

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 5260 Advanced Developmental Reading

Semester: Fall, 2017
 Credit Hours: 3 semester hrs.
 Prerequisites: ELE3280 or ELE3281, or permission of department chair.
 Instructor: Dr. Debbie Harrison
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 Class Meetings Online

Unit Theme:

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

Graduate Mission Statement:

The Graduate Program in Elementary Education advances 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 graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

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:

When we work together, we generate a collective energy called *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. 13-15)

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

Textbook:

Samuels, S. J., & Farstrup, A. E. (Eds.). (2011). *What research has to say about reading instruction* (4th ed.). Newark, DE: International Literacy Association.

Supplemental Materials:

Illinois Common Core Standards http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf

Illinois Professional Teaching Standards http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf

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
Online postings and discussion group participation	<p>Knowledge Indicator:</p> <p>The competent reading teacher knows the history of reading instruction and its relevance to current theory and practice.</p> <p>The competent reading teacher knows theoretical models and philosophies of reading education and their relevance to instruction.</p> <p>The competent reading teacher is aware of trends, controversies, & issues in reading education</p>	<p>1.c. the ability to apply content knowledge to practice</p> <p>2.a. critical thinking and problem solving</p> <p>5.f. an ability to engage in reflective practice</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p>
Technology Awareness Assignment	<p>Performance Indicator:</p> <p>The competent reading teacher uses various tools to estimate the readability of texts.</p> <p>The competent reading teacher uses</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of technology as appropriate</p> <p>2.a. critical thinking & problem</p>

	technology to support reading & writing instruction.	solving
Professional Development Paper	<p>Knowledge Indicator:</p> <p>The competent reading teacher knows theoretical models and philosophies of reading education and their relevance to instruction.</p> <p>Performance Indicator:</p> <p>The competent reading teacher uses various tools to estimate the readability of texts.</p> <p>The competent reading teacher uses technology to support reading & writing instruction</p>	<p>1.b. effective use of technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity, & professionalism</p> <p>2.a. critical thinking & problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p>
Reading Strategies Presentation	<p>Knowledge Indicator:</p> <p>The competent reading teacher knows the scope and sequences for reading instruction at all developmental levels, pre-K through grade 12.</p> <p>Performance Indicator:</p> <p>The reading teacher understands, respects, and values cultural, linguistic, and ethnic diversity & knows how these differences can influence learning to read.</p> <p>The reading teacher understands the differences between reading skills & strategies & the role each plays in reading development.</p>	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>2.a. critical thinking and problem solving</p> <p>3.c. effective, fair, and honest communication considering not only the message but also the audience</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>5.d. an ability to provide evidence of differentiation of curricula</p> <p>5.f. an ability to engage in reflective practice</p>

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
Online postings and discussion group participation	These are the “meat” for this course. The Discussion Groups postings are analogous to class meetings, where discussion takes place. Postings to discussion groups by due date; discussion responses show reflection and contribute to the discussion.	<u>365 total points</u>	See Calendar
Technology Awareness Assignment	Locate information about three (3) reading related websites and/or apps. tell the different components, strengths, and weaknesses of each program. . Create a table or use one provided to list the different components, strengths, and weaknesses of each program. Post to course discussion board.	40pts.	See Calendar
Professional Development Paper	Write a 5-7 paper on a reading topic. Use APA format and include at least 3 current (within last 10 years) journal articles.. Further instructions are available on D2L.	100 pts.	See Calendar
Reading Strategies Presentation	Present an outline for a reading strategies lesson that you use in your classroom and have found successful. You will tell what materials are necessary, the instructional plan, and how it is assessed. Give enough information so other class members could “try out” your strategy.	<u>45</u> pts	See Calendar

Grading Scale:

93-100 = A

85-92 = B

77-84 = C

69-76 = D

68% & Below = F

Instructor’s Policies for the Course (i.e., attendance and late assignments):

- Be certain to post all assignments by the due date. Also you must respond to the postings and honor that due date as well. Failure to meet due dates will result in a reduction in your grade. The reduction will be the same as if you had turned in an assignment late (see below for explanation. Due dates are displayed on the calendar.

- **Complete all assignments on time. Assignments are due on the due date. Late assignments will receive a letter deduction for each day they are late. Assignments more than 3 days late will not be accepted, and will receive a grade of zero, unless the student and instructor have agreed that extenuating circumstances exist. Technology problems are not an acceptable excuse:** Let's face it. . . technology breaks, servers go down, viruses attack, files become corrupted...the list goes on and on. These are not considered emergencies. They are part of the normal process of working with technology. Any issue you may have with technology is no excuse for late work. Assume technology will fail you. Plan ahead. Manage your time. Back up your work. **Any late assignment must be cleared with the instructor at least 24 hours in advance.**
- Proper classroom etiquette should be practiced online. To be ready to participate in discussion groups you will have to complete reading and writing assignments.

Tentative Course Calendar

When there is a Discussion Board Assignment due, there is a usually a response due also. See Weekly Overview for due dates.

(see D2L for more information on assignments)

Date	Topic/Reading	Assignments
8/23	Introduction to Course/Syllabus See "Start Here" on D2L	Personal Introductions on Introduction Discussion Board on D2L
8/28	<u>Topic: Text Complexity</u> Read information on D2L "Some Information about Lexiles" and "What Research Has to Say about Text Complexity and Learning to Read"	5-3-1 response to the Lexile information to dropbox on D2L (post thinking questions to your group's discussion board) and Prompts for text complexity article to dropbox on D2L
9/5	<u>Topic: Close Reading</u> Watch "Close Reading" Video and "Close Reading in Action" (long version) video	Components of Close Reading and importance of each in your own words to dropbox, and Video Response Form to dropbox. Post three questions and the I wonder statement to Discussion Board
9/11	<u>Topic: Reading and Technology</u> Read article "Clickers to the Rescue"	Respond to Pause and Ponder Questions on p. 587 (within the article), post those responses to the Discussion Board and Take Action Questions #1,2, and 3 on p.592, and post those to the dropbox.
9/18	Technology Awareness Assignment Due	Post to Dropbox and Discussion Board
9/25	<u>Topic: Decoding and Word Recognition</u> Read Chapter 1 "The Relation Between Alphabetic Basics, Word Recognition, and Reading"	5-4-3-2-1 Response to dropbox and your 3 questions and 2 connections to the Discussion Board
10/02	<u>Topic: Vocabulary</u>	Double Entry Journal to

	Read article "The Vocabulary Rich Classroom"	Discussion Board
10/9	<u>Topic: Diversity</u> Read Chapter 17 "Diversity and Literacy"	Five prompts to dropbox and 2 of the five prompts for chapter to Discussion Board
10/16	<u>Topic: Fluency</u> Read Chapter 4 "Reading Fluency: What It Is and What It Is Not"	Four Square response to dropbox and , 2 questions from Four Square to Discussion Board
10/23	Reading Strategies Assignment	Post to Dropbox and Discussion Board
10/30	<u>Topic: Comprehension</u> Read Chapter 3 "Essential Elements of Fostering and Teaching Reading Comprehension"	Reading Response Form to dropbox and post your connection and two questions from the Reading Response Form
11/6	<u>Topic: Assessment</u> Read article "Reading Assessment: Looking Ahead"	Four Square response to dropbox and 2 questions from Four Square to Discussion Board
11/13	<u>Topic: Independent Reading</u> Read Chapter 6 "The Importance of Independent Reading"	5-4-3-2-1 Response to dropbox and your 3 questions and 2 connections to the Discussion Board
11/27	<u>Topic: Teachers' Leisure Reading and How It Affects Reading Instruction</u> Read article, "Teachers' Leisure Habits and Knowledge of Children's Books: Do They Relate to the Teaching Practices of Elementary School Teachers?"	Reading Log in its entirety to dropbox and the four Points for Discussion to Discussion Board
12/4	<u>Topic: Graphic Novels and Reading Instruction</u> Read articles "Graphic Novels in Education: Comics, Comprehension, and the Content Areas" and "Sequencing and Graphic Novels with Primary Grade Students."	Double Entry Journal to Discussion Board and 5-3-1 graphic organizer to dropbox
12/11	Professional Development Paper	Professional Development Paper to Dropbox

Supplemental Instructions for Assignments

ELE 5260 Advanced Developmental Reading

Participation

This is based on assignments on the Discussion Boards. These are varied, in points as well as in content.

Technology Awareness Assignment

Locate information about three (3) reading related websites and/or apps. tell the different components, strengths, and weaknesses of each program. . Create a table or use one provided to list the different

components, strengths, and weaknesses of each program. Post to course discussion board.

<u>Criteria:</u>	<u>Points</u>
Three websites/apps identified	6 pts.
Components of at least three websites/apps included	8 pts.
Strengths of at least three websites/apps included	8 pts.
Weaknesses of at least three websites/apps included	8 pts.
Representative of graduate-level work	6 pts.
No mistakes in grammar, punctuation or spelling	4 pts.

Reading Strategies Assignment

Post an outline, or some other organizational format for a reading strategies lesson that you use in your classroom and have found successful. You will tell what materials are necessary, the instructional plan, and how it is assessed. Give enough information so other class members could “try out” your strategy. See criteria below.

Criteria:

Title of strategy is included (I know it seems “weird” but it’s necessary)	5 points
All materials required are included	5 points
Strategy is explained in enough detail so peers could “try it out!”	15 points
Assessment is detailed and appropriate	15 points
Strategy is appropriate to grade level selected	5 points

ELE 5260 Professional Development Paper

As you add to your knowledge as a professional, you will most likely generate questions about reading instruction, or reading assessment. What do authorities in your specific field of study have to say about the aspects of reading? What about the politics of reading instruction? Are the times and thoughts in a state of change? While any of these questions could be a full scale investigation worthy of a thesis, you are asked to find current articles in a professional journal (*Instructor* and *Mailbox* don’t qualify) that will further your knowledge in the area of teaching or assessing reading.

OR:

You may be curious about a **program** that you are using or have heard about. Does it do all it says? What ages is the program designed for? What would a lesson look like? Does this take a lot of training to use? What do professionals say about this program? Investigate research about the program and summarize. What are the pros? The cons? If you choose this topic, you may want to investigate if there is any research on the program (other than the publisher’s “research”). You must find 3 journal articles about the program. Three articles from only the publisher will not suffice.

When you have chosen your topic to research, please tell the instructor. Choose a focus that will further your knowledge of reading or its assessment. See rubric below.

1. Inform the instructor of your chosen topic
2. Write your review (paper) in this manner:
Start paper with a short introduction and end with a summary; this is graduate level work.

Summarize each article. What did each of the sources that you read have to contribute?
Compare/contrast these sources.

Then, react to the articles. Do you agree, disagree, and why?

This paper will be 5 to 7 pages, doubled spaced in Times New Roman (or other), 12 point font.

Also write the body of the paper using **APA format** (citations in text, etc.), but no abstract or title page is needed for this work.

Use **APA format** to cite your references at the end of your paper.

3. This project may be turned in at any time in the semester, however, the due date is Monday, December 11th, by midnight. For APA format, this link may help: Purdue Owl <https://owl.english.purdue.edu/owl/> near the bottom on the left hand side, under Suggested Resources, click APA Guide.

Rubric for Professional Development Paper

	Possible points	Earned points
Choice of topic approved by instructor	1	
Relevance of topic to teaching situation	10	
Communicates/summarizes	35	
Reflective	40	
Correct APA format throughout paper	10	
Paper starts with introduction and ends with summary	4	

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.

Students with Disabilities- 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.

ELE 5260 References

*Denotes Unit Conceptual Framework

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