

**ADVANCED DEVELOPMENTAL READING****ELE5260--Spring, 2009**

Dr. Gail Lockart, Instructor

Department of Early Childhood, Elementary, and Middle Level Education

Office: BB2207 e-mail: [gmlockart@eiu.edu](mailto:gmlockart@eiu.edu)

PH: 217-581-7884 (office)

217-345-3771 (home)

Buzzard Hall--2439

Wednesday--4:15-6:45 p.m.

**THEME: The Educator as a Creator of Effective Educational Environments:  
Integrating Students, Subjects, Strategies, and Societies****Mission Statement**

The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teaching diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

**COURSE DESCRIPTION:** A study of current issues in reading instruction including a contemporary view of the reading process, the goals of reading instruction, approaches to instruction, materials and strategies, and evaluation procedures.

**PREREQUISITES:** ELE3280, ELE3281, MLE4280, or equivalent. Permission of Department Chair if prerequisite is not met.

**COURSE RATIONALE:** This course is intended to extend students' basic understanding of literacy instruction, including critical evaluation of trends and issues. It is required for those pursuing a M.S. in Elementary Education.

**COURSE GOAL:** To provide teachers with effective practices that have been substantiated by research findings.

**LEARNING MODELS:**

**SOCIAL SYSTEMS MODEL:** This model is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives on the problems, and study together to master information, ideas, and skills.

**INFORMATION-PROCESSING MODEL:** This model emphasizes the ways of enhancing students' initiative drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. The model focuses on input, processing, and output.

**REQUIRED TEXTBOOK:**

Farstrup, A. & Samuels, S. (Editors). (2002) *What research has to say about reading instruction. (Third Edition)*. International Reading Association.



**OUTCOMES SPECIFIC TO ELE5260:**

- Analyze current curricular, instructional, and legal issues in education. Synthesize knowledge gained from published research in education on curricular, instructional, and legal issues.
- Engage in reflective inquiry about program and practice.
- Apply knowledge gained from published research in education to current curricular instructional, and legal issues.
- Design programs, curriculum, and strategies based on the current body of professional research and best practices.
- Differentiate between types and various components of educational research.
- Critically evaluate various types of educational research as to their usefulness for practice in the field.
- Demonstrate commitment to lifelong learning.
- Demonstrate effective use of technology.
- Complete a literature review on a current issue in education using the APA style.

This syllabus may be revised as needed.

**Course Requirements:**

• Class participation and attendance	75 points
• Technology awareness assignment	20 points
• Research paper	75 points
• Oral Presentation on research paper--Power Point and rubric	25 points
• Discussion questions	20 points
• Presentation of book series or reading program	15 points
• Journal article reviews--include copy of articles (2)	20 points
*****	
• Point/Counter Point discussion of controversial topics (Use of research information to back up ideas)(Power Point)	50 points
<b>OR</b>	
Reading Enhancement in My Classroom--Project (Power Point)	
*****	
• Outline of debate topic/ reading enhancement project with supporting research	20 points
• Strategy presentation	20 points
• 2 exams	<u>100 points</u>
TOTAL APPROX.	435 points

**Grading Scale**

94-100	<b>A</b>
86-93	<b>B</b>
76-85	<b>C</b>
70-75	<b>D</b>
69 or below	<b>F</b>

**HANDY WEB SITES TO LEARN ABOUT APA 5<sup>TH</sup> EDITION:**

[www.easybib.com](http://www.easybib.com)[http://landmark-project.com/citation\\_machine](http://landmark-project.com/citation_machine)

Graduate Level Standards:

1. Content Knowledge Including Effective Technology Skills and Ethical Behaviors
2. Critical Thinking and Problem Solving
3. Oral and Written Communication Skills
4. Advanced Scholarship Through Research and Creative Activity
5. Assessment Measures, Methods, Expectations, Results and Feedback
6. Ability to Work with Diverse Clientele Recognizing Individual Differences
7. Ability to Collaborate and Create Positive Relationships within the School Community and Profession in Which They Work

**Course Requirements and Demonstrated Competencies are Aligned with the Standards:**

*International Society for Technology in Education (ISTE)* [www.iste.org/standards](http://www.iste.org/standards)

*Illinois Professional Teaching Standards: (IPTS)*

[http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_ipts.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_ipts.pdf)

*Illinois Core Technology Standards: (ICTS)*

[http://www.isbe.net/profprep/CASCDvr/pdfs/24100\\_coretechnology.pdf](http://www.isbe.net/profprep/CASCDvr/pdfs/24100_coretechnology.pdf)

**Core Assignments**

Course Requirement	Demonstrated Competencies	Aligned Standards for Graduate Programs at Eastern Illinois University	Reading Standards
Participation	Participation includes presence and contribution during class sessions and support of peers in group work	#6. Ability to collaborate and create positive relations within the school, community and profession in which they work	1G. Understands the differences between reading skills & strategies & the role each plays in reading development 1K. Uses various tools to estimate the readability of texts.
Technology Awareness Assignment	Ability to search, locate, and use technology information on-line	#1. A dept of Content knowledge including effective technology skills and ethical behaviors 1.a. A depth of content knowledge in the discipline 1.b. Effective use of technology as appropriate 1.c. The ability to apply content knowledge to practice 1.d. An understanding and respect for professional ethics in the discipline Tech: 1A., 1C., 1F., 2A.	1L. Uses technology to support reading & writing instruction
Research paper	Through research, students will develop a richer awareness and better understanding of the reading process	#2. Critical thinking and problem solving 2.a. Critical thinking & problem solving 2.b. The ability to effectively evaluate situations & identify an appropriate course of action #3. Oral and written communication skills 3.a. Effective oral communication skills 3.b. Effective written communication skills 3.c. Effective, fair, & hones communication considering not only the message but also the audience #4. Advanced scholarship through research and/or creative activity 4.a. An understanding of the role of research in the discipline 4.b. The ability to conduct research and apply it to practice	1A. Knows theoretical models and philosophies of reading education & their relevance to instruction 1.C. Knows the history of reading instruction & its relevance to current theory & practice

Oral Presentation on Research Paper	Students will be able to assimilate research knowledge to present ideas in a coherent, clear, well-defined format to peers.	<p>#1. A depth of content knowledge including effective technology skills and ethical behaviors</p> <p>1.a. A depth of content knowledge in the discipline</p> <p>1.b. Effective use of technology as appropriate</p> <p>1.c. The ability to apply content knowledge to practice</p> <p>1.d. An understanding &amp; respect for professional ethics in the discipline</p> <p>1.e. A respect for the professional environment through their honesty, integrity, &amp; professionalism</p> <p>#2. Critical thinking and problem solving</p> <p>2.a. Critical thinking and problem solving</p> <p>2.b. The ability to effectively evaluate situations &amp; identify an appropriate course of action</p> <p>#3. Oral and written communication skills</p> <p>3.a. Effective oral communication skills</p> <p>3.b. Effective written communication skills</p> <p>3.c. Effective, fair, &amp; honest communication considering not only the message but also the audience</p> <p>Tech: 1A., 1C., 1F.,</p>	1L. Uses technology to support reading & writing instruction
Discussion Question Packet	Students will demonstrate knowledge by completion of packet questions and through class discussion	<p>#6. Ability to collaborate and create positive relations within the school, community, and profession in which they work.</p> <p>6.a. The ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. The ability to effectively work with the community to promote the success of their clientele</p>	<p>1D. Is aware of trends, controversies, &amp; issues in reading education</p> <p>1F. Understands, respects, &amp; values cultural linguistic, &amp; ethnic diversity &amp; knows how these differences can influence learning to read.</p> <p>3A. Knows State &amp; national educational standards that are relevant to reading education</p> <p>3B. Knows exemplary programs &amp; practices in reading education</p>

Book Series/Reading Program Presentation	Students demonstrate knowledge of the strengths and challenges of using a basal. Students present components of textbook series.	<p>#1. A depth of content knowledge including effective technology skills and ethical behaviors</p> <p>1.a. A depth of content knowledge in the discipline</p> <p>1.b. Effective use of technology as appropriate</p> <p>1.c. The ability to apply content knowledge to practice</p> <p>1.d. An understanding &amp; respect for professional ethics in the discipline</p> <p>1.e. A respect for the professional environment through their honesty, integrity, &amp; professionalism</p> <p>#3. Oral and written communication skills</p> <p>3.a. Effective oral communication</p> <p>3.b. Effective written communication skills</p> <p>3.c. Effective, fair, &amp; honest communication considering not only the message but also the audience</p>	<p>1H. Knows a wide range of quality literature for students</p> <p>1I. Adjusts reading instruction to meet the needs of diverse learners as well as those who speak non-standard dialects</p> <p>Locates, evaluates, &amp; uses literature for readers of all abilities &amp; ages</p> <p>2N. Designs, implements, &amp; evaluates appropriate reading programs for small groups &amp; individuals</p>
Journal Article Reviews	Student will analyze professional article related to reading and the implications of these concerns to the teaching profession.	<p>#3 Oral and written communication skills</p> <p>3.a. Effective oral communication</p> <p>3.b. Effective written communication skills</p> <p>3.c. Effective, fair, &amp; honest communication considering not only the message but also the audience</p> <p>#4. Advanced scholarship through research and/or creative activity</p> <p>4.a. An understanding of the role of research in the discipline</p> <p>4.b. The ability to conduct research &amp; apply it to practice</p>	<p>3B. Knows exemplary programs &amp; practices in reading education</p> <p>3C. Is aware of guidelines for the evaluation of curriculum material &amp; instructional technology</p>
Debate OR Reading Enhancement Project	Through a debate or a project format, students will examine issues in reading, relate current research to practice, and provide a project demonstrating a	<p>#3. Oral and written communication skills</p> <p>3.a. Effective oral communication</p> <p>3.b. Effective written communication skills</p> <p>3.c. Effective, fair, &amp; honest communication considering not only the message but also the audience</p> <p>#4. Advanced scholarship through research and/or</p>	

	reading enhancement project.	creative activity 4.a. An understanding of the role of research in the discipline 4.b. The ability to conduct research & apply it to practice #5. Ability to work with a diverse clientele, recognizing individual differences 5.a. An understanding of individual differences in clientele 5.b. A respect for all clientele by fostering a supportive & encouraging atmosphere in their workplace 5.c. A respect for individual differences through the use of rich & varied approaches	
Reading Strategies Presentation	Student will provide strategy presentations to the class demonstrating knowledge of metacognitive strategies and the importance of promoting use of metacognitive awareness.	#1. A depth of content knowledge including effective technology skills and ethical behaviors 1.a. A depth of content knowledge in the discipline 1.b. Effective use of technology as appropriate 1.c. The ability to apply content knowledge to practice 1.d. An understanding & respect for professional ethics in the discipline 1.e. A respect for the professional environment through their honesty, integrity, & professionalism	
Traditional Exams	Student demonstrates content knowledge of various areas of reading (fluency, comprehension, vocabulary development, use of technology, strategies for struggling readers, metacognition)	#1. A depth of content knowledge including effective technology skills and ethical behaviors 1.a. A depth of content knowledge in the discipline 1.b. Effective use of technology as appropriate 1.c. The ability to apply content knowledge to practice 1.d. An understanding & respect for professional ethics in the discipline 1.e. A respect for the professional environment through their honesty, integrity, & professionalism #3. Oral and written	#c. Is aware of guidelines for the evaluation of curriculum material & instructional technology

		communication skills 3.a. Effective oral communication 3.b. Effective written communication skills 3.c. Effective, fair, & honest communication considering not only the message but also the audience	
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(Optional assignments may be added by the professor teaching each individual course of ELE5260.)

### Course Outline

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<b>Jan. 14</b>	<b>Course expectations, Student information, Group introductions, Small group work Text Introduction Topic #1: Effective Reading Instruction--What research says.</b>
<b>Jan. 21</b>	<b>Topic #2: Holistic, Integrated Approaches, Constructivist Framework</b>
<b>Jan. 28</b>	<b>Technology awareness at Booth Topic #3: Research on Reading Instruction with the Internet</b>
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<b>Feb. 4</b>	<b>TEXTBOOK TALKS Topic #4: Early Intervention/Home and School Together Strategy presentation</b>
<b>Feb. 11</b>	<b>TEXTBOOK TALKS Topic #5: What We Know About Phonics Strategy presentation</b>
<b>Feb. 18</b>	<b>TEXTBOOK TALKS Topic #6: Word Consciousness in a Research-Based Vocabulary Program Strategy presentation</b>
<b>Feb. 25</b>	<b>TEST over Topics 1-6 (you may use your notes)</b>
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<b>Mar. 4</b>	<b>Meet in BB2445 (Bring a flash drive with you) Topic #7: Reading Fluency/Content Area Reading</b>
<b>Mar.11</b>	<b>TEXTBOOK TALKS Topic #8: Effective practices for Developing Reading Comprehension Strategy presentation</b>
<b>Mar. 16-20</b>	<b>SPRING BREAK</b>
<b>Mar. 25</b>	<b>PRESENTATION/POWER PT. (RESEARCH PAPERS)-due the night you present JOURNAL REVIEWS DUE--2--INCLUDE COPY OF ARTICLE Topic #9: Reading/Learning Disability Interventions Jrnl. Article Review—discuss one in class</b>
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<b>Apr. 1</b>	<b>PRESENTATION/POWER PT. (RESEARCH PAPERS)-due the night you present Topic #10: Metacognition/Self-Regulated Comprehension Journal Article Review—discuss one in class</b>





**TEXTBOOK TALK**

**STUDENT NAME:** \_\_\_\_\_

**Overall ranking:** \* \*\* \*\*\* \*\*\*\*  
**(circle one)**

**Level you are discussing** \_\_\_\_\_

**TEXTBOOK SERIES or Reading Program Format:**

**Name of series:** \_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Date of publication:** \_\_\_\_\_

**Levels for which the series is available** \_\_\_\_\_

**Organization of the teacher manual** \_\_\_\_\_

\_\_\_\_\_

**Additional materials** \_\_\_\_\_

\_\_\_\_\_

**Strengths of this program**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**Weaknesses of this program**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

**Discuss how this program/format was selected:**

\_\_\_\_\_

\_\_\_\_\_

**How are students assessed in this program?**

\_\_\_\_\_

\_\_\_\_\_

**What skills are addressed in this program that you particularly appreciate for your students?**

\_\_\_\_\_

\_\_\_\_\_

**JOURNAL ARTICLE REVIEW FORMAT:**

**Student name:** \_\_\_\_\_

**Smith, J., Jones, M. & Allan, P. (2002) What reading looks like today: A look at the research and the classroom.**  
*Journal of Adolescent Reading, 24, 24-28.*

**Your review should be comprised of three paragraphs:**

**Paragraph #1**

**(Tell what the article says)**

**Paragraph #2**

**(Tell how the article could relate to a classroom/your classroom)**

**Paragraph #3**

**(Give your opinion about the article--Choose an article that you think is helpful to you)**

**Attach a copy of the article.**

**DEBATE--POINT/COUNTERPOINT DISCUSSIONS****(50 POINTS FOR PRESENTATION/20 POINTS FOR OUTLINE/BIBLIOGRAPHY)**

Select a debate topic with a partner and research the topic thoroughly. In class, present the topic by:

1. Rationale of why this is an important topic
2. History of this topic
3. Pros and Cons concerning this topic--each person takes an opposing view
4. Cite resources/writers to document your viewpoint. Sources should be most recent available (within the last ten years) except when citing foundation theorists
5. Turn in an outline of your topic and how you and your partner are organizing your debate.
6. Length of discussion/debate should be limited to 30 minutes.
7. Use visuals, overheads, Power Point, etc. to enhance your presentation/argument.
8. Bibliography--use APA style (5<sup>th</sup> edition)--be consistent.

**SUGGESTED POINT/COUNTERPOINT DEBATE TOPICS:**

4-block--positive and negatives

Basils vs. No Basal

Phonics or Whole Language? A balanced Approach to Literacy?

Role of Computer Based Instruction--positives/negatives

Phonics Approach vs. sight Word Approach

Formal (Standardized) Assessment vs. Informal Assessment

Power Writing/Write-On Illinois: Positives vs. Negatives

Controlled Vocabulary vs. Not Controlled Vocabulary

Accelerated Reader Approach to Reading vs. Traditional Approach to Reading

Bottom Up vs. Top Down (reading word by word/reading for meaning)

Teaching with a novel vs. Teaching with a basal

The effects of Different Kinds of Assessment/Positive and Negative

Cross-grade grouping vs. Same grade grouping

Inclusion--positive/negative effects on the reading program

ESL--teaching only in English speaking class/teaching in bilingual speaking class

Individualized reading programs vs. Group reading programs

Heterogeneous vs. Homogeneous grouping in the middle school--its effects on reading in the content area

Trade books in the Reading Program

Use of Technology in the Reading Program

\*\*\*Other topics may be used with approval by instructor\*\*\*

OR....

**READING IN MY CLASSROOM (A SPECIAL PROJECT)****(50 PTS. FOR PRESENTATION/20 PTS. FOR BOOKLET/OUTLINE)**

What have you been wanting to develop for your classroom connected to reading....but just didn't have enough time to do it?

Now is the time!!!

1. Develop a rationale of what you intend to do. Locate supporting research for a bibliography.
2. Prepare an outline of what you are doing.
3. Include: materials needed, activity (ies) with details, bibliography, actually prepare the project, evaluation/assessment tool
4. Prepare and present your project in class. (Power Point).
5. Put all information in a booklet form for instructor evaluation.

**RESEARCH PAPER—a topic about reading and/or literacy**

- 8 pgs/Title pg.
- APA format—(5<sup>th</sup> edition)
- Rationale
- Research (10 sources within the last 10 years)
- Conclusion
- Bibliography in alphabetical order—APA format (5<sup>th</sup> edition)

**NOTEBOOK: March 4, 2009**

**TECHNOLOGY NOTEBOOK ASSIGNMENT Due: APRIL 15, 2009**

**Purpose of this assignment:**

- 1. To show proficiency in locating web sites appropriate to reading at your grade level**
- 2. To evaluate information located from the Internet**

**Using the Internet, locate and print out the following information:**

- 1. Information about IRA (International Reading Association)**
- 2. Information about IRC (Illinois Reading Council)**
- 3. Information about quality literature appropriate for your grade level(s)**
- 4. Two ideas that you can use to improve teaching reading in your classroom**
- 5. Access Inspiration/Kidspiration ([www.inspiration.com](http://www.inspiration.com))--create 3 graphic organizers and include  
(According to your grade level, indicate how you would/could/do use this program in your classroom.)**

**After you have completed the tasks above, write a one page summary of what you gained from looking up items 1-5. Include printouts of all the Internet materials. Please submit this assignment in a notebook/binder.**

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## MLE 5260 References

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