ADVANCED DEVELOPMENTAL READING

ELE5260--Spring, 2008
Dr. Gail Lockart, Instructor
Department of Early Childhood, Elementary, and Middle Level Education
Office: BB2207   e-mail: gmlockart@eiu.edu
PH: 217-581-7884 (office)
     217-345-3771 (home)
Buzzard Hall--2160
Wednesday--4:15-6:45 p.m.

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

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 last 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.

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 75 points
• Technology awareness assignment 20 points
• Research paper 75 points
• Oral Presentation on research paper--Power Point and rubric 25 points
• Discussion questions 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
• Exams (2) 100 points

TOTAL APPROX. 445 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

Jan. 9  Course expectations, Student information, Group introductions, Small group work
      Text Introduction
      Topic #1: Effective Reading Instruction—What research says.

Jan. 16  Topic #2: Holistic, Integrated Approaches, Constructivist Framework

Jan. 23  Technology awareness at Booth
      Topic #3: Research on Reading Instruction with the Internet

Jan. 30  TEXTBOOK TALKS
      Topic #4: Early Intervention/Home and School Together
      Strategy presentation

Feb. 6  TEXTBOOK TALKS
      Topic #5: What We Know About Phonics
      Strategy presentation

Feb. 13  TEXTBOOK TALKS
      Topic #6: Word Consciousness in a Research-Based Vocabulary Program
      Strategy presentation

Feb. 20  TEST over Topics 1-6 (you may use your notes)

Feb. 27  Meet in BB2445 (Bring a flash drive with you)
      Topic #7: Reading Fluency/Content Area Reading

Mar. 5  TEXTBOOK TALKS
      Topic #8: Effective practices for Developing Reading Comprehension
      Strategy presentations

Mar. 10-14  SPRING BREAK

Mar. 19  PRESENTATION/POWER PT. (RESEARCH PAPERS)—due the night you present
        JOURNAL REVIEWS DUE—INCLUDE COPY OF ARTICLE
        Topic #9: Reading/Learning Disability Interventions
        Jrn. Article Review—discuss one in class

Mar. 26  PRESENTATION/POWER PT. (RESEARCH PAPERS)—due the night you present
        Topic #10: Metacognition/Self-Regulated Comprehension
        Jrn. Article Review—discuss one in class

Apr. 2  PRESENTATION/POWER PT. (RESEARCH PAPERS)—due the night you present
        Topic #11: Standards, Assessments, and Text Difficulty/High-Stakes Testing in
        Reading
        Jrn. Article Review—discuss one in class
Apr. 9  TEST 2 over Topics 7-11 (you may use your notes)
Technology Notebook Due

Apr. 16  PRESENTATIONS/POWER PT. (RESEARCH PAPERS)-due the night you present

Apr. 23  DEBATES/READING ENHANCEMENT PROJECTS
        Topic #12: Multicultural Factors/Effective Instruction of Diverse Students

Apr. 30  Final Exam—5:15 p.m.

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Graduate Level Standards:
1. Content Knowledge Including Effective Technology Skills and Ethical Behaviors
2. Critical Thinking and Problem Solving
3. Oral and Written Communication Skills
4. Advanced Scholarship Through Research and Creative Activity
5. Assessment Measures, Methods, Expectations, Results and Feedback
6. Ability to Work with Diverse Clientele Recognizing Individual Differences
7. Ability to Collaborate and Create Positive Relationships within the School Community and Profession in Which They Work

Course Requirements and Demonstrated Competencies are Aligned with the Standards:  
International Society for Technology in Education (ISTE)  www.iste.org/standards
Illinois Professional Teaching Standards: (IPTS)  
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf
Illinois Core Technology Standards: (ICTS)  
http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf
<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards for Graduate Programs at Eastern Illinois University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Participation includes presence and contribution during class sessions and support of peers in group work</td>
<td>#6. Ability to collaborate and create positive relations within the school, community and profession in which they work</td>
</tr>
<tr>
<td>Technology Awareness Assignment</td>
<td>Ability to search, locate, and use technology information on-line</td>
<td>#1. A dept of Content knowledge including effective technology skills and ethical behaviors Tech: 1A., 1C., 1F., 2A.</td>
</tr>
<tr>
<td>Research paper</td>
<td>Through research, students will develop a richer awareness and better understanding of the reading process</td>
<td>#2. Critical thinking and problem solving #3. Oral and written communication skills</td>
</tr>
<tr>
<td>Oral Presentation on Research Paper</td>
<td>Students will be able to assimilate research knowledge to present ideas in a coherent, clear, well-defined format to peers.</td>
<td>#1. A depth of content knowledge including effective technology skills and ethical behaviors #2. Critical thinking and problem solving #3. Oral and written communication skills Tech: 1A., 1C., 1F.,</td>
</tr>
<tr>
<td>Discussion Question Packet</td>
<td>Students will demonstrate knowledge by completion of packet questions and through class discussion</td>
<td>#6. Ability to collaborate and create positive relations within the school, community, and profession in which they work.</td>
</tr>
<tr>
<td>Book Series/Reading Program Presentation</td>
<td>Students demonstrate knowledge of the strengths and challenges of using a basal. Students present components of textbook series.</td>
<td>#1. A depth of content knowledge including effective technology skills and ethical behaviors #3. Oral and written communication skills</td>
</tr>
<tr>
<td>Journal Article Reviews</td>
<td>Student will analyze professional article related to reading and the implications of these concerns to the teaching profession.</td>
<td>#3 Oral and written communication skills #4. Advanced scholarship through research and/or creative activity</td>
</tr>
<tr>
<td>Debate OR Reading Enhancement Project</td>
<td>Through a debate or a project format, students will examine issues in reading, relate current research to practice, and provide a project demonstrating a reading enhancement project.</td>
<td>#3. Oral and written communication skills #4. Advanced scholarship through research and/or creative activity #5. Ability to work with a diverse clientele, recognizing individual differences</td>
</tr>
<tr>
<td>Reading Strategies Presentation</td>
<td>Student will provide strategy presentations to the class demonstrating knowledge of metacognitive strategies and the importance of promoting use of metacognitive awareness.</td>
<td>#1. A depth of content knowledge including effective technology skills and ethical behaviors</td>
</tr>
<tr>
<td>Traditional Exams</td>
<td>Student demonstrates content knowledge of various areas of reading (fluency, comprehension, vocabulary development, use of technology, strategies for struggling readers, metacognition)</td>
<td>#1. A depth of content knowledge including effective technology skills and ethical behaviors #3. Oral and written communication skills</td>
</tr>
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(Optional assignments may be added by the professor teaching each individual course of ELE5260.)
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.

RESEARCH PAPER—a topic about reading and/or literacy
• 8 pgs/Title pg.
• APA format—(5th edition)
• Rationale
• Research (10 sources within the last 10 years)
• Conclusion
• Bibliography in alphabetical order—APA format (5th edition)
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 References


Reading strategies that assist content area reading. (nd). Retrieved October 24, 2005 from [http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm](http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm)


