

AEDR 420
Teaching Reading in the Elementary School – ECE SPRING 2009

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Meeting Time: M 9:00- 11:40 B&E 143
Office Hours: M 11:45-12:30
Tu 1:45-3:00, Th 9:30-10:30 & by appointment

I. Descriptive Information

- A. Course: AEDR 420: Teaching Reading in the Elementary School
- B. Catalog Description: (3) This course will focus on the study of the various approaches to reading instruction and the place of reading in the curriculum.
Prerequisite: AEDR 418 and admission to Education Professional Program.
Corequisite: AEDR 420P Practicum in Reading.
- C. USCA School of Education Conceptual Framework
The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator as one who plans, instructs, manages, communicates and grows professionally.

II. Course Goals and Objectives

A. Course Goals

To study the various phases of reading in relation to a modern program of education and the place of reading (literacy) in the curriculum. The many components of a balanced literacy program are addressed and studied as well as strategies for selecting appropriate materials, effective teacher behaviors, effective classroom management patterns, and techniques for meeting the individual needs and interests of students. The importance of continued professional growth through participation in professional organizations is encouraged.

B. Instructional Objectives

Each Candidate will:

1. Define the reading process and demonstrate knowledge of theoretical models of reading applied to reading instruction.
2. Understand the concept of emergent literacy and the development of cognition and language in students and apply that knowledge in creating, evaluating, and selecting developmentally appropriate materials.
3. Demonstrate knowledge of the advantages and disadvantages of approaches to reading instruction including basal reader (DRTA), language experience, literature-based reading, individualized reading, reading workshop, and guided reading.
4. Discover ways of promoting vocabulary growth in students and will understand the flexible use of a variety of strategies for recognizing words in print.
5. Study strategies readers can use to discover meaning from print and to monitor their own comprehension.
6. Develop reading techniques using trade books across the curriculum.
7. Become familiar with techniques for developing students' study skills and strategies for retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas.
8. Be exposed to techniques that promote reading, writing and oral language for personal growth, lifelong learning, enjoyment and insight into the human experience.
9. Continue exploring the literature of childhood including (a) knowing a range of books, (b) knowing how to share literature with students and (c) knowing how to guide students to respond to books in a variety of ways.

10. Be able to promote creative thinking and expression, through literature circles, drama, choral/oral reading, reader response activities, etc.
11. Identify patterns of classroom organization and management plans for reading instruction.
12. Identify the effective teacher characteristics and behaviors described in current research.
13. Be aware of current research findings and their application in teaching students with exceptionalities and English language learners.
14. Recognize the importance of interaction with parents and community and its impact on literacy instruction.
15. Be aware of opportunities to grow professionally including professional literature, professional conferences, memberships in organizations, and other experiences to inform and improve practice.

III. Course Readings

A. Required Text:

Vacca, Vacca, Gove, Burkey. *Reading and Learning to Read*, 7thth edition. Allyn & Bacon, 2009.

Phonics Handbook provided by instructor.

READING TEACHER Articles offered by the instructor.

IV. Instructional Procedures include lecture, discussion, cooperative learning, simulations, demonstrations supplemented with the use of videotapes, Powerpoint, and the Internet.

V. Course Requirements:

A. Administrative Requirements:

1. Candidates will sign the USCA HONOR CODE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work. Academic honesty violations are dealt with in accordance with the Academic Code of Conduct, which is described in the USCA Student Handbook. A breach of this code will result in a zero for that assignment and can result in a failing grade in the course.

Honor Code: The following statement should appear on all assignments: *On my honor as a University of South Carolina-Aiken student, I have neither given nor received any unauthorized aid on this assignment/examination. To the best of my knowledge I am not in violation of academic honesty.* _____ Signature

2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

3. Attendance will be recorded at each class meeting. Chronic absence, tardiness, and early dismissal will result in points being deducted from the final grade. Candidates are responsible for the assignments on the days they are absent.

Incident weather – On days that you are assigned to be in the schools, adhere to the schedule of the Aiken County Schools. This information can be accessed at: www.aiken.k12.sc.us

On days that you are assigned to be on campus, adhere to the USCA schedule which can be accessed at: www.usca.edu

4. Your instructor values good writing in this course. Please remember that the written work that you produce in this class can be included in your rising junior writing portfolio. For further information on the portfolio requirement, consult your USCA Undergraduate and Graduate Bulletin

5. Submission of assignments after the due dates will result in loss of points.

6. USCA email addresses will be used for communication between the teacher candidates and the professor.

B. Required Activities:

Additional instruction will be given for completing these assignments and deadlines will be established.

1. Phonics QUIZ Activity: Study and practice the phonics book provided and complete an in class phonics activity. 25 points
2. Literacy Bag project 30
Instructions will be given later.
3. 4 Discussion Board Reflections 20
4. Quiz #1 60
5. Quiz #2 60
6. Quiz #3 55

VI. Evaluation and Grading Scale Criteria include:

Material being submitted on time
Editorial quality (spelling and grammar)
Completeness
Content quality and accuracy

Points will be deducted from assignments that display deviations from the above criteria.

100 - 93	A	250 - 233
92 - 90	B+	232 - 225
89 - 85	B	224 - 212
84 - 80	C+	211 - 200
79 - 75	C	199 - 187
74 - 70	D	186 - 175
Below 70	F	Below 175

VII. Bibliography

- Adams, M. J. *Beginning to Read: Thinking and Learning About Print*. MIT Press, 1990.
- Allington, R.L., & Cunningham, P.M. (2003). *Classrooms that work: They can all read and write*. New York: Longman.
- Burns, Paul C. ; Roe, Betty D.; Ross, Elinor P. *Teaching Reading in Today's Elementary Schools*. Houghton Mifflin, 2005.
- Cooper, J. David. *Literacy: Helping Children Construct Meaning*, Third Edition. Houghton Mifflin, 2006.
- Cunningham, Patricia M. *Guided Reading the Four-Blocks Way*. Carson-Dellosa, 2000.
- Cunningham, Patricia M. *Making Words*. Good Apple, 1994.
- Fountas, Irene & Pinnell, Gay. *Guided Reading*. Heinemann, 1996.
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- Norton, Donna E. *Literacy For Life*. Boston: Pearson, 2007.
- Robb, Laura. *Teaching Reading in Middle School*. Scholastic, 2000.
- Ryan, Kevin; Cooper, James M. *Those Who Can, Teach*. Ninth Edition. Houghton Mifflin, 2000.
- Savage, John. *Teaching Reading Using Literature*. Brown & Benchmark, 1994.
- Sawyer, Walter E. *Growing Up With Literature*. Fifth Edition. Delmar, 2009.
- Spandel, Vicki. *Creating Writers* Third Edition. Longman, 2001.
- Temple, Charles; Ogle, Donna; Crawford, Alan; Freppon, Penny. *All Children Read*. Second Edition. Allyn & Bacon, 2008.
- Wong, Harry K. *The First Days of School*. Harry K. Wong Publications, 2004.
- Yesner, Bernice L. *Developing Literature-based Reading Programs*. Neal-Schuman, 1993.
- Yopp, Ruth H. *Literature-based Reading Activities*. Allyn & Bacon, 2001.

Web Site for SC Curriculum Standards: www.myschools.com
click: educatorsclick: curriculum standards click: Reading/English Language Arts

www.reading.org
USCA Library, Discus

http://www.msrossbec.com/literacy_index.html.literacy stations