

SYLLABUS FOR DEVELOPMENTAL READING AND INSTRUCTION

Term: Spring 2017
Course #: MAT 528
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Office Hours: Monday thru Thursdays, please call for an appointment

Course Time: February 18, 25, March 4, 2017

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 develops an understanding of the theories and concepts involved in the process of reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students gain knowledge of the key concepts in scientifically based reading research (SBRR). The course examines factors involved in the concept of emergent literacy, prereading assessment, and beginning reading instruction. The course covers both the theory and practice of teaching basic reading skills such as word identification and comprehension, reading in the content area, and writing skills. Teacher candidates will evaluate the different types of reading instruction to meet the needs of a diverse student population. The course will touch on different means of assessment and evaluation for both monitoring students' progress and remedial instruction. Clinical teaching experiences required.

Prerequisites:

Master of Arts (MAT) Orientation, MAT500, MAT502, MAT508, and MAT516

Textbooks: Reading brochure placed in BLACKBOARD.

Literacy Survival Tips: 72 Lessons You Can't Teach Without. International Reading Association, Lori Oczkus.

Learning Outcomes:

1. Teacher candidates will demonstrate an understanding of the reading process in relation to total language development. ACEI 1.0, 2.1 NBPTS EC 1,4,6,7,8 NBPTS MC 1,4,5 IDOE 1.1, 1.2,
2. Teacher candidates will demonstrate understanding of emergent literacy and how it relates to beginning reading instruction. ACEI 1.0, 2.1, 3.2, NBPTS EC 1,2,4,6,7,8 NBPTS MC 1,4,5 IDOE 1.1, 1.2, 2.1, 2.2, 2.3,
3. Teacher candidates will prepare materials to assess and teach pre-reading skills. ACEI 1.0. 2.1, 4.0 NBPTS EC 5,7 NBPTS MC 1,3,4,5 IDOE 1.5, 1.6 2.2, 2.3, 2.4,
4. Teacher candidates will use basic phonetic linguistic concepts in teaching word identification. ACEI 1.0, 2.1, 3.1,3.3 NBPTS EC 4,6,7,8 NBPTS MC 1, 4,5 IDOE 1.1, 1.2, 2.1, 2.2, 2.3
5. Teacher candidates will learn and use various methods in teaching vocabulary skills. ACEI 1.0, 2.1, 3.1, 3.3 NBPTS EC 4,7,8 NBPTS MC 1,4,5 IDOE 1.1, 2.7, 2.8
6. Teacher candidates will demonstrate an understanding of using techniques and materials appropriate to the age and ability of elementary students and differentiate instruction. ACEI 1.0, 2.1, 3.2 NBPTS EC 6,7,8 NBPTS MC 1, 2, 3, 4, 5 IDOE 1.7, 1.8, 1.9, 2.5, 2.6, 2.8
7. Teacher candidates will research and evaluate current methods of reading, writing, and listening instruction utilizing professional journals, the CCSJ Specker Library, and other media centers. ACEI 1.0, 2.1, 5.1 NBPTS EC 4,7,2,5 NBPTS MC 4,7 IDOE 2.7, 2.9, 3.6, 3.8
8. Teacher candidates will be able to facilitate in the process of creative writing with elementary students. ACEI 1.0, 2.1, 3.2 NBPTS EC 4,7,8 NBPTS MC 1,4,5 IDOE 1.9, 3.3, 3.5, 3.9
9. Teacher candidates will review the Indiana Academic Standards for English/Language Arts. ACEI 2.1 NBPTS EC 1,2,3,4,5,6,7,8 NBPTS MC 1,2,3,4,5,6,7 IDOE 1.8, 3.9
10. Teacher candidates will demonstrate knowledge in the process of second language acquisition and strategies which support students whose first language is not English. ACEI 1.0. 2.1, 3.2 NBPTS EC 3 NBPTS MC 2 IDOE 1.2, 1.103.9, 3.10
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 appropriate to students' stages of development, learning styles, strengths, and needs. ACEI 1.0, 2.1, 3.1 NBPTS EC 6,7,8 NBPTS MC 1,3,4,5 IDOE 1.3, 1.9, 2.2, 2.3, 2.4, 2.8

Assessment:

Each student will be graded using the following system:

Research article- summary and reflection, due February 25, 15pts. Post the article in blackboard and submit your review in hard copy.

Story map/Cloze procedure 15 pts. Due March 4. Provide copies for all students in class. Provide me with a completed copy.

Anticipation Guide/Prediction Guide 10 pts. Due March 4 Provide copies to all students in class.

Reading lesson, 24 pts. due in clinical teaching experience

Reflection essay- Why Becoming a Nation of Readers is Still Relevant

Answer in at least 4 well developed paragraphs with a paragraph each on 4 different major components/findings of this federal commission. 20 points, due February 23 . Post your reflection in blackboard.

Read Chapters 6, 10, 11 in Literacy Survival Skills.

Construct an original word ladder. Examples will be provided, have at least 8 steps in your ladder 16 pts. Due March 11, 2017.

Phonics Lesson Plan ACEI 1.0, 2.1, 3.1, 3.2 NBPTS EC1,4,6,7,8 NBPTS MC 1,3,4,5 RE
Parent/Student Survey ACEI 5.1, 5.2, 5.3, 5.4 NBPTS EC 1,2 NBPTS MC 1, 6
Literacy Center Activity ACEI 1.0, 2.1, 3.1, 3.2 NBPTS EC 1,4,6,7,8 NBPTS MC 1,3,4,5
Research Article ACEI 1.0, 2.1, 3.1, 3.2, NBPTS EC 4, NBPTS MC 7
Story Map ACEI 1.0, 2.1, 3.1, 3.2 NBPTS EC 1,4,7,8 NBPTS MC 1,3,4,5
Anticipation Guide ACEI 1.0, 3.1, 3.2 NBPTS EC 1,4,7,8 NBPTS MC 1,3,4,5

STORY MAP- Develop a story map/cloze procedure to a piece of children's literature that you would use in class. Examples will be provided in class. The story map will be shared with the class as well an explanation of the story/book. Please provide a blank copy for all students to complete as well as a completed version for myself. You will be asked to read your book selection or a portion of the book to the class as well so make sure you have a copy from the library or from your personal collection to show to the class

STORY MAP

15 points- setting, characters, plot (events), problem, solution
 10 points- missing one of the above or an incomplete element
 5 points- missing two of the above or two incomplete elements

CLOZE PROCEDURE

15 points- At least 10 informational fill in the blank statements
 10 points- 5-9 informational fill in the blank statements
 5 points- 1-4 informational fill in the blank statements

ANTICIPATION GUIDE/PREDICTION GUIDE- Develop an anticipation/prediction guide to go along with the above mentioned book. This guide will be provided to class before the book and story map are shared with the class. Again, a blank anticipation guide needs to be provided to each student in the class.

10 points- 5-7 statements with an appropriate developmental response
 5 points- 8 statements or more, 4 statements or less, inappropriate developmental response

READING LESSON- A 20-30 minute lesson will be developed in CCSJ format. Be creative, use flashcards, poster boards, overlays, books, computer programs, etc. Completed in Clinical teaching experience, submit hard copy of date of observation. Include handouts if used. Be specific with titles. CCSJ Lesson Plan rubric 24 pts. A CCSJ supervisor will observe you teaching this lesson. A clinical experience is required for the methods courses in the Elementary licensure program: Developmental reading, Corrective Reading, LA and SS Methods, and the Math/Science methods course. During all Clinical courses, the candidate will be required to work within a school for the duration of the school day(3-4 consecutive full days).

Nation of Readers Reflection: Discuss 4 findings on this commission, summarize each of 4 chosen points in their own paragraph and reflect on each of your chosen points. Post in Blackboard, 5pts per finding

20 points- 4 findings discussed in detail and in paragraph form, with reflection.
 10points- 2 findings discussed in detail and in paragraph form with reflection
 5 points- Two, three or 4 findings are mentioned with no detailed discussion.

Research article- Conduct a search and find an educational article from the last 3 (2013-2017) years discussing a reading concept(s) reading program(s) and/or reading strategies of interest to you. Post the article in blackboard. Submit your summary, review and reflection. Be prepared to discuss your article in class.

15 points- detailed summary, reflection, theory discussion and or/practice and is posted in blackboard, 4 citations.

10 points- brief summary, reflection, no discussion of theory and /or practice, posted in blackboard, 2 citations.

5 points- no summary or reflection, no discussion of theory or practice, posted in blackboard, 0 or 1 citation.

Word Ladder- Construct an original Word Ladder with 8 steps, 2 points per step. Be creative, make it grade level appropriate to your grade assignment, use any content area.

Grading Scale

92-100 pts A

83-91 pts B

70 – 82 pts. C

59-69ts. 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 interactions are invaluable – and cannot be “made-up” individually. A tardy entry of 10 minutes or more will result in a deduction of 5 points per tardy from the final grade. Missing 1 class may result in a student withdrawn from the 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 Turabian.). 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:

Assignments given in this course reflect and are relevant to actual teaching. Many assignments are designed to be used when you are in an actual teaching position. Doing your assignments well will not only enhance your pedagogical knowledge, but also allow you to show your creativity and find your teaching style.

Please type all papers. Always remember to list any references used in a bibliography. Lesson plans, teaching materials and demonstrations must be done in a serious and professional manner. Some of these materials may become part of your portfolio.

Grades are given on a point system. Each assignment is given a number point value. **Late assignments will not be accepted.** Exams must be taken on the assigned days. No exam will be given after the assigned day.

If you know that you are going to have a problem with attending a class or doing an assignment, please discuss this with the instructor. Legitimate problems will be handled on an individual basis.

Assignments will be returned as soon as possible. If you have a question about the grading of an assignment, please bring it to the attention of the instructor **at that time.** Once the final grade is calculated and turned into the registrar, **it will not be changed.**

Extra credit will not be given unless all other assignments have been turned in on time.

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, and 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. In addition, an announcement will be posted on the Education Bulletin Board and the classroom door.

Date of Class

Scheduled Activities

February 18

Introduction to class

What is reading? National Reading Panel
Phonics discussion, Read Chapters 1, 2 in Reading

First

Document
Discuss Chapter 10 Phonics and Phonemic

Awareness in

Literacy Tips.
Finish up children’s literature

February 25

Discuss research articles.

Reading issues of students DVD
Anticipation/prediction guides/story maps
Discuss Chapter 6 Navigating Nonfiction in

Literacy

Survival Tips.

Class Activity:

Ms. Carter is a 3rd grade teacher. As she listens to Bruce read orally, she is determined to see that he applies the phonics skills he knows to the text he is reading. Bruce stops reading in confusion when he encounters the word “thorough”. Ms Carter instructs him to sound it out. After reading chapter 5 in the text, answer these questions:
What is your analysis of the situation?

What would you have done to assist Bruce?

March 4

Literature circles

guides

Presentation of story maps/prediction/anticipation

Literacy

Discuss Chapter 11, Fluency Survival Tips in

Survival Tips.

