William Carey University
EDU 611/Current Trends in Teaching Reading
Summer 2012 Syllabus

Instructor: Dr. Melony Hanson

Contact Information:
Phone: 228-990-1058 (cell) - **If I do not answer please leave a voice mail message**
E-mail: mhanson@wmcarey.edu Please BE SURE YOU PUT YOUR LAST NAME AND THE COURSE NUMBER IN THE SUBJECT LINE OF EACH EMAIL YOU SEND!!

Office hours: I am available by appointment only; please call me to schedule a mutually convenient time. I only take calls Monday – Friday between the hours of 9 and 4. I check email daily with the exception of Saturdays and Sundays.

Meeting times: Hybrid Course – Meets the first Monday night
Location: Caswell Springs United Methodist Church

Course prerequisite(s): None
Nature of course: 3 hours Required _____ Elective _____
Nature of student: Undergraduate _____ Graduate _____
Format of course: Lecture, Direct Instruction, Peer Collaboration, Multi-Media, On-line

Course Description and Rationale:
This course is designed to provide in-service teachers with information relevant to the current methods and materials used to teach reading in the elementary school. Emphasis will be communication arts for thinking and learning, literacy, and the interactive nature of the reading process. Attention will be focused on contemporary issues of teaching reading from theory and research perspectives and the development of effective instructional practices.
A major goal of reading instruction is to develop in each student the ability to read independently. The competency of the teacher to utilize the cueing systems, strategies, and techniques that facilitate students’ comprehension and ability to use reading as a learning tool is crucial. The content of this course is designed to provide in-service teachers an opportunity to study the reading process, to evaluate the research in the field of reading instruction in order to develop an instructional philosophy which will lead to the use of developmentally appropriate instructional strategies, and to learn techniques for use in various classrooms.

Catalog Description:
(Three hours) Current research related to the effective teaching of reading in the elementary school is explored.
Course Content:
This course is a combination of on-line and face-to-face meetings. The course is designed to familiarized in-service teachers with current trends and theories concerning the aspects of K-8 reading instruction. Research supported methods, strategies, and materials for instruction and assessment will be explored.

Required Textbooks:

Supplemental Text:

Course Goals and Learning Outcomes:
Each student during the course of the trimester will meet the following specific learning outcomes. Students will:
1. Acquire a thorough knowledge of the central concepts of reading ability, the tools of inquiry for literacy, and the structures of reading; (INTASC #1; ISTE NETS-T #1a, #2a, #2e, #3a, #4a; IRA #1.0, #2.0, #5.0, #7.0);
2. Use the knowledge gained in the course to create learning experiences that make reading meaningful for all students; (INTASC #1; ISTE NETS-T #1a, #2a, #2e, #3a, #4a; IRA #1.0, #2.0, #3.0, #4.0, #5.0, #6.0, #7.0, #8.0, #9.0, #10.0, #11.0, #12.0);
3. Develop an in-depth knowledge of current strategies which foster critical thinking, problem solving, and performance skills; (INTASC #4; ISTE NETS-T #2a, #3c; IRA #1.0, #2.0, #3.0, #4.0, #5.0, #6.0, #7.0, #8.0, #9.0, #10.0, #11.0, #12.0);
4. Construct new activities and assessments based on the best practices of reading and literacy which are based on current knowledge of how children learn and develop intellectually, personally, and socially in literacy-oriented ways; (INTASC #2, #3; ISTE NETS-T #2a, #3b, #6b, #6c; IRA #3.0, #4.0, #10.0);
5. Identify specific and alternative goals and objectives for reading instruction that are necessary for curriculum change and improvement in the school classroom; (INTASC #7; ISTE NETS-T #2a, #3a; IRA #1.0, #2.0, #10.0, #11.0, #12.0);
6. Incorporate manipulatives, technology, trade books of all varieties, and other resources and techniques to build a positive learning environment; (INTASC #5; ISTE NETS-T #2e, #3d; IRA #2.0, #5.0, #12.0);
7. Incorporate knowledge of positive motivational techniques, positive student self-initiative, positive communication, and other resources and techniques to build a positive school learning environment; (INTASC #5; ISTE NETS-T #2e, #3d; IRA #5.0, #11.0, #13.0, #16.0);
8. Select methods of assessment appropriate for reading assessment and evaluation; (INTASC #8; ISTE NETS-T #4a, #4b, #4c; IRA #3.0, #5.0, #6.0, #7.0, #9.0, #10.0);
9. Learn strategies for helping parents and caregivers become aware of their children’s literacy abilities; (INTASC #10; ISTE NETS-T #5d, #6b, #6c, #6e; IRA #1.0, #2.0, #5.0, #11.0, #12.0);
10. Foster positive relationships with colleagues at the school/job and college setting; (INTASC #10; ISTE NETS-T #5d, #6b, #6c, #6e; IRA #11.0, #13.0, #15.0, #16.0);
11. Integrate technology as an important part of literacy teaching and learning; (INTASC #6; ISTE NETS-T #5d, #6b, #6c, #6e; IRA #5.0, #8.0, #10.0, #12.0);
12. Become a reflective practitioner regarding the progression of reading ability on the part of the student learner and of the teacher-facilitator; (INTASC #9; ISTE NETS-T #2b, #5a, #5b, #5c, #6a, #6d; IRA #11.0, #13.0, #14.0, #16.0);
13. Develop an understanding of the current trends in teaching reading and reading concepts in the areas of word analysis, comprehension, writing, study skills, and other important topics; (INTASC #4; ISTE NETS-T #2a, #3c; IRA #1.0, #2.0, #3.0, #4.0, #5.0, #6.0, #7.0, #8.0, #9.0);
14. Analyze various models of reading as they relate to appropriate developmental stages; the strategies and skills of reading by defining and discussing the roles of the cueing systems in the reading process including the graphophonemic system, semantic system, syntactic system, and schematic system, and compare various techniques and methods of reading instruction; (INTASC #1; ISTE NETS-T #1a, #2a, #2e, #3a, #4a; IRA #1.0, #2.0, #3.0, #4.0, #5.0, #6.0, #7.0, #8.0, #9.0, #10.0, #12.0).

Statement on Academic Integrity:
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense, sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the student handbook, The Redbook.

Plagiarism:
Plagiarism is scholarly theft and it is defined as the unacknowledged use of secondary sources. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and the facts developed by other scholars, plagiarism is not the mere use of another’s
facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work. Plagiarism is a serious offense. Any act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student/college judicial system.

ADA Statement:
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mr. Jerry Bracey at 228-702-1802. Mr. Jerry Bracey is located in the Administration Building of William Carey University – Tradition Campus.

William Carey University Mission Statement:
The mission of William Carey University is to provide quality liberal arts and professional education programs within a caring Christian academic community. The individual student is encouraged to develop his or her highest potential in scholarship, leadership, and service. The university collaborates with churches, organizations, and individuals to affirm its Baptist heritage and namesake, William Carey. The mission of William Carey University is addressed in this course through the high-level of scholarship that is required and the emphasis on the communication, planning and management skills that are acquired in the college core.

School of Education Mission Statement and Belief Statements:
The mission of the School of Education at William Carey College is to prepare caring teachers within a Christian environment. Learners are encouraged to reach their highest potential as reflective decision makers nurtured through a strong liberal arts curriculum, through content instruction in specialty areas, through pedagogical studies, and through significant pre-service experiences that prepare effective teachers for an increasingly diverse and technological world.

Belief Statements
The philosophical rationale for teacher education at William Carey College is characterized by intellectual freedom anchored in a caring Christian environment. Faculty provides instruction to motivate, interest, and challenge diverse learners to become lifelong reflective decision makers within a changing global society. This rationale provides an approach to teacher education that has a strong general liberal arts base and an in-depth preparation in one's chosen teaching field. Therefore, we believe:

- education is a lifelong process.
- equal educational opportunity should be provided for all persons to attain a higher status of education and fulfillment in life.
- students are unique individuals with differing needs and aspirations.
- teacher preparation changes to reflect the needs of a diverse, technological, and global society.
- teacher education emphasizes effective instruction based on best practice and current research.
- preservice teacher programs prepare educational leaders who facilitate change.
- teacher education faculty model ethical, professional practice.
- teacher education faculty seek involvement in scholarly activities.
- teacher education faculty systematically evaluate student growth, programs and graduates.
- teacher education consists of a broad liberal arts education, academic subject preparation, general and content-specific preparation in teaching methodology, and implementation of developmentally appropriate practices.
Disaster Plan Statement:
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website [http://wmcarey.edu](http://wmcarey.edu), and sent via automated process to your WCU student e-mail address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at [https://elearning.wmcarey.edu](https://elearning.wmcarey.edu). For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

Participation/Tardiness:
Since class discussion is an integral part of the learning process, student participation in discussion is essential. Attendance via online discussions will account for a portion of the student’s grade. There will be a cutoff date for each discussion at which time a student will be considered absent for that week if no discussion has been posted. On the third missed discussion the student will not receive credit for the course.

Preparedness:
Students are expected to be prepared for each class session by completing all outside readings and assignments. All assignments will have due dates that will close at 11:00 p.m. These assignments will NOT be reopened unless there has been an extreme emergency in which the student was unable to turn in the assignment.

Use of Technology:
Students are required to demonstrate the use of a technological application in this course. Examples of such applications include, but are not limited to, Excel, Microsoft Word, Power Point, EBSCO Host, ERIC, and Microsoft Publisher.

Course Requirements:
**Please Note** All assignments submitted must be 12 pt Arial and double spaced. Graduate students are expected to write in a scholarly manner. Points for mechanics, APA format, and grammar are incorporated into the grade for all assignments. I DO NOT GIVE ADDITIONAL TIME TO TURN IN ASSIGNMENTS UNLESS THE ABSENCE STEMMED FROM A DEATH IN THE IMMEDIATE FAMILY OR FOR A DOCUMENTED MEDICAL REASON. YOU MUST E-MAIL ME WITH THE DETAILS AND PROVIDE EVIDENCE VIA AN ATTACHMENT TO THE E-MAIL. PHONE CONVERSATIONS AND TEXTS ARE NOT AN ACCEPTABLE MEANS FOR VALIDATING AN ABSENCE OR MISSED ASSIGNMENT.  
1. Attend and participate in each class session through a weekly discussion board post. Discussion board topics will be due by the end of each week and will cover topics from each chapter of the textbook. Any posts not submitted by the assigned due date will result in an absence for the week and the loss of attendance points. You must respond to two classmates’ responses each week. Failure to do so will result in a loss of 2 points per missed response. These responses must be more than “I agree” or “I like
your response”. You MUST respond in a scholarly fashion. Three missed discussion posts will result in failure to receive credit for the course. (12.5 points each/100 points total)

2. Complete all assigned readings and submit summaries for each. (10 points each/70 points total)

3. Complete five quizzes on-line. (20 points each/100 points total)

4. Develop an action research project proposal using a strategy from the textbook to target improvement for students struggling in reading. (200 pts total)

5. Read and critique three articles on current trends in reading instruction. (20 pts each/60 pts total)

6. Complete one final exam. (200 points total)

Please note that no late assignments will be accepted unless credible proof is given regarding the student’s inability to complete the assignment by the specified date. Students are expected to write in a scholarly manner; therefore, mechanics, APA format, and grammar are incorporated into all grades.

Method of Evaluation:
Students will be evaluated on accumulation of points as listed under course requirements, with 660 points being the total maximum points for the course. The following grade scale will be used for assignment of grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>730-657</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
<td>656-584</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
<td>583-511</td>
</tr>
</tbody>
</table>

*PLEASE NOTE* An incomplete will only be given in an emergency situation. It may be awarded to a student only when a small portion of the student’s work is incomplete and only when the student is otherwise earning a passing grade. The instructor will determine a work contract which can be completed within a term or it will be changed to an “F”. This must be done before the completion of the 9th class meeting.

**Please Note** All assignments submitted must be 12 pt Times New Roman or Arial and double spaced. Students are expected to write in a scholarly manner; therefore, mechanics, APA format, and grammar are incorporated into all grades. All assignments (other than discussion posts) must have a title page. An example of the title page can be found in the syllabus. Points will be deducted for each section of the title page missing or submitted incorrectly.

Also, no late assignments will be accepted unless credible proof is given regarding the student’s inability to complete the project by the specified date. I DO NOT GIVE ADDITIONAL TIME TO TURN IN ASSIGNMENTS UNLESS THE ABSENCE STEMMED FROM A DEATH IN THE IMMEDIATE FAMILY OR FOR A MEDICAL REASON THAT IS DOCUMENTED. YOU MUST E-MAIL ME WITH THE DETAILS AND PROVIDE EVIDENCE VIA AN ATTACHMENT TO THE E-MAIL. PHONE CONVERSATIONS AND TEXTS ARE NOT AN ACCEPTABLE MEANS FOR VALIDATING AN ABSENCE OR MISSED ASSIGNMENT.
# TENTATIVE Course Schedule: *Please note this schedule is subject to change at instructor's discretion*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s) To Be Covered</th>
<th>Readings</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| 1    | 05/28/12 | • Introduction  
          • Course Overview | Chapters 1, 2, & 3 in textbook  | Discussion post &  
                      Chapter summary due in D2L by 11:00 p.m.  
                      06/03/12.                                                      |
| 2    | 06/04/12 | • Core Understandings about  
          Reading #1 & #2                                              | Chapter 4 in textbook           | Discussion post, First quiz, chapter summary,  
                      & Article 1 due in D2L by 11 p.m. 06/10                   |
| 3    | 06/11/12 | • Core Understandings about  
          Reading #3, #4, & #5                                           | Chapter 4 in textbook           | Discussion post, Article 2, & Chapter summary due in D2L  
                      by 11 p.m. 06/17                                               |
| 4    | 06/18/12 | • Core Understandings about  
          Reading #6 & #7                                                   | Chapter 4 in textbook           | Discussion post,  
                      Chapter summary, Second quiz, & Article 3 due in D2L by  
                      11 p.m. 06/24                                                  |
| 5    | 06/25/12 | • Core Understandings about  
          Reading #8 & #9                                                   | Chapter 4 in textbook           | Discussion post,  
                      Fourth quiz, Chapter summary, & Step3 of  
                      Action Research Proposal due in D2L by 11 p.m. 07/08         |
| 6    | 07/02/12 | • Core Understandings about  
          Reading #10 & #11                                                  | Chapter 4 in textbook           | Discussion post,  
                      Chapter summary, Fifth quiz, & Steps 4 & 5 of  
                      Action Research due in D2L by 11 p.m. 07/15                  |
| 7    | 07/09/12 | • Core Understandings about  
          Reading #12 & #13                                                  | Chapter 4 in textbook           | Discussion post,  
                      Chapter summary, Completed Action  
                      Research project, & final exam due in D2L  
                      by 11 p.m. 07/23                                               |
| 8    | 07/16/12 | • Final Exam                                                      | All Chapters in Textbook        |                                                                  |

## Article Critique Format

- **Introduction:** Briefly state the purpose of the critique and provide an overview of the article.
- **Methodology:** Describe the research methods used in the study. What types of data were collected? How were they analyzed? What were the key findings?
- **Discussion:** Analyze the results. How do they support or contradict previous research? What are the implications of the findings? What questions remain unanswered?
- **Conclusion:** Summarize the main points of the critique. What are the strengths and weaknesses of the study? What recommendations can be made for future research?
All article critiques should be NO LESS than two pages and NO MORE than three pages. Critiques MUST be in the following format with the listed sections in bold. Points will be deducted for not following this format.

Citation (APA)

Summary of Article:

Critique of Article: The following questions should be answered in this section:
1. Is the evidence presented in this article research-based?give an example?
2. Is the article supported by a sufficient number of references?
3. Does the author give a solid conclusion/discussion that supports the premise of the article?

Personal Reflection: How will this help you with reading instruction? What are your personal thoughts about the topic addressed in this article?

Action Research Proposal Guidelines/Points Breakdown
Each student will be responsible for creating an action research proposal. You are to choose a strategy from the *50 Literacy Strategies Step by Step* book to complete this project. The strategy should relate to a hypothetical student (or students) in your classroom who is struggling in reading. The proposal will detail steps to help improve the student’s reading. Each proposal will consist of five steps and each step is worth 40 points with the proposal being worth a total of 200 points. Listed below are the steps and what should be included in each step:

**Step 1:** Identify the problem and strategy to be used.

In this step you will complete a short narrative detailing which aspect of reading your student is struggling with. The narrative should include grade level taught, student age, if student has been retained, if student is receiving Title I services, and the reading level of the student. The narrative should also include your reasons for determining this student needs supplemental help (i.e. failing grades, reading below grade level, formal/informal assessments). You will then choose the strategy that will be used to help the student. Remember that you will be using this strategy with your entire class as to not single out the struggling student so be sure the strategy will work well for all students or can be adapted for those who are not struggling.

**Step 2:** Complete a literature review.

In this step you will complete a literature review regarding the strengths of the strategy you have chosen. This literature review must be a minimum of two pages and a maximum of four pages. You MUST cite every paragraph in APA style. Failure to do so will result in failure of the project.

**Step 3:** Determine the obstacles and/or limitations of your proposal.

In this step you will complete a short narrative identifying any obstacles and/or limitations of your proposal. This would be things like shortage of money and/or materials, time limitations, and student involvement (i.e. high number of absences, refusal to complete assignments, etc…)

**Step 4:** Create a timeline for the strategy.

In this step you will complete a time line detailing when the strategy will be implemented and at what stages assessments will be completed. The timeline should encompass at least one nine week period in school.

**Step 5:** Determine assessments to be used.

In this step you will detail what assessments will be used at different points during the project. You may use teacher observation; however, you are to limit this to two times and you must use anecdotal notes and/or conferencing along with the observation. Only one worksheet and paper/pencil test may be used as well. You should have a minimum of six assessments.

Step 1 should be written in present tense, step 2 in past tense, and steps 3-5 in future tense. Points will be deducted for assignments turned in late.
TK20 Subscription Information for All Undergraduate and Graduate Students

This is a great time to be at William Carey University. The State of Mississippi and all of its institutions of higher learning are committed to advancing excellence in education on campuses and across the state’s schools. Our research expertise and well-prepared graduates will play an even larger role in leading Mississippi’s children to excellence. In order to achieve this goal, we must systematically and regularly assess our progress and use the data we collect to inform where we focus our efforts to improve. Also each graduate teacher (B.S., B.M.E, B.A, M.Ed., and Ed.S.) will employ a comprehensive portfolio tool, TK20.

To help us in this effort, we have purchased TK20, a comprehensive system that will provide all of us with a rich set of tools to manage our growth, improve our processes, and make tasks easier. The TK20 system will allow you to:

1. Build your course and performance artifacts electronically online. Your artifacts will stay with you so you can use them for years - up to 7 years upon purchase. This will be a great benefit to you as you seek to advance in your education career and build your career portfolio over time. TK20 connects to the larger world of educators across the nation.
2. Create electronic portfolios for documenting your work for presentation to faculty and prospective employers. Many school districts now expect electronic portfolios. The Mississippi Department of Education will be instituting an artifact portfolio annual review beginning in 2012 for all Mississippi educators. Instead of burdening your principal with paper artifacts, this system will allow you to store your portfolio on the internet, including test data, units, and teaching artifacts, etc.
3. Have a fully documented record of artifacts from your university classes and school. Additionally the TK20 system will help us serve you better by providing instant data for advising and program improvement.

Students are to purchase a TK20 account by going to http://TK20.wmcarey.edu and clicking on "click here to purchase a student account", then follow the prompts. After purchasing your TK20 account, TK20 will email your log in information and further instructions.

Your TK20 Account should be activated (purchased) by the end of the second week of classes. You will then begin exploring the system and its portfolio features. Make sure to get oriented to the system and complete the assignment your instructor will use for your key assessment.

On-line training materials have been organized to orient you to TK20. To access the on-line tutorials, go to http://TK20.wmcarey.edu and press the tutorials button.

Please contact your program manager, Ms. Amy Herchenhahn, for additional information and support (601-318-6088). Tk20 questions can be sent to Tk20@wmcarey.edu.

We do understand that a university education requires a significant investment of time and resources and we are committed to helping you achieve the greatest return on your investment. We have spent a considerable amount of time finding the best system to meet your needs and ours. As you become familiar with the system and realize its potential and benefits, I am sure that you will be pleased.

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