

AEDR 420
Teaching Reading in the Elementary School - ELE
Spring 2009

Instructor: Deborah MacPhee, Ph.D.
Email: debm@usca.edu
Telephone: (803) 641-3209
Office: B & E 133
Office Hours: Mondays 1:00-3:00 and by appointment

Meeting Time: **W** 10:30-1:30 OWES

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.
Co-requisite: 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. General Goal: 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 Texts:

Vacca, Vacca, Gove, Burkey, Lenhart & McKeon. (2009). *Reading and learning to read*. (seventh edition). New York: Pearson.

Selected professional articles

One of the following children's chapter books:

Giff, P. R. (2002). *Pictures of Hollis Woods*. New York; Scholastic.

Korman, G. (2007). *Schooled*. New York; Hyperion Books for Children.

Mason, P. (2007). *Camel Rider*. Watertown, MA; Charlesbridge.

IV. Instructional Procedures: Instructional procedures include lectures, demonstrations, on-line and class discussions, small group work, 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. Your attendance is expected at ALL class meetings. Attendance will impact grades in regards to in-class assignments that cannot be made up. You are responsible for any content that you miss due to absences, tardiness, or early dismissal from class.

Incllement 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 that 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 or visit Dr. Lynne Rhodes, Director of Writing Assessment, or Karl Fornes, Director of Writing Room.
5. Submission of assignments after the due dates **will result** in loss of points.
6. Blackboard will be used for communication between the teacher candidates and the professor.

B. Academic Requirements:

1. **Identity Narrative:** You will build personal and professional knowledge about teaching and learning throughout the semester by composing an Identity Narrative. At the beginning of the semester, you will begin your identity narrative with a history of how you learned to read and your current beliefs about the teaching and learning of reading. Throughout the semester, you will explore aspects of yourself as a literacy learner, read and respond to current research in reading instruction, engage in classroom demonstrations and regularly reflect on your new knowledge both individually and collectively. At the end of the semester, you will synthesize your learning throughout the semester by completing your identity narrative. You will address how your understandings and beliefs about the teaching and learning of reading have shifted and changed as you begin to build your teaching identity.

Your identity narrative is a professional paper that should follow APA format.

Due Dates and Guiding Questions:

Identity Narrative 1 (due January 21):

Guiding Questions:

How did you learn to read?

What is/are your most memorable reading experience(s)?

What kind of reader are you now?

What is reading?

What do you believe about how reading should be taught/learned?

What would literacy instruction look like in your classroom?

Identity Narrative 2 (due April 29):

Guiding Questions:

What is reading?

What are you coming to understand about the teaching and learning of reading?

Who has influenced your thinking (cite authors/theorists)?

How are your beliefs (stated in Identity Narrative 1) shifting and/or changing?

What would literacy instruction look like in your classroom?

2. **Reflections on Assigned Readings and Class Engagements (due weekly):** Because learning occurs through reflection on experience, reflecting and writing about your reactions to assigned readings and class engagements will allow you to deepen your understandings of the course content. There are four formats for reflections that are required in this course. Each week, you will earn a grade on your participation/reflections/responses (see rubric at the end of this syllabus).

a. Blackboard Discussion Group (**due Sundays by 3:00 p.m.**): Each week you will logon to Blackboard where you will reflect on your assigned readings. In your reflections, you should include quotes that made you think deeply, your own thoughts and ideas about the content of the reading, things you wonder about

and/or questions you have about the readings. Your reflections should be thoughtful and thorough and address the entire reading assignment.

b. **Blackboard Discussion Group (due Tuesdays by 3:00 P.M.):** Each week you will logon to Blackboard where you will read your peer's reflections and respond to one reflection. In your responses to your peers, you should raise questions, explore and react to issues that arise, and to push each other as learners.

c. **In-Class Discussions/Participation –** Each class meeting we will expand and deepen our understandings of the assigned readings and class engagements through in-class discussions. In these discussions, we will analyze issues and questions from our Blackboard responses as well as address new issues that emerge.

d. **Exit Slips –** At the end of each class meeting you will complete an exit slip on which you reflect on class engagements in relation to what you are coming to understand about the teaching and learning of reading. Exit slips should be thoughtfully completed and include insights, connections, and questions.

3. **Content Area Text Set (due February 25):** For this assignment, you will identify a content area topic (math, social studies, or science) and create a text set around that topic. You will turn in an annotated bibliography that should include a minimum 25 sources. Your text set should include books (both fiction and non-fiction), articles, poems, websites (no more than 5), and/or any other text that contributes to a deeper understanding of the selected topic. Your bibliography should follow APA format and your annotations should provide a clear and thorough description of the text and its relevance to the topic of the text set. You will make copies of your bibliography for the students in our class.

4. **Lesson Plans (due March 4, March 25, April 1, April 8, and April 15):** At five points during the semester, you will write lesson plans that correlate with course content. Your lesson plans will follow the SOE lesson plan format that will be reviewed in class on February 18th. You will make copies of your lesson plans for the students in our class.

5. **Reading Component Presentations (due March 18):** For this assignment, you will be responsible for researching and presenting one of the five reading components (phonemic awareness, phonics, vocabulary, fluency, or comprehension) to the class. You will plan a twenty-five to thirty minute presentation in which you will define, discuss, and provide instructional examples of the reading component. Your examples should reflect best practices in literacy instruction. You can choose any format for your presentation (lecture, PowerPoint, hands-on engagement, etc.). You are encouraged to be creative. You should access and cite a minimum of 3 professional sources (your textbook can be one) and cite any children's literature you use in your presentation. You will submit a copy of your presentation/presentation notes and references on March 18.

6. **Literature Circle Experience/Reflection (due Mar. 4/Mar. 18):** You will choose a children's chapter book from the required text list, read it, and engage in a literature circle with a group of your peers. Following the literature circle experience, you will write a reflection about how the experience supported you as a reader and how you might use the literature circle structure in your classroom.

7. **Final Exam:** Your final exam will be a multiple-choice exam that will assess your theoretical and practical understandings of the course content.

VI. Evaluation and Grading Scale

Course guidelines for grading: This course is a graded course using A, B+, B, C+, C, D, and F. 93-100% is considered an A; 90-92% is considered a B+; 85-89% is considered a B; 80-84% is considered a C+; 75-79% is considered a C; 70-74 is considered a D; any grade below 70 is considered an F.

Your grade will be determined based on seven course requirements.

• Identity Narratives	25%
• Reflections on Required Readings and Class Engagements	25%
• Content Area Text Set	10%
• Lesson Plans	15%
• Chapter Presentation	10%
• Literature Circle Experience/Reflection	5%
• Final Exam	10%

	Weekly Reflection Rubric		
	Unacceptable 0 Points	Acceptable 5 Points	Target 10 Points
Reflections on Readings	Reflection is limited to one idea from the reading, or summarizes reading without including personal thoughts and ideas, or the reflection is not completed.	Reflection addresses two or more ideas from the weekly readings, includes personal thoughts, ideas, and questions, but may or may not consider the readings in relation to classroom practice.	Reflection addresses three or more ideas from the weekly readings, includes personal thoughts, ideas, and questions, and considers the readings in relation to classroom instruction.
Responses to Peers	Response simply agrees with peer reflection and does not push the peer to think further about the idea or issue, or the response is not completed.	Response agrees with and adds to the thinking of the peer learner.	Response questions and/or presents an alternative view to the idea or issue presented in the peer reflection.
Class Participation	Student arrives late/leaves early, contributes little or not at all to lectures, class discussions, and/or group work or student does not attend class.	Student arrives late or leaves early. Student contributes to class discussions and group work.	Student arrives on time and actively engages in lectures, class discussions, and group work through the duration of the class period.
Exit Slips	Exit slip addresses one aspect of the class session, summarizes the class session, or is not turned in.	Exit slip addresses more than one aspect of the class session and reflects on class engagements in relation to personal learning.	Exit slip addresses more than one aspect of the class session and reflects on class engagements in relation to personal learning and future teaching.