

TMCC Syllabus
EDUC 402A Foundations of Reading & Reading Diagnosis
Fall 2014

Instructor: Kristie R Dionne

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Class: 4 credits

9:00-10:50 Tues. & Thurs.

Room 216

Course Description: (4 credits) This course provides the foundations of literacy with emphasis given to the following topics: the reading process, historical trends in reading instruction, the theories of reading, promoting reading as a life-long activity, organizing and managing reading programs, and critiquing/selecting appropriate diagnostic measures.

Course Goals: This course will help you become aware of literacy as taught in the elementary school curriculum, including ND state standards and curriculum requirements, special reading and literacy skills needed in the various content areas, and reading problems common in elementary and middle school classrooms.

Instructional Objectives:

1. **Summarize** current and historical perspectives about teaching reading and describe methods to teach reading and writing based on best practice.
2. **Relate** stages of language and literacy development to cognitive, physical, social, cultural, and linguistic attributes of the student and be able to connect home environment and community characteristics to language and literacy development.
3. **Differentiate** between reading assessment and diagnosis by describing the characteristics of students not progressing and describe diagnostic methods, and relate appropriate remediation strategies to determine when intervention services are appropriate and what services a school reading specialist provides.
4. **Develop** methods for addressing K-8 Language Arts Content Standards, specifically comprehension, writing, speaking and listening.
5. **Consider and Design** a literature rich classroom environment to accommodate diverse interests and promote reading for pleasure.

Required Texts:

Boushey, Gail & Moser, Joan. (2014). *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. (2nd ed.). Stenhouse Publishers.

Cooper, David C. (2006). *Literacy: Helping Children Construct Meaning* (6th ed.). Houghton Mifflin Company.

Cox, Carole. (2014). *Teaching Language Arts: A Student-Centered Classroom* (7th ed.). Pearson.

Supplemental Required Readings: Handouts & journal readings

Methods of Instruction: Direct instruction (lecture and power point presentations), discussion, group work, peer teaching, workshops, student presentations, guest speakers, hands-on demonstrations, and field based applications. Assignments will be required electronically on Jenzabar.

Your Rights and Responsibilities:

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location and office hours are Room 219, 8:00-4:30 Monday through Thursday and some Fridays. If you plan to request disability accommodations, you are expected to register with the TMCC counselor (Rm. FA 103) 477-7947.

Cultural Relevancy of Course Content: During the process of the course Foundations of Reading and Reading Diagnosis, participants and the instructor will explore the ways that classroom teaching can include and incorporate literacy in the classroom. Anishinabe, as well as other cultures will be explored. Students will be required to participate in a service learning project which will involve working with Native American students from the local area. Also students will be expected to teach reading through the use of literature from various cultures.

WISDOM

Upon completion of this course the teacher candidate will gain the wisdom needed to take the steps to prepare their roles for preparing students for literacy requirements of the future as well as the present.

LOVE

The teacher candidate finishing this course will develop the disposition of love and caring for their profession and through that love will perform work that is ethical, of highly qualified, and above all culturally responsive.

RESPECT

The teacher candidate finishing this course will understand the importance of respecting ones' leaders, co-workers, students and their families. They will know that to earn respect they must protect dignity and feelings of students and their families.

BRAVERY

The teacher candidate finishing this course will be taught the instructional strategies & adjustments needed to bravely take the initial steps that support the academic success of all students.

HONESTY

The teacher candidate finishing this course will be taught about the importance of honesty and the roles and responsibilities of teachers with regard to reflecting and assessing student learning as well as themselves and their professional ethics.

HUMILITY

The teacher candidate finishing this course will be taught the humility of acknowledging mistakes when reflecting on their own growth in decisions that have been made when addressing the instructional and learning needs of students.

TRUTH

The teacher candidate finishing this course will learn many truths concerning medical, social psychological, emotional and educational aspects of students and their families and will hold those truths in strict confidence as if they were their own.

Class Participation: Regular attendance is mandatory. Please be on time and plan to stay the entire class period. Class participation will count toward your grade. If you come late or leave early points will be deducted. Please turn your cell phones on silent during class. Leave the room if you need to take a call.

Unexcused absence: Every class period there will be an "in class" assignment. No points will be given if you are absent for any reason.

Excused absence: Must be made in advance. Only extremely necessary circumstances will be considered to be excused.

Assignments: Must be completed as assigned and “ON TIME.” Late work will not be accepted. In class assignments may be hand written. Out of class assignments should be typed in size 12 font, using APA format, with all sources cited. Assignments will be graded on accuracy in punctuation, content, spelling, appropriate grammar, and sentence and paragraph structure. Reading assignments are required reading out of class. **If class is cancelled for any reason, assignments remain due to be turned in electronically by the due date.**

Performance Assessments: An evaluation of your papers, assignments, projects, in-class discussions, small and large group presentations, and participation will determine whether or not you’ve met the instructional objectives for the course. Scholarship, initiative, cooperation, attitude and improvement will also be taken into consideration.

Academic Honesty: Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion. When an infraction occurs, instructors have the authority to act personally. Instructors will report action to the Dean of Academic Programs. A student has the right to appeal the instructors’ action in accordance with the student appeal policy.

Class Points:

In Class Participation Points: $5 \times 30 = 150$ pts.

Vocabulary terms (Cooper)-look up before class: $11 \text{ chapters} \times 10 \text{ pts.} = 110$ pts.

Quizzes: $11 \times 20 = 220$ pts.

Log Entries: $10 \times 10 = 100$ pts.

2 papers: $2 \times 36 = 72$ pts.

Journal Articles-read and share $5 \times 10 = 50$ pts.

Mini Lesson: 15 pts.

5-6 hrs. Practicum/Elementary Classroom Visits/Log Reflections: 50 pts.

Midterm: 50 pts.

Final Lesson: 50 pts.

Final Exam Project (In class): 50 pts.

Binder: 10 pts.

TOTAL POINTS: 937

Grading Scale:

100%-90%=A

89%-80%=B

79%-70%=C

69%-60%=D

59% and Below= F

Course	ND Standards	Objectives	Artifacts	INTASC
<p>EDUC 402A: Foundations of Reading and Reading Diagnosis</p>	<p>50015.2b 50015.2i</p>	<p>Summarize current and historical perspectives about teaching reading and describe methods to teach reading and writing based on best practice.</p> <p>Relate stages of language and literacy development to cognitive, physical, social, cultural, and linguistic attributes of the student and be able to connect home environment and community characteristics to language and literacy development.</p> <p>Differentiate between reading assessment and diagnosis by describing the characteristics of students not progressing and describe diagnostic methods, and relate appropriate remediation strategies to determine when intervention services are appropriate and what services and what services a school reading specialist provides.</p> <p>Develop methods for addressing K-8 Language Arts Content Standards, specifically comprehension, writing, speaking and listening.</p> <p>Consider and Design a literature rich classroom environment to accommodate diverse interests and promote reading for pleasure.</p>	<p>Chapter Readings</p> <p>Journal Readings</p> <p>Log Entries</p> <p>Quizzes</p> <p>Midterm</p> <p>Lesson Plans</p> <p>Final Project</p> <p>Papers</p> <p>Reflections</p> <p>Observations</p>	<p>#2 Learning Differences</p> <p>#4 Content Knowledge</p> <p>#5 Application of Content</p> <p>#6 Assessment</p> <p>#8 Instructional Strategies</p>

Tentative Course Schedule

*(Note: Classroom Visitations are tentatively scheduled)

DATE	TOPICS	ASSIGNMENTS
<p style="text-align: center;">8.26.2014</p> <p>Chapter 1-Focus on Literacy Learning (Cooper)</p>	<p>Introductions Course Overview-Syllabus Pre test History of Reading DPI LA Common Core Standards</p>	<p>In Class Assignment (5 pts.)</p>
<p style="text-align: center;">8.28.2014</p> <p>Chapter 1-Focus on Literacy Learning (Cooper) Chapter 1- LA: Learning and Teaching (Cox)</p>	<p>What is Literacy? Stages of Literacy Development Technology & Literacy Readwritethink.org</p>	<p>In Class Assignment (5 pts.) Log Entry #1 (10 pts) Vocabulary terms (10 pts.)</p>
<p style="text-align: center;">9.2.2014</p> <p>Chapter 2- A Comprehensive Literacy Program (Cooper) Chapter 2- LA: Assessing and Differentiating Instruction (Cox)</p>	<p>Quiz Chap. 1/Class notes (20 pts.) Comprehensive Literacy Instruction Role of Standards Role of Teacher</p>	<p>In Class Assignment (5 pts.) Reading Teacher Article #1- read and share on 9.4.2014 (10 pts.)</p>
<p style="text-align: center;">9.4.2014</p> <p>Chapter 2- A Comprehensive Literacy Program (Cooper) Chapter 2- LA: Assessing and Differentiating Instruction (Cox)</p>	<p>Modes of Reading & Writing Types of Texts Literacy Lessons Share RT article #1</p>	<p>In Class Assignment (5 pts.) Log Entry #2 (10 pts.) Vocabulary terms (10 pts.)</p>
<p style="text-align: center;">9.9.2014</p> <p>Chapter 3- Prior Knowledge: Activating & Developing Concepts & Vocabulary (Cooper) Chapter 3- Integrated Teaching with Literature (Cox)</p>	<p>Quiz Chap. 2/Class notes (20 pts.) Schema Theory Misconceptions in Prior Knowledge Components of Prior Knowledge</p>	<p>In Class Assignment (5 pts.) Research Paper #1- Research and reflect on RTI. (2-3 pages) (36 pts.) Due 9.11.2014</p>
<p style="text-align: center;">9.11.2014</p> <p>Chapter 3- Prior Knowledge: Activating & Developing Concepts & Vocabulary (Cooper) Chapter 3- Integrated Teaching with Literature (Cox)</p>	<p>Standards Role of Teacher Prior Knowledge Strategies Small group reading instruction DVD</p>	<p>In Class Assignment (5 pts.) Log Entry #3 (10pts.) Vocabulary terms (10 pts.)</p>

<p>9.16.2014 Chapter 4- How to Teach Strategies for Constructing Meaning (Cooper) Chapter 4- Language Development and Emergent Literacy (Cox)</p>	<p>Quiz Chap. 3/Class notes (20 pts.) Strategies & /Standards Strategies for Constructing Meaning</p>	<p>In Class Assignment (5 pts.) Reading Teacher Article #2- read and share on 9.18.2014 (10 pts.)</p>
<p>9.18.2014 Chapter 4- How to Teach Strategies for Constructing Meaning (Cooper) Chapter 4- Language Development and Emergent Literacy (Cox)</p>	<p>Planning Effective Strategy Instruction Strategy Lessons: Minilessons Share RT article #2</p>	<p>In Class Assignment (5 pts.) Log Entry #4 (10 pts.) Mini lessons: 10 min lesson- Read a children's book to the class and share a hands on vocabulary technique (pertaining to the book) with the class. (15 pts.) Vocabulary terms (10 pts.)</p>
<p>9.23.2014 The Daily 5</p>	<p>The Daily 5 Book Video- Daily 5 Classroom</p>	<p>In Class Assignment (5 pts.)</p>
<p>9.25.2014 Chapter 5- Beginning Literacy: Decoding, Vocabulary, and Meaning (Cooper) Chapter 5- Engaging English Lang. Learners (Cox)</p>	<p>Quiz Chap. 4/class notes (20 pts.) Beginning Reading Instruction Routines for Comprehensive Literacy Instruction Voc. Mini Lessons (share 2 today)</p>	<p>In Class Assignment (5 pts.) Log Entry #5 (10 pts.) Reading Teacher Article #3- read and share on 10.2.2014 (10 pts.)</p>
<p>9.30.2014 Chapter 5- Beginning Literacy: Decoding, Vocabulary, and Meaning (Cooper) Chapter 5- Engaging English Lang. Learners (Cox)</p>	<p>Voc. Mini Lessons (share 2 today) DVD small group reading instruction Share RT article #3</p>	<p>In Class Assignment (5 pts.) Research Paper #2- Research and report on a reading program of your choice. Share in class Oct. 9. (2-3 pgs) (36 pts.) Due 10.9.2014 Vocabulary terms (10 pts.)</p>
<p>10.2.2014 Chapter 6-Reading (Cox)</p>	<p>Quiz Chap. 5/Class notes (20 pts.) DVD small group reading instruction</p>	<p>In Class Assignment (5 pts.) Log Entry #6 (10pts.)</p>
<p>10.7.2014</p>	<p>(2.)Visit Reading Classrooms (25 pts.)</p>	<p>In Class Assignment (5 pts.)</p>
<p>10.9.2014</p>	<p>Review/Prepare for Midterm Share your research from paper #2</p>	<p>In Class Assignment (5 pts.) Log Entry #7 (10 pts.)</p>

10.14.2014	Midterm (50 pts.)	In Class Assignment (5 pts.)
10.16.2014 Chapter 6-Beyond Beginning Literacy: Decoding, Vocabulary, & Meaning (Cooper)	Standards at the Upper Elementary & Middle School Levels Vocabulary Development	In Class Assignment (5 pts.) Log Entry #8 (10 pts.)
10.21.2014 Chapter 6- Beyond Beginning Literacy: Decoding, Vocabulary, & Meaning (Cooper)	Elements of Effective Vocabulary Development Guidelines for Effective Vocabulary Instruction	In Class Assignment (5 pts.) Reading Teacher Article #4- read and share on 10- 23-2014 (10 pts.) Vocabulary terms (10 pts.)
10.23.2014 Chapter 7- Responding to the Construction of Meaning (Cooper)	Quiz Chap. 6/Class notes (20 pts.) Responding : What it means and why it is important Procedures that Promote Responding to Literature Readers Theater Literature Circles	In Class Assignment (5 pts.) Log Entry #9 (10 pts.) Vocabulary terms (10 pts.)
10.28.2014 Chapter 8- Speaking and Listening (Cox)	Quiz Chap. 7/Class notes (20 pts.)	In Class Assignment (5 pts.)
10.30.2014 Chapter 8- Writing and the Construction of Meaning (Cooper)	Why Writing and Reading together Activities that connect Reading and Writing Share RT article # 4	In Class Assignment (5 pts.)
11.4.2014 Chapter 9-Viewing and Visually Representing (Cox)	Quiz Chap. 8/Class notes (20 pts.)	In Class Assignment (5 pts.) Vocabulary terms (10 pts.) Log Entry #10 (10 pts.) Reading Teacher Article #5- read and share on 11.6.2014 (10 pts.)
11.6.2014 Chapter 9- Helping Struggling Readers (Cooper)	Who are struggling readers? Identifying struggling readers Intervention for struggling readers	In Class Assignment (5 pts.) Vocabulary terms (10 pts.)

11.13.2014 Chapter 10- Developing a Management System for a Comprehensive Literacy Classroom Chapter 10-Spelling (Cox)	Quiz Chap. 9/Class notes (20 pts.) Organizing Your Comprehensive Literacy Classroom The Literacy Classroom Management Systems	In Class Assignment (5 pts.) Vocabulary terms (10 pts.)
11.18.2014 Chapter 11- Assessment & Evaluation in the Comprehensive Literacy Classroom	Quiz Chap. 10/Class notes (20 pts.) A Current View of Assessment Assessment Techniques Running Records	In Class Assignment (5 pts.)
11.20.2014	Quiz Chap. 11/Class notes (20 pts.)	In Class Assignment (5 pts.)
11.25.2014	Lessons-4 share (50pts.)	In Class Assignment (5 pts.)
12.2.2014	Lessons-4 share	In Class Assignment (5 pts.)
12.4.2014	Lessons-4 share	In Class Assignment (5 pts.)
12.9.2014	Final Exam (50 pts.)	In Class Assignment (5 pts.)