

COURSE SYLLABUS

RDG 3113

Reading Fundamentals

Credit: 3 semester hours

Catalog Description:

Three lectures. Fundamentals of teaching reading in the elementary school.

Objectives:

1. To introduce the theoretical rationale of the reading process. INTASC # 1; CFPO 3
2. To provide a comprehensive perspective on reading readiness. INTASC # 2; CFPO 2, 3
3. To survey significant approaches to reading instruction from a historical perspective. INTASC # 1; CFPO 3
4. To develop recognition of and proficiency in the major skill areas of reading. INTASC # 1; CFPO 3, 5
5. To introduce teaching methodology of the basic reading skills. INTASC # 4; CFPO 7
6. To introduce teaching study skills and reading in the content areas. INTASC # 6, 7; CFPO 7
7. To create an awareness of the affective components of reading and children's literature. INTASC # 2
8. To introduce the students to the special needs of exceptional and limited English proficiency pupils and develop methods of adjusting instruction to meet their special needs. INTASC # 3, CFPO 2, 8
9. To locate and evaluate Internet sites that integrate technology and reading. INTASC # 4; CFPO 9, 10
10. To introduce a variety of reading assessment instruments. INTASC # 8; CFPO 4

Topics to Be Covered: (Knowledge based references are reflected in the Bibliography)

- 1. Reading Theories in Education - 3.75 hrs.**
 - a. Theorists**
 - b. Reading processes**
 - c. Mississippi Language Arts Framework**

- 2. Reading Approaches - 3.75 hrs.**
 - a. Basal approach**
 - (1) Meaning, decoding, and high-interest/low vocabulary**
 - (2) Sequence of skill development**
 - (3) Analytic and synthetic methods of teaching word attack skills**
 - (4) Directed reading lesson**
 - (5) Directed reading-thinking lesson**
 2. Literature-based approach
 - (1) Thematic units/literature integration
 - (2) Student-teacher conferences
 - (3) Novel studies
 3. Balanced approach
 - (1) Language enriched environment
 - (2) Incorporating the decoding systems of semantic cues, syntactic cues, and graphophonic cues
 - (3) Utilizing prior knowledge and applying comprehension skills to story elements and to read for meaning
 - (4) Continuing diagnostic and prescriptive implementation of intervention strategies
 - d. Language experience approach
 - (1) Use with beginning readers
 - (2) Use with limited English proficiency students
 - (3) Use with students with identified reading disabilities
 - e. Programmed approach
 - (1) Linear and branched printed material
 - (2) Computer-assisted instruction
 - (3) Computer-managed instruction
 - f. Individualized approach
 - (1) Self-selection, self-pacing, independent work
 - (2) Reading Renaissance/Accelerated Reader

- 3. Strategies - 2.5 hrs.**
 1. Grouping strategies
 - (1) Homogeneous and heterogeneous groups
 - (2) Intra-class and inter-class groups
 - (3) Interest groups
 - (4) Need groups
 - (5) Cross age groups
 2. Instructional strategies
 - (1) Questioning strategies
 - (2) Teacher modeling
 - (3) Advanced organizers
 - (4) Semantic/word maps
 - (5) Double entry journals
 - (6) Buddy journals
 - (7) Choral reading
 - (8) Cloze procedure
 - (9) Paired reading
 - (10) Popcorn reading
 3. Strategies for children with special needs

- (1) Peer tutoring
 - (2) Using parents as tutors
 - (3) Modification of strategies using high interest materials
 - (4) Using the five senses through concrete objects, manipulative devices, and multimedia presentations
- home
- 4. Emergent Literacy - 2.5 hrs.
 - a. The role of the
 - (1) Availability of print material
 - (2) Family relationships
 - (3) Reading aloud to children
 - (4) Exposure to environmental print
 - (5) High level of oral interaction
 - b. The role of preschool programs
 - (1) Use of centers
 - (2) Discovery learning
 - (3) Integrating subject areas for literacy development
 - (4) Exposure to environmental print
 - (5) High level of oral interaction
 - c. Readiness factors
 - (1) Physical
 - (2) Transitional
 - (3) Learned
 - (4) Social/emotional
 - 5. Language/Cognitive Development - 5 hrs.
 - a. Elements of reading instruction - decoding
 - (1) Concepts of print
 - (2) Phonemic awareness
 - (3) Letter name and knowledge
 - (4) Sound/symbol relationships
 - (5) Sight words
 - b. Word attack/recognition
 - (1) Sight words
 - (2) Phonics
 - (a) Analytic method of instruction
 - (b) Morphological
 - (c) Dialectical
 - (d)
 - (b) Synthetic method of instruction
 - (3) Structural
 - (4) Dictionary
 - (5) Context clues
 - (6) The need for a balanced word attack program
 - (7) The role of linguistic awareness
 - (a) Phonological
 - (b) Morphological
 - (c) Dialectical
 - (d)
 - Psycholinguistic
 - c. Elements of reading instruction - comprehension
 - (1) Predict to engage background knowledge
 - (2) Read or listen to a story
 - (3) Retell
 - (4) Respond to questions relating to story elements and author's purpose
 - (5) Summarize
 - to process information
 - 6. Reading Instructional Intervention Supplement - Mississippi Language Arts Framework - 8.75 hrs.
 - 1. Matching instruction to student needs and assessment data
 - 2. Lesson planning techniques
 - 3. Implementing strategies
 - 7. Study Skills - .625 hrs.
 - a. Parts of a book

- b. Outlining and summarizing
 - c. Skimming and scanning
 - d. SQ3R and modifications
 - e. Role of metacognition on studying
8. Reading in the content areas - .625 hrs.
 - a. General vocabulary and specialized vocabulary development
 - b. Difficulty of material and readability
 - c. Examples unique to major content areas
 - d. Modifying instruction to meet individual needs
 9. Integrating Technology and Reading - 5 hrs.
 - a. Evaluating technological applications
 - b. Understanding the range of technology available
 - c. Adjusting instruction through technology
 - d. Using multimedia for classroom presentations and projects
 10. Reading Assessment Instruments - 3.75 hrs.
 - a. Formal assessment
 - b. Criterion-referenced tests
 - c. Alternative assessments
 - (1) Informal tests - ARI, IRI
 - (2) Portfolio assessment
 - (4) Observation strategies
 - (5) Self-appraisal
 - (6) Journals

Suggested Student Activities:

1. Each class member will be responsible for mastery of the material covered in lectures, class discussions, texts, videotapes, and multimedia presentations. **INTASC #6, #7; CFPO 7**
2. Each class member will be encouraged to read current publications which address methods and materials related to the fundamentals of reading and submit a critique of one article for evaluation. **INTASC #10; CFPO 1, 9**
3. Each student will locate, evaluate, and critique an Internet site that integrates technology and reading. **INTASC # 5; CFPO 9**
4. Each student will have the opportunity to view and discuss videotaped presentations about current issues in reading. **INTASC # 5; CFPO 3**
5. Each student will be responsible for class presentations demonstrating relevant management and instructional strategies as assigned. **INTASC # 5, CFPO 6**
6. Each student will analyze assessment data and use it to develop an instructional plan. **INTASC #8, CFPO 4**
7. Each student will develop a lesson plan to address an element of reading instruction based on the Mississippi Language Arts Framework. **INTASC # 10; CFPO 5**
8. Each student will join the Mississippi Reading Association (MRA). **INTASC # 9; CFPO 1, 9**

9. Each student will prepare an organized portfolio composed of class assignments, class notes, handouts, etc. and compose a reflective analysis relating to the portfolio contents and professional growth during the course.

INTASC #9; CFPO 1

Methods of Instruction:

The content will be delivered through use of one or more of the following methods: class discussion and participation; partner and cooperative learning activities; demonstration/modeling by the instructor; multimedia presentations; and independent research projects.

Evaluation of Student Progress:

Evaluation will be based upon the results of examinations, class participation, and class assignments, including those listed below.

The final average will be calculated as noted below.

- 10% - Homework Assignments - evaluation of case studies (will count as one grade)
- 10% - Article Critique
- 10% - Theories and Approaches Quiz
- 20% - Mid-term Exam
- 10% - Lesson Plan for Strategy/Presentation
- 10% - Internet Site Critique
- 10% - Portfolio
- 20% - Comprehensive Final Exam

Grading Scale:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 0 - 59

Any final grade average below a "C" will constitute the necessity of repeating this course.

Attendance

Reading Fundamentals (RDG 3113) is a professional course that requires your full participation and attendance. Your presence in this course means that you are pursuing licenser as a professional educator in the state of Mississippi. All absences directly affect your development, as well as that of your colleagues. Your attendance in all class discussions, activities, planning sessions, technology class presentations and outside endeavors is encouraged and expected. It is completely understood that from time to time emergencies occur and you will be unable to be on time or in attendance. However unfortunate, these absences detract from the development of you and your colleagues as professional educators. If absences occur it is the student's responsibility to discuss with the instructor the necessity in accomplishing all class assignments/activities that may not have been achieved in the student's absence. **It should be noted, however, that an assignment that is not submitted on the date assigned will have 1 point deducted for each day that it is late, including the date assigned. These points can not be made up.**

- Each student is permitted three days absence during the semester for emergencies.
- Each student is responsible for contacting the course instructor to notify of absence (telephone or email).
- After three absences, each student will be assessed 2.5 points reduction per absence in the final average.

- Students who are excessively late (3 or more) will be counseled and appropriate professional development and academic action will be taken.

Texts:

Burns. (1999). Teaching Reading in Today's Elementary Schools. Houghton Mifflin.

Lagenberg, D.N., et.al. (2000). Report of the national reading panel: teaching children to read. National Institute of Child Health and Human Development. [On-line.] Available: <http://www.nichd.nih.gov/publications/order>

Mississippi Department of Education (2000). Mississippi language arts framework with the process of instructional intervention. [On-line]. Available: <http://www.mdek12.ms.us>

Bibliography:

Adams, N. (1995). What does it mean? Exploring the myths of multicultural education. Urban Education, 30, 27-40.

Allen, R. V. (1976). Language experiences in communications. Boston, MA: Houghton Mifflin.

Alvermann, D. E., Moore, D. W., & Conley, M. W. (Eds.). (1987). Research within reach: Secondary school reading. Newark: International Reading Association.

Artley, A. S. (1978). Word perception for teachers. Columbia, MO: Lucas Brothers (Photocopied with permission from the author).

Auckerman, R. C. (1984). Approaches to beginning reading. New York: Wiley.

Bickart, T. (1998). Summary report of preventing reading difficulties in young children (Draft). Prepared for US Department of Education Reading Summit.

Burns, P. C., Roe, B. D., & Ross, E. P. (1999). Teaching reading in today's elementary schools (7th ed.). Boston, MA: Houghton Mifflin.

Cox, C. (1988). Teaching language arts. Boston, MA: Allyn & Bacon.

D'Arcangelo, M. (1999). Learning about learning to read: A conversation with Sally Shaywitz. Educational Leadership, _____, 26-30.

Durkin, D. (1981). Reading comprehension instruction in five basal reader series. Reading Research Quarterly, 16(4), 515-44.

Durkin, D. (1987). Teaching young children to read. Boston, MA: Allyn & Bacon.

Forgan, H. W., & Mangrum, II, C. T. (1989). Teaching content area reading skills. Columbus, OH: Merrill.

Freeman, D. & Freeman, Y. (1999). The *California Reading Initiative*: A formula for failure for bilingual students? Language Arts, 76, 241-247.

Gentile, L. M., Kamil, M. L., & Blanchard, J. S. (1983). Reading research revisited.

Columbus, OH: Merrill.

Heilman, A. (1986). Phonics in proper perspective. Columbus, OH: Merrill.

Jalongo, M.R. & Bauer, K. (1998). National public school prekindergarten: Issues and future directions. Dimensions of Early Childhood, (Summer-Fall), 3-11.

Klein, M. (1988). Teaching reading comprehension and vocabulary. Englewood Cliffs, NJ: Prentice Hall.

Lagenberg, D.N., et.al. (2000). Report of the national reading panel: teaching children to read. National Institute of Child Health and Human Development.

Lyon, G.R. (1998). Why reading is not a natural process. Educational Leadership, 55, 14-18.

Lewis, R. B., & Doorlag, D. H. (1987). Teaching special students in the mainstream. Columbus, OH: Merrill.

McNeil, J. D. (1984). Reading comprehension: New directions for classroom practice. Dallas: Scott Foresman.

Mississippi Department of Education (2000). Mississippi language arts framework with the process of instructional intervention. [On-line]. Available: <http://www.mdek12.ms.us>

Morrow, L. M. (1989). Literacy development in the early years. Englewood Cliffs, NJ: Prentice Hall.

National Association for the Education of Young Children. (1996). NAEYC position statement: Technology and young children - ages 3 through 8 [On-line]. Available <http://www.naeyc.org/text/about/position/pstech98.htm>.

Nelson, O. G. & Linek, W.M. (1999). Practical classroom applications of language experience. Needham Heights, MA: Allyn & Bacon.

Paul, T. (1996). Patterns of reading practice Madison, WI: The Institute for Academic Excellence.

Pearson, P. D. (Ed.). (1984). Handbook of reading research. New York: Longman.

Robinson, R. D., McKenna, M. C., & Wedman, J.M., Eds. (2000). Issues and trends in literacy education. Needham Heights, MA: Allyn & Bacon.

Santa, C., & Hoiem, T. (1999). An assessment of Early Steps: A program for early intervention of reading problems. Reading Research Quarterly, 34, 54-79.

Sensenbaugh, R. Reading recovery. ERIC Clearinghouse on Reading, English, and Communication Digest # 106. [On-line]. http://www.indiana.edu/~eric_rec/ieo/digests/d106.html

Singer, H., & Ruddell, R. B. (1985). Theoretical models and processes of reading. Newark: International Reading Association.

Revised July 19, 2000

Smith, N. B. (1970). American reading instruction. Newark: International Reading Association.

Spache, G., & Spache, E. (1986). Reading in the elementary school. Boston, MA: Allyn & Bacon.

Strickland, D. (1998). What's basic in beginning reading? Educational Leadership, 55, 6-12.

Strickland, D. S., & Morrow, L. M. (Eds.). (1989). Emerging literacy: Young children learn to read and write. Newark: International Reading Association.

Suranna, K. (1999/2000). Using one of the standards for the English language arts to foster a positive relationship between culture and literacy. Reading Teacher, 53, 287.

Stewig, J.W. (1992). Using children's books as a bridge to other cultures. Social Studies, 83, 36-41.

Trawick-Smith, J. (1997). Early childhood development: A multicultural perspective. Upper Saddle River, NJ: Prentice-Hall, Inc.

U.S. Department of Education. (1998). The Reading Summit [On-line]. Available: <http://www.ed.gov/inits/readingsummit/>.

Weaver, C. (1980). Psycholinguistics and reading: From process to practice. Cambridge, MA: Winthrop.

Additional articles and books that are available through a comprehensive membership in the International Reading Association, and membership the Mississippi Reading Association, and other professional resources.