

SYLLABUS FOR CORRECTIVE READING

Term: Spring 2017

Course Number: MAT536P

Course Title: Corrective Reading

Instructor: Mr. Bruce Wisowaty

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Office Hours: Monday 1:00 – 4:00 p.m., Tuesday 9:00am – 7:00pm or by Appointment

Course Time: Saturdays: March 11, 18, 25 2017 8:00am-4:00pm

Mission of the Education Program:

Respecting the diverse gifts and culture of each student, the Education Program of Calumet College of St. Joseph prepares quality teacher candidates for the 21st Century through a refining process, which ensures: (1) professional preparation; (2) continuous reflection; and (3) ongoing transformation. The Education Program promotes a multicultural community characterized by diversity, integrity, compassion and commitment.

Vision of the Education Program:

Rooted in the Catholic tradition, the Education Program of Calumet College of St. Joseph: (1) values the dignity and worth of each teacher candidate; (2) shapes attitudes and values; (3) strives for social justice; (4) instills a sensitivity for the poor and the powerless; and (5) refines professional competency and scholarship in every teacher candidate. At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

Course Description:

This course will examine formal and informal reading instruments useful for evaluating students who continue to have difficulties acquiring grade level reading and writing skills. The course will examine in detail corrective instructional strategies and effective evidence-based intervention and extension programs, including RTI(Response to Instruction) in the elementary grade school classroom. Components of differentiated instruction, including pacing, modifications, and complexity of instruction, will be discussed, reviewed, and studied. Specific teaching strategies to address interventions that are direct, explicit and multisensory will be discussed, reviewed and researched. Students will review and research literature on corrective reading and present research on current reading trends and programs. A focus of the class is the diagnosis and remediation of reading concerns in elementary grade school students. Teacher candidates will develop and administer an informal reading inventory assessment, and plan a remedial program for an individual student based upon data collection and analysis of the reading inventory.

Prerequisites: MAT500, MAT 502, MAT 504, MAT516, MAT 518, MAT522, MAT528

Learning Outcomes/Competencies:

- 1 Teacher candidates will demonstrate an understanding of the reading process in relation to total language development. INTASC 1,2 ACEI 1, 2.1, 3.1 NBPTS 1,2 IDOE 1.1, 1.2, 2.1, 2.2
- 2 Teacher candidates will demonstrate an understanding of emergent literacy and how it relates to beginning reading instruction. INTASC 1,2 ACEI 1, 2.1, 3 NBPTS 1,2 IDOE 1.1, 1.2, 2.1, 2.3
- 3 Teacher candidates will prepare materials to assess and teach pre-reading skills. INTASC 4,8 ACEI 1, 2.1, 3.1, 4 NBPTS 3,4 IDOE 1.5, 1.6, 2.1, 2.2, 2.4
- 4 Teacher candidates will use basic phonetic linguistic concepts in teaching word identification. INTASC 1,2,4 ACEI 1, 2.1 NBPTS 1,2,3,4 IDOE 1.1, 1.2, 1.9,
- 5 Teacher candidates will learn and use various methods in teaching vocabulary skills. INTASC 1,4 ACEI 1, 2.1, 3.1 NBPTS 2,3,4 IDOE 1.1, 2.5, 2.6, 2.7, 2.8
- 6 Teacher candidates will research and evaluate current methods and programs of reading instruction. INTASC 1,2,9 ACEI 1, 2.1, 3.1 NBPTS 1,2,4 IDOE 1.3, 1.4, 1.5, 1.8, 1.9, 2.5, 2.7
- 7 Teacher candidates will be able to facilitate in the process of creative writing with elementary students. INTASC 1,4 ACEI 1, 2.1, 3.1 NBPTS 2,3,4 IDOE 3.3, 3.4, 3.5
- 8 Teacher candidates will examine and assess individual and group reading performance in multiple ways to design effective instruction to meet the students' developmental needs. INTASC 7,8 ACEI 1, 2.1, 3.1, 4 NBPTS 3,5 IDOE 1.3, 1.5, 1.6, 1.7, 1.8, 2.2, 2.4, 2.5, 2.6, 3.9
- 9 Teacher candidates value the diversity of students' backgrounds and culture and survey students and parents on reading interests to enhance student learning. INTASC 3, 10 ACEI 2.1, 5 NBPTS 1,5 IDOE 1.10, 3.9
- 10 Teacher candidates will compile data collected through observations, classroom instruction and an analysis of student work to assess student reading level. INTASC 4,6,7 ACEI 2.1, 4 NBPTS 3,4 IDOE 1.3, 1.6, 1.9, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.9
- 11 Given a story, teacher candidates will be able to write objectives, lesson plans covering word identification skills and comprehension, and present a reading lesson. INTASC 1,2,4 ACEI 1, 2.1, 3.1 NBPTS 1,2,3 IDOE 1.1, 1.4, 1.5, 1.9, 2.7, 2.8, 2.9, 2.10, 3.9

Textbooks:

Literacy survival tips: 72 Lessons You Can't Teach Without, authored by Lori, Oczkus, published by the International Reading Association in 2012.

Assessment:

Each student will be graded using the following percentages:

Vocabulary lesson 24 pts. Make sure all features of the CCSJ lesson plan are included. Due in clinical teaching experience.

Blackboard Reading assignment # 1 - Read the article on literacy and answer the following question:

Emmett Betts was particularly interested in the role of the classroom teacher in encouraging students to see reading as a lifelong experience. Betts suggests several primary goals of an effective reading program. Discuss these specific goals and how the goals relate to your teaching of reading. Discuss in class on March 18, post in blackboard prior to March 17, 2017.

15 points- at least 5 goals are discussed, reflection incorporated

10 points- Only 3 or 4 goals are discussed, reflection incorporated

5 point- 1 or 2 goals are discussed, some reflection.

Vocabulary Game: design a vocabulary game based upon the grade level currently teaching in any content area. 30 pts. Must have 10 vocabulary words- can be a review game, in class activity to learn new vocabulary words

CCSJ Lesson Plan- Submit a CCSJ format lesson plan for your appropriate grade level designed to teach the concept of 'justice'. Use a text(trade book or basal text passage) and teach at least 5 vocabulary words from that text. 24 pts due in hard copy on March 25. Identify all features of a CCSJ lesson plan, identify the 5 vocabulary words as well as the book selection.

Cooperating Teacher Evaluation form for Corrective Reading due March 25 or before – 8 pts. it is your responsibility to make sure the form is completed and returned to me. Use the opportunity for feedback from your cooperating teacher, chair, administrator. A clinical experience is required for this Methods course.

Vocabulary lesson: Choose 3 to 7 words from a selection in a children's book, or vocabulary words from a basal selection which can include all content areas. Plan a 20 minute lesson. Be creative, use flashcards, poster boards, overlays, books, computer programs, etc. Complete a CCSJ lesson plan and submit on the day of your lesson plan teaching in your clinical teaching experience.

Grading Scale:

92-101 pts. A 83-91pts. B 70-82 pts. C 59-69 pts. D 0-58 pts F

Class Policy on Attendance:

Students are expected to be present and on time for all classes. Hands-on experience and class interaction are invaluable – and cannot be “made-up” individually. A student missing a class will be withdrawn from the class. A 10 minute tardy to class will result in 5 points deducted from the final grade for each tardy to class.

Format for Written Assignments:

The professional Education community has adopted the standards in the Publication Manual of the American Psychological Association, 4th Edition, Washington, 1994. The professional standards described therein are those expected in the professional education community; as future professional educators, students of education also need to demonstrate in their writing the standards adopted by the professional education community. This publication is available in the bookstore and in the reference section of the Speckler Library.

Statement of Plagiarism:

If an instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

Calumet College of St. Joseph adheres to citation guidelines as prescribed by the particular discipline (i.e., MLA, APA, Chicago Manual of Style or Turbine.). All of these guidelines are available in the Calumet College of St. Joseph library or bookstore. These texts outline how to cite references from a variety of sources, including electronic media.

Withdrawal from Classes Policy:

After the last day for class changes has passed (see College calendar), students may withdraw from a course in which they are registered with permission from the faculty member conducting the course. A written request detailing the reason(s) for the withdrawal must be filed with the Registrar. Written request for withdrawal must be received by the Registrar by the last day of classes prior to the final examination dates specified in the catalogue. Written requests may be mailed to the Registrar or faxed to the College fax number 219-473-4259. Students are to make note of the refund schedule when withdrawing from courses. The request is forwarded to the faculty member, who makes the final determination to accept or deny the request. If the request is honored, the student will receive notification of official withdrawal; if denied, the notification will indicate why the withdrawal is disallowed. Note: Degree Completion Division (DCD) students should consult the DCD Student Handbook for information on DCD withdrawals.

An official withdrawal is recorded as a "W" grade on the student's transcript. Dropping a course without written permission automatically incurs an "F" grade for the course (see Refund Schedule).

Class Policy For Assignments:

There are no make-up quizzes and no make-up exams; these are given once. Assignments need to be completed as scheduled since one assignment builds on another. Late assignments incur a grade reduction. Please note the timetable for the deadline for late assignments. Quizzes and assignments are usually announced in advance and will typically cover readings assigned for class that day.

Class Assignments:

A number of assignments will be made during the course. It will be your task to do the assignment in a *professional manner*. Each assignment will be graded on content, style, reflection, and a demonstrated understanding, application, or evaluation of the material. Assignments will also be graded on clear writing (unity, coherence, sound writing mechanics) and adherence to APA format.

Class Participation:

Class Participation can be difficult to assess. This course, therefore, will link ATTENDANCE to this area of evaluation. That is, if the students are in attendance for an entire class period, it will be assumed they are participating. Students are expected to be present and on time for all classes. Class interaction is invaluable – and cannot be “made-up” individually.

Class Cancellation:

I will make every effort to contact you if a class is cancelled due to the unexpected absence of the instructor. You will receive a text alert if class is cancelled. In addition, an announcement will be posted on the Education Bulletin Board and the Classroom door.

TENTATIVE TIMELINE

<i>Class Meeting</i>	<i>Date</i>	<i>Assignment</i>
1	March 11	Explanation of syllabus Discussion of vocabulary practices Center/Stations discussions
2	March 18	Comprehension discussion Betts Discussion
3	March 25	Curriculum exam review Intervention Reading programs Male literacy discussion

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

The ten INTASC principles are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

Principle #1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal

development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

CALUMET COLLEGE OF SAINT JOSEPH EDUCATION PROGRAM

EDUCATION PROGRAM MISSION, VISION, AND GOALS

Mission:

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- **professional preparation**
- **continuous reflection**
- **ongoing transformation**

The Education Program helps to create a multicultural community characterized by diversity, integrity, compassion, and commitment.

Vision:

Rooted in the Catholic tradition, the Education Program of Calumet College of St.

Joseph:

- **values the dignity and worth of each student,**
- **shapes attitudes and values,**
- **strives for social justice,**
- **instills a sensitivity for the poor and the powerless,**
- **refines professional competency and scholarship in every teacher candidate**

At Calumet College of St. Joseph we are committed to developing the natural abilities of our students, refining them into high quality professional educators.

Goals:

As educators of the 21st Century, teacher candidates who complete the Education Program at Calumet College of St. Joseph will be prepared to:

1. Demonstrate competency in core knowledge and skills essential to the various disciplines: English, mathematics, theology, philosophy, humanities, sciences, social sciences, and the fine arts.
2. Demonstrate competency as skilled, reflective teaching professionals, cognizant of their role in transforming self, students, and community.
3. Demonstrate knowledge of current standards (INTASC, NCTM, etc.) theories and theorists that establish the framework for educational methodology and pedagogy for a diverse student population.
4. Develop a deep respect for the values inherent in various religions, educational, and cultural traditions.
5. Develop a commitment to life-long spiritual and professional growth with an understanding of one's own system of values and ethics.
6. Develop personal responsibility to transform society for the common good based on values and principles that insure social justice.
7. Demonstrate integration of reflection, analysis, evaluation, synthesis, and communication skills in problem solving situations.
8. Collaborate with community resources and services to provide quality educational experiences and opportunities to meet the future needs of all students.
9. Incorporate the best media and technology in planning, organizing, and assessing student needs.
10. Demonstrate professional skills and educational leadership to address evolving educational trends.