 **CAMPBELLSVILLE UNIVERSITY**

####  COURSE SYLLABUS\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE TYPE **DATE** 1/19/17

**ACADEMIC UNIT**: SCHOOL OF EDUCATION **FACULTY:** Dr. Carol Garrison

Please check to indicate this course has a service learning component.

Discipline Course # Section Title of Course Credit Hours Cross Reference

ED 600-01 Issues/Trends in Reading 3

**TEXTBOOK Required X Not Required**

**Author** McKenna, M. C. & Robinson, R. D **Title** Issues and Trends in Literacy Instruction, 4th Ed.

**Publisher:** Pearson **Date of Publication** 2012

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PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VP for ACADEMIC AFFAIRS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date Copy Received \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CAMPBELLSVILLE UNIVERSITY**

**SCHOOL OF EDUCATION**

**COURSE SYLLABUS**

# ED 600

# Trends and Issues in Reading and Language Arts

**G5, 2017**

**3/20/17 through 5/13/17**

# Professor: Carol Garrison, Ed. D.

**Address:** UPO 867, 1 University Drive, Campbellsville, KY 42718

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***Conceptual Framework of Teacher Education:***

## THEME OF TEACHER EDUCATION: EMPOWERMENT FOR LEARNING

**Model**



**I. Catalog Course Description:**

This course develops a better understanding of the field of literacy education for practicing teachers. It focuses on the current issues and trends facing literacy educators today. It includes scrutiny of sources illustrating various viewpoints about the theories, research and methodology associated with reading and language arts.

**II. Required Textbook:**

Robinson, R. D. and McKenna, M. C. (2012). Issues and Trends in Literacy Instruction, 5th Edition. Pearson: New York.

**General WebSites:**

[www.education.ky.gov](http://www.education.ky.gov) Kentucky Department of Education

[www.literacyworldwide.org](http://www.literacyworldwide.org) International Literacy Association

[www.ncte.org](http://www.ncte.org) National Council for Teachers of English

[www.readwrite.think.org](http://www.readwrite.think.org)

Additional materials will be distributed on the course site.

**Ways to Learn:**

Reading textbooks and journal articles

Weekly Chats & Discussion Forums

Research of Internet sites & research materials

Written reflection analyzing issues/trends

Simulations, case studies

**III. Course Objectives:**

A. International Reading Association: Standards for Reading Professionals (2010)

* [Standard 1: Foundational Knowledge](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard1.aspx)
* [Standard 2: Curriculum and Instruction](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard2.aspx)
* [Standard 3: Assessment and Evaluation](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard3.aspx)
* [Standard 4: Diversity](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard4.aspx)
* [Standard 5: Literate Environment](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard5.aspx)
* [Standard 6: Professional Learning and Leadership](http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010/ProfessionalStandards2010_Standard6.aspx)

**B. Kentucky Teacher Standards (KTS):**

 **KTS 1 Demonstrates Applied Content Knowledge**

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to

 student learning.

* 1. Guides students to understand content from various perspectives

 **KTS 5 Assesses and Communicates Learning Results**

* 1. Consistently describes, analyzes, and evaluates student performance data to determine

 student progress, identify differences among student groups and inform instructional

 practice.

 **KTS 6 Demonstrates the Implementation of Technology**

 **KTS 7 Reflects on and Evaluates Teaching and Learning**

* 1. Reflects on the evaluations of student learning and instructional practices to identify and

 develop plans for professional growth.

 **KTS 8 Collaborates with Colleagues/Parents/Others**

* 1. Describes an on-going process for identifying situations in which student learning could

 be enhanced by collaboration.

 **KTS 10 Provides Leadership within School/Community/Profession**

* 1. Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
	2. Develops a plan for engaging in leadership activities.

**C. Kentucky Academic Standards (KAS):**

Students are required to incorporate the KAS for the approved content areas into lessons/other assignments as appropriate**.**

* English Language Arts
* Mathematics
* Science

Students will continue to use other content area standards as appropriate, for instruction.

**D. Diversity Proficiencies Addressed in this Course:**

 KTS 1.2, 2.2, 2.4, 3.3, 4.2, 5.4

E. Teacher Professional Growth and Evaluation System (TPGES)

* Domain 1: Planning and Preparation
* Domain 2: Classroom Environment
* Domain 3: Instruction
* Domain 4: Professional Responsibilities

**D. Specific Course Objectives:** The graduate student will

 1. demonstrate positive dispositions: caring, responsibility, enthusiasm, creativity and leadership. (Dispositions

 are the values, commitments, and professional ethics that influence behaviors toward students, families,

 colleagues, and communities and affect students learning.) ILA S6; KTS 9, 10; D4.

 2 demonstrate understanding of the major issues and trends related to literacy. ILA 1, 2, 5; KTS 1; D 1, 3.

 3. know and describe the models of word recognition that have shaped the direction of reading research KTS 1;

 ILA1, 2, 4, 5; D3.

 4. know and describe the biological and experiential influences on the acquisition of reading comprehension. ILA

 1, 2, 4, 5; KTS 1, 3; D1, 2.

5. identify models of beginning reading and describe techniques and practices that have evolved over the last

 three decades. ILA 1, 2, 5; KTS 1; D1, 3.

 6. evaluate current trends of intervention strategies for students with difficulty in learning to read. ILA 1-5; KTS

 1-5; D1, 3.

 7. identify characteristics of developmental dyslexia and other physical impairments that affect reading

 acquisition. ILA 1, 3, 4, 5; KTS 1, 4, 5; D 1-3.

 8. describe characteristics of elementary, middle and high school disabled readers and provide research based

 interventions for each category. ILA 1-5; KTS 1-5; D1-3.

**IV. COURSE ASSIGNMENTS**

**Class Attendance and Participation**

#### Class attendance will be closely monitored. More than one absences results in an automatic “F” for the course. Students are asked to notify the professor in advance if they will be absent and to be responsible for all assignments. Tardies will also be monitored and factor into total absences. Three tardies=an absence.

This course will use TigerNet for online class discussions. The course is offered as an independent course but will involve weekly chats in lieu of personal conferences.

#### Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Students must contribute to class discussions during each chat to be considered present. They must respond to all questions in writing and to at least 2-3 questions orally.

All assignments must be word-processed using Microsoft Word. Please check the course calendar in this syllabus for due dates.

The professor will make a concerted effort to respond to all emails within 24 hours.

***\*\*All written assignments are due by Sunday midnight each week, except the last week, when the***

 ***course ends on Saturday midnight.***

***\*\*Discussion Forums are due by Friday midnight and a response to a classmate by Saturday midnight.***

1. **Class Participation/Focus Questions/Class Reflection/Discussion Forum (80 pts):**
* Complete all required reading assignments for each class session and provide evidence during class discussions of having thought about the readings.
* For each chapter, write a single, thoughtful question to use during class discussion of the chapter; these should be submitted to the course site prior to each chat.
* After discussions conclude, write comments and/or reflections over the discussion and post to the course Discussion Forum within 24 hours.

**(Course Objectives 1-8)**

1. **Chapter Discussion Leader (70 pts):**
* Lead a class discussion over an assigned chapter from the text (minimum of 30 minutes).
	+ Prepare to facilitate a discussion of the material in the chapter, discuss and clarify class questions and relate the concepts of the chapter to classroom practice.
	+ Include any websites listed at the end of the chapters.
	+ A PowerPoint presentation will be uploaded to the course assignments in advance in preparation for your presentation and distributed to class members to guide discussion.

**(Course Objectives 1-8)**

1. **Webquest in Reading (70 pts):**
* Design a WebQuest which will reflect a current trend or issue in the teaching of reading.
	+ It could be used to train staff and/or faculty in a specific trend or current concept in reading practice and research.
* Include a minimum of 8 relevant and scholarly links.
* Submit the WebQuest to the course assignments in advance and distribute to class members. Make a presentation of your issue/trend and findings during designated classes (via chat). Students could also video the presentation to YouTube and distribute the link to use during class. Maximum 15 minutes.

**(Course Objectives 1, 2, 5, 6, 8)**

1. **Journals: Weekly synthesis of and reactions to the readings assigned (80 pts).**
* Include text readings and Internet sites accessed
* Include one additional research article in the reading each week (not articles by the same authors; can come from The Reading Teacher and the Journal of Reading). Attach a copy of the article.
* These are not ‘book report’ summaries.
* 3 pages maximum

**(Course Objectives 1-8)**

1. **Reading Hall of Fame (100 pts):**
* Select a member from the Reading Hall of Fame to investigate.
* Research biographical and other information about this Hall of Fame member.
* Develop a presentation about the individual to class.
* Submit written report to professor (include Internet sites accessed).
* <http://readinghalloffame.org/current-members>

**(Course Objectives 1-2)**

1. **Self Assessment (40 pts)**
* Each student will complete a self-assessment of performance in the course, including performance on all assignments.
* Due last class.

**(Course Objectives 1-8)**

1. **Field Hours (60 pts)**

Students are acquire six field hours for this class, related to the Classroom Implications sections at the ends of each chapter.

* Select at least one of the questions in the Classroom Implications section(Ch. 2 #3, Ch. 5, Ch. 8 and Ch. 10 required)
* Visit/observe a class, interview a fellow teacher and ask the question.
* Reflection should include both observation and interview summary in response to question.

Chapter 1 Word Recognition, p. 20

Chapter 2 Fluency, p. 60 (#3 on Round Robin Reading)

Chapter 3 Comprehension, p. 95

Chapter 4 Vocabulary, p. 128

Chapter 5 English Learners, p. 157

Chapter 6 Literacy Coaching, p. 187

Chapter 7 Adolescent Literacy, p. 221

Chapter 8 Technology, p. 239

Chapter 9 Writing, p. 270

Chapter 10 RTI, p. 295

**(Course Objectives 1-8)**

1. **BONUS (25 pts)**

Explore the International Literacy Association website and write a report on links and information/resources available. [www.worldwideliteracy.org](http://www.worldwideliteracy.org) Share findings in last class.

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**V. Assignment Policies:**

* It is understood that graduate study is a significant investment of time and resources.
* Assignments are due on specified due dates. Late assignments are accepted with the following penalty: each day of 5% reduction of the point value. No credit given if not submitted within a week.

**VI.** **Grading Policies**:

 **Total Points: 500 Pts.**

 Participation 80 pts.

 Discussion Lead 70 pts.

 WebQuest/Presentation 70 pts.

 Weekly Journals 80 pts.

 Hall of Fame Report/Presentation 100 pts.

 Self Assessment 40 pts.

 Field Hours/Reflections 60 pts.

 **Grading Scale:**

 470 pts./94% = A

 420 pts./84% = B

 370 pts./74% = C

 325 pts./65% = D

 Below 325 pts/65% =F

VII. Notice:

# Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services

**VIII.** **Academic Integrity/Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (**2015-17** University Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**IX. Tentative Course Calendar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Wk** | **Date** | **Topic** | **Assignment** |
| 1 | Mar. 21-27 | Introductions, Syllabus, TextCh. 1 Word Recognition | Focus Questions/ReflectionJournal 1 |
| 2 | Mar. 28-Ap.3 | Ch. 2 FluencyCh. 3 Comprehension | Focus Question/ReflectionJournal 2 |
| 3 | April4-10 | Ch. 4 Vocabulary | Focus Question/Reflection Journal 3 |
| 4 | April 11-17 | Ch. 5 English Learners | Reading Hall of Fame PresentationsFocus Question/ReflectionJournal 4 |
| 5 | April 18-24 | Ch. 6 Literacy Coaching | Focus Question/ReflectionJournal 5 |
| 6 | April 25- May 1 | Ch. 7 Adolescent LiteracyCh. 8 Technology  | Focus Question/ReflectionJournal 6 |
| 7 | May 2-8 | Ch. 9 WritingCh. 10 Response to Intervention | Focus Question/ReflectionJournal 7 |
| 8 | May 9-14 | Wrap Up, WebQuest Presentations | WebQuest over an issue or trend in readingJournal 8Self Assessment |
| \*Chapter Presentations will occur beginning with week 3, depending on the number of students in the class, depending on the chapter selected by the student. |

**X. References**

Theorists in Education: Benjamin Bloom, Jerome Bruner, John Dewey, Howard Gardner, Jean Piaget, Lev Vygotsky…theorists in Reading and Language arts: Marie Clay, Ken Goodman, Donald Graves, Don Holdaway…

Allington, R. L. (Ed.). (1998) *Teaching struggling readers.* Newark, DE: IRA.

Bromley, K. (2000). Teaching young children to be writers. In Strickland, D., &Morrow, L. (Eds.). *Beginning reading and writing* (pp. 111-120). Newark, DE: International Reading Association.

Carnine, D., Silbert, J., Kame’enui, E., Tarver, S., & Jungjohann, K. (2006). Teaching struggling and at-risk readers:

 A direct instruction approach. Upper Saddle River, NJ: Pearson Education, Inc.

Christenson, T. A. (2002). *Supporting struggling writers in the elementary classroom.* Newark, DE: IRA.

Cramer, e. H., & Castle, M. (Eds). (1994) *Fostering the love of reading: The affective domain in reading*

 *Education.*  Newark, IRA.

Duke, N. K. (2000). 3.6 minutes per day: The scarcity of informational texts in first grade. *Reading Research*

  *Quarterly,* 35, 202-224.

Gillet, J. W., & Temple, C. (1994). *Understanding reading problems: Assessment and instruction* (4th ed.). New
 York: Harper Collins College Publishers.

Grabe, M., & Grabe, C. (2000). *Integrating the internet for meaningful learning.* Boston: Houghton Mifflin.

Rand Reading Study Group. (2001). Reading for understanding: Towards an R & D. program in reading

 comprehension.

Valencia, S. & Wixson, K. (2000). Policy oriented research on literacy standards and assessment. In Kamil, M.,

 Mosenthal, P., Pearson, P. D., and Barr, R., (Eds.). *Handbook on Reading Research, Vol. III*. Mahwah, NJ:

 Lawrence Erlbaum Associates.