COURSE DESCRIPTION: A study of current issues in reading instruction including a contemporary view of the reading process, the goals of reading instruction, approaches to instruction, materials and strategies, and evaluation procedures.

PREREQUISITES: ELE3280, ELE3281, MLE4280, or equivalent. Permission of Department Chair if prerequisite is not met.

COURSE RATIONALE: 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.

LEARNING MODELS:
SOCIAL SYSTEMS MODEL: This model is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives on the problems, and study together to master information, ideas, and skills.
INFORMATION-PROCESSING MODEL: This model emphasizes the ways of enhancing students' initiative drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. The model focuses on input, processing, and output.

REQUIRED TEXTBOOK:
OUTCOMES SPECIFIC TO ELE5260:

- Analyze current curricular, instructional, and legal issues in education. Synthesize knowledge gained from published research in education on curricular, instructional, and legal issues.
- Engage in reflective inquiry about program and practice.
- Apply knowledge gained from published research in education to current curricular instructional, and legal issues.
- Design programs, curriculum, and strategies based on the current body of professional research and best practices.
- Differentiate between types and various components of educational research.
- Critically evaluate various types of educational research as to their usefulness for practice in the field.
- Demonstrate commitment to lifelong learning.
- Demonstrate effective use of technology.
- Complete a literature review on a current issue in education using the APA style.

This syllabus may be revised as needed.

Course Requirements:

- Class participation and attendance 50 points
- Technology awareness assignment 20 points
- Research paper and rubric 75 points
- Oral Presentation on research paper--Power Point and rubric 25 points
- Discussion questions/participation 25 points
- Presentation of book series or reading program 15 points
- Journal article reviews--include copy of articles (2) 20 points

* Point/Counter Point discussion of controversial topics 50 points
  (Use of research information to back up ideas)(Power Point)
  OR
  Reading Enhancement in My Classroom--Project (Power Point)

Outline of debate topic/ reading enhancement project with supporting research 20 points
- Best reading strategies/Diverse population strategies for reading 20 points
- Final exam 50 points

TOTAL APPROX. 370 points

Grading Scale

- 94-100 A
- 86-93 B
- 76-85 C
- 70-75 D
- 69 or below F

HANDY WEB SITES TO LEARN ABOUT APA 5TH EDITION: www.easybib.com http://landmark-project.com/citation_machine
# Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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| Jan. 10 | Course expectations, Student information, Group introductions, Small group work Text Introduction  
Topic #1: Effective Reading Instruction--What research says. |                                                           |
| Jan. 24 | Technology awareness at Booth  
Activity sheet due on Thursday  
Topic #3: Research on Reading Instruction with the Internet |                                                           |
| Jan. 31 | Topic #4: Early Intervention/Home and School Together                   |                                                           |
| Feb. 7  | Topic #5: What We Know About Phonics                                   |                                                           |
| Feb. 14 | Topic #6: Word Consciousness in a Research-Based Vocabulary Program     |                                                           |
| Feb. 21 | TECHNOLOGY AWARENESS SHEET DUE  
TEST over Topics 1-6 (you may use your notes) |                                                           |
| Feb. 28 | Topic #7: Reading Fluency/Content Area Reading  
Technology Notebook Information Due |                                                           |
| Mar. 7  | TEXTBOOK TALKS  
Topic #8: Effective practices for Developing Reading Comprehension |                                                           |
| Mar. 14 | NO CLASS--SPRING BREAK                                                 |                                                           |
| Mar. 21 | JOURNAL REVIEWS DUE--2--INCLUDE COPY OF ARTICLE  
Topic #9: Reading/Learning Disability Interventions |                                                           |
| Mar. 28 | Topic #10: Metacognition/Self-Regulated Comprehension                   |                                                           |
| Apr. 4  | Topic #11: Standards, Assessments, and Text Difficulty/High-Stakes Testing in Reading |                                                           |
| Apr. 11 | TEST 2 over Topics 7-11 (you may use your notes)                        |                                                           |
| Apr. 18 | PRESENTATIONS/POWER PT. (RESEARCH PAPERS)                              |                                                           |
| Apr. 25 | PRESENTATIONS/POWER PT. (RESEARCH PAPERS)                              |                                                           |
| May 2 (last class) | DEBATES/READING ENHANCEMENT PROJECT  
Topic #12: Multicultural Factors/Effective Instruction of Diverse Students |                                                           |
STUDENT NAME: ______________________________________________________ Overall ranking: * ** *** ****
(circle one)

Level you are discussing ______________________________________________

TEXTBOOK SERIES or Reading Program Format:
Name of series: _______________________________________________________

Publisher: ___________________________________________________________

Date of publication: ___________________________________________________

Levels for which the series is available ___________________________________

Organization of the teacher manual _______________________________________

Additional materials ___________________________________________________

Strengths of this program
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________
6. _________________________________________________________________

Weaknesses of this program
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________

Discuss how this program/format was selected:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

How are students assessed in this program?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What skills are addressed in this program that you particularly appreciate for your students?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
JOURNAL ARTICLE REVIEW FORMAT:

Student name: ________________________________


Your review should be comprised of three paragraphs:

Paragraph #1
(Tell what the article says)

Paragraph #2
(Tell how the article could relate to a classroom/your classroom)

Paragraph #3
(Give your opinion about the article—Choose an article that you think is helpful to you)

Attach a copy of the article.
DEBATE--POINT/COUNTERPOINT DISCUSSIONS
(50 POINTS FOR PRESENTATION/20 POINTS FOR OUTLINE/BIBLIOGRAPHY)
Select a debate topic with a partner and research the topic thoroughly. In class, present the topic by:
1. Rationale of why this is an important topic
2. History of this topic
3. Pros and Cons concerning this topic--each person takes an opposing view
4. Cite resources/writers to document your viewpoint. Sources should be most recent available (within the last ten years) except when citing foundation theorists
5. Turn in an outline of your topic and how you and your partner are organizing your debate.
6. Length of discussion/debate should be limited to 30 minutes.
7. Use visuals, overheads, Power Point, etc. to enhance your presentation/argument.

SUGGESTED POINT/COUNTERPOINT DEBATE TOPICS:
4-block--positive and negatives
Basals vs. No Basal
Phonics or Whole Language? A balanced Approach to Literacy?
Role of Computer Based Instruction--positives/negatives
Phonics Approach vs. sight Word Approach
Formal (Standardized) Assessment vs. Informal Assessment
Power Writing/Write-On Illinois: Positives vs. Negatives
Controlled Vocabulary vs. Not Controlled Vocabulary
Accelerated Reader Approach to Reading vs. Traditional Approach to Reading
Bottom Up vs. Top Down (reading word by word/reading for meaning)
Teaching with a novel vs. Teaching with a basal
The effects of Different Kinds of Assessment/Positive and Negative
Cross-grade grouping vs. Same grade grouping
Inclusion--positive/negative effects on the reading program
ESL--teaching only in English speaking class/teaching in bilingual speaking class
Individualized reading programs vs. Group reading programs
Heterogeneous vs. Homogeneous grouping in the middle school--its effects on reading in the content area
Tradebooks in the Reading Program
Use of Technology in the Reading Program
***Other topics may be used with approval by instructor***

OR....
READING IN MY CLASSROOM (A SPECIAL PROJECT)
(50 PTS. FOR PRESENTATION/20 PTS. FOR BOOKLET/OUTLINE)
What have you been wanting to develop for your classroom connected to reading....but just didn’t have enough time to do it? Now is the time!!!
1. Develop a rationale of what you intend to do. Locate supporting research for a bibliography.
2. Prepare an outline of what you are doing.
3. Include: materials needed, activity (ies) with details, bibliography, actually prepare the project, evaluation/assessment tool
4. Prepare and present your project in class. (Power Point).
5. Put all information in a booklet form for instructor evaluation.
Purpose of this assignment:

1. To show proficiency in locating web sites appropriate to reading at your grade level
2. To evaluate information located from the Internet

Using the Internet, locate and print out the following information:

1. Information about IRA (International Reading Association)
2. Information about IRC (Illinois Reading Council)
3. Information about quality literature appropriate for your grade level(s)
4. Two ideas that you can use to improve teaching reading in your classroom
5. Access Inspiration/Kidspiration (www.inspiration.com)—create 3 graphic organizers and include
   (According to your grade level, indicate how you would/could/do use this program in your classroom.)

After you have completed the tasks above, write a one page summary of what you gained from looking up
items 1-5. Include printouts of all the Internet materials. Please submit this assignment in a
notebook/binder.

MLE 5260 Bibliography


assessment. Reading & Writing Quarterly, 18, 369-373.

61(6), 66-69.

Reading Panel Report.


