Early Childhood, Elementary, and Middle Level Education  
ELE 5260  ADVANCED DEVELOPMENTAL READING

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 literacy processes, goals of reading instruction, approaches to instruction, and assessment 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:
DISPOSITIONS: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

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.

Products: Points

- Class participation and attendance 30
- Technology awareness assignment 20
- Research paper 30
- Oral Presentation on research paper--Power Point 20
- Presentation of book series or reading program 20
- Journal article reviews--include copy of articles (2) 15pts each 30
- Reading Enhancement in My Classroom 20
- Traditional written exams (2) 15 pts each 30

Total 200

Grading Scale:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>94% - 100% = A</td>
<td>188 – 200</td>
</tr>
<tr>
<td>86% - 93% = B</td>
<td>172 – 187</td>
</tr>
<tr>
<td>76% - 85% = C</td>
<td>152 – 171</td>
</tr>
<tr>
<td>70% - 75% = D</td>
<td>140 – 151</td>
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<tr>
<td>Below 70% = F</td>
<td>139 or less</td>
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Grades:

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 Core Technology Standards: (ICTS)  http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf
## Core Assignments

<table>
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<tr>
<th>Course Requirement</th>
<th>Demonstrated Competencies</th>
<th>Aligned Standards for Graduate Programs at Eastern Illinois University</th>
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<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>
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| Technology Awareness Assignment           | Ability to search, locate, and use technology information on-line                          | #1. A dept of Content knowledge including effective technology skills and ethical behaviors  
|                                           |                                                                                           | Tech: 1A., 1C., 1F., 2A.                                                |
| Research paper                            | Through research, students will develop a richer awareness and better understanding of the reading process | #2. Critical thinking and problem solving  
|                                           |                                                                                           | #3. Oral and written communication skills  
|                                           |                                                                                           | #4. Advanced scholarship through research and/or creative activity |
| Oral Presentation on Research Paper       | Students will be able to assimilate research knowledge to present ideas in a coherent, clear, well-defined format to peers. | #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., 1F., 1F., 2A. |
| Discussion Question Packet                | Students will demonstrate knowledge by completion of packet questions and through class discussion | #6. Ability to collaborate and create positive relations within the school, community, and profession in which they work. |
| Book Series/Reading Program Presentation  | Students demonstrate knowledge of the strengths and challenges of using a basal. Students present components of textbook series. | #1. A depth of content knowledge including effective technology skills and ethical behaviors  
|                                           |                                                                                           | #3. Oral and written communication skills |
| Journal Article Reviews                   | Student will analyze professional article related to reading and the implications of these concerns to the teaching profession. | #3. Oral and written communication skills  
|                                           |                                                                                           | #4. Advanced scholarship through research and/or creative activity |
| Debate OR Reading Enhancement Project     | 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. | #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 |
| Reading Strategies Presentation           | Student will provide strategy presentations to the class demonstrating knowledge of metacognitive strategies and the importance of promoting use of metacognitive awareness. | #1. A depth of content knowledge including effective technology skills and ethical behaviors |
| Traditional Exams                        | Student demonstrates content knowledge of various areas of reading (fluency, comprehension, vocabulary development, use of technology, strategies for struggling readers, metacognition) | #1. A depth of content knowledge including effective technology skills and ethical behaviors  
|                                           |                                                                                           | #3. Oral and written communication skills |

(Optional assignments may be added by the professor teaching each individual course of ELE5260.)
Course Topics

Week One:
Effective Reading Instruction
What Research Says

Week Two:
Holistic, Integrated Approaches, Constructivist Framework

Week Three:
Technology Awareness
Research on Reading Instruction With the Internet

Week Four:
Early Intervention/Home and School Together

Week Five:
What We Know About Phonics

Week Six:
Word Consciousness in a Research-Based Vocabulary Program

Week Seven:
Test over first six topics

Week Eight:
Reading Fluency/Content Area Reading

Week Nine:
Effective Practices for Developing Reading Comprehension
Textbook Talks

Week Ten:
Reading/Learning Disability Intervention
Journal Article Review

Week Eleven:
Metacognition/Self-Regulated Comprehension

Week Twelve:
Standards, Assessment, Text Difficulty/High-Stakes Testing in Reading

Week Thirteen:
Test over Topics 7-11
Technology Notebook Due

Week Fourteen:
Research Papers Presentation

Week Fifteen:
Research Papers Presentation
Debates/Reading Enhancement Project
THREE-WEEKEND FORMAT

Professor: Dr. Judy A. Barbour  Location: Richland Community College - Decatur
Contact: jabarbour@eiu.edu (h) 217-359-4158  (o) 217-581-7897

WEEK ONE  Jan. 25 & 26

FRIDAY 5:30 – 8:30

Introductions
Expectations of this Class
Syllabus – Assignments – Textbooks
Cohort Experience Review

Lecture/Discussion/Activities (Farstrup & Samuels, Chapters Intro. & 1, 2 & 3)
  What is Effective Reading Instruction?
  How Can Research Help?
  Theories and Framework of Reading Development
  Parental Involvement

Assign Topics for Journal Abstract #1 and Topics & Groups for Research Paper/Presentation

SATURDAY 8:00-4:00

Lecture/Discussion/Activities (Farstrup & Samuels, Chapters 4, 5 & 6)
  Early Intervention
  Teaching Phonics
  Phonemic Awareness

WEEK TWO   Feb. 15 & 16

FRIDAY 5:30 – 8:30

Research Paper Updates

Presentations of Article Abstract # 1.  Turn in paper.

Sharing of Technology Awareness Assignment  Turn in.

Lecture/Discussion/Activities (Farstrup & Samuels, Chapters 7, 8 & 9)
  Vocabulary
  Fluency
  Content Area Reading

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SATURDAY 8:00-4:00

Presentations of Book Series/Reading Program. (Nothing to turn in.)

Assign Topics for Article Abstract #2.

Lecture/Discussion/Activities (Farstrup & Samuels, Chapters 10, 11 & 12)
    Developing Comprehension
    Comprehension Strategies
    Reading Disability Interventions

Exam #1 Farstrup & Samuels, Chapters 1 through 12
    Discuss Answers

WEEK THREE      April 11 & 12

FRIDAY 5:30 – 8:30

Presentations of Article Abstract #2. Turn in paper.

Lecture/Discussion/Activities (Farstrup & Samuels, Chapters 13, 14, & 15)
    Metacognition and the Child
    Utilizing the Internet for Reading Instruction
    Standards, Assessment and Text Difficulty

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SATURDAY 8:00-4:00

Presentation of Research Papers Turn in paper

Lecture/Discussion/Activities (Farstrup & Samuels, Chapters 16 & 17)
    High Stakes Testing
    Multicultural Factors and Diverse Backgrounds

Exam #2 Farstrup & Samuels, Chapters 9 through 17

Reading Enhancement in My Classroom – written in class

Purdue Class Evaluations – Return Textbooks – Register for Next Semester

Letter to Professor


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


