- Greek/Latin Word Parts (Packet available)
- Reading Lab

Week 14

- Troublesome word Pairs (Packets available)
- Reading Lab

Week 15

- Analogies
- Reading Lab

Week 16

- Finals [Nelson-Denny Test]

GST 1000 References

*Denotes Unit Conceptual Framework References

- Armbruster, B. B. (2000). **Taking notes** from lectures. In R. F. Flippo & D. C. Caverly (Eds.), *Handbook of college reading and study strategy research* (pp. 175–199). Hillsdale, NJ: Erlbaum.
- Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., Wittrock, M.C. (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson, Allyn & Bacon.
- Atkinson, T. S., Zhang, G., Phillips, S. F., & Zeller, N. (2014). Using word study instruction with developmental college students. *Journal of Research In Reading*, 37(4), 433-448. doi:10.1111/1467-9817.12015
- *Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice–Hall.
- Beers, K., Probst, R.E., & Rief, L. (Eds.). (2007). *Adolescent literacy: Turning promise into practice*. Portsmouth, NH: Heinemann.
- Bjork, R. A. (1994). Memory and metamemory considerations in the training of human beings. In J. Metcalfe & A. Shimamura (Eds.), *Metacognition: Knowing about knowing* (pp. 185–205). Cambridge, MA: MIT Press.
- *Bloom B.S. (1956). *Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*. New York: David McKay Co Inc.
- Burke, J. (2005). *Accessing school: Teaching struggling readers to achieve academic and personal success*. Portsmouth, NH: Heinemann.
- Byrd, K. L., & Macdonald, G. (2005). *Defining college readiness from the inside out: First-generation college student perspectives*. *Community College Review*, 33(22), 22-37.
- Crawford, C. C. (1925a). The correlation between lecture **notes** and quiz papers. *The Journal of Educational Research*, 12, 282–291.
- Crawford, C. C. (1925b). Some experimental studies on the results of college **note-taking**. *The Journal of Educational Research*, 12, 379–386.
- Daneman, M., & Carpenter, P. A. (1980). Individual differences in working memory and reading. *Journal of Verbal Learning and Verbal Behavior*, 19, 450–466. doi: 10.1016/S0022-5371(80)90312-6.
- *Erikson, E.H. (1968). *Identity, youth, and crisis*. New York: Norton.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic books.
- Harvey, S. & Goudvis, A. (2000). *Strategies that work. Teaching comprehension to enhance understanding*. Markham, Ontario: Stenhouse Publishers.
- Margoilis, H. & McCabe, P.P. (2006). Improving self-efficacy and motivation: what to do, what to say. *Intervention in School and Clinic*, 41, 218-227.
- Pauk, W. (2005). *How to Study in College*, 8th ed. Boston, MA: Houghton Mifflin.
- Roediger, H.L., & Karpicke, J.D. (2006). Test enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.
- Tovani, C. (2000). *I read it, but I don't get it. Comprehension strategies for adolescent readers*. Portland, Maine: Stenhouse Publishers.
- Vacca, R.T. & Vacca, J.L. (2005). *Content area reading. Literacy and learning across the curriculum*. Boston, MA. Pearson Education Inc.