

John Carroll University  
Department of Education and Allied Studies  
Course Syllabus

**Course #:** ED 457

**Course Title:** Methods in Reading Education

**Rationale:**

Teachers need to understand how literacy develops and how to effectively scaffold learning throughout the school year using scientifically based teaching strategies (national Reading Panel, 2000); Neuman & Dickinson, 2001). Knowing the specific concepts and skills students need to develop as literate persons is key. Teachers need to know how to develop students' language (Piper, 1998), phonemic awareness and phonics skills (Ehri, 1991; Fielding- Barnsely, 1997), Stahl, 1992; Templeton & Bear, 1992), fluency (Samuels, 1994), vocabulary (Beck, McKeown, Hamilton & Kucan, 1998), text comprehension (Beck & McKeown, 1991; Palincsar & Brown, 1984; Pressely, El-Dinary, Gaskins, Schuder, Bergamn, Almasi & Brown, 1992; Staugger, (1969), and writing skills (Hansen, 1998); Nathan, 1991). Knowing what strategies work best for whom and under what conditions is the basis for diagnostic teaching , which is a clinical process of assessing, planning, and teaching to positively affect student growth (Morris, 1999; Rosckos, Boehlen & Walker, 2000). Classroom teachers need to know basic approaches to assessment, how to administer formal and informal assessments, and how to use data to inform and guide instructional decision making.

**Conceptual Framework Strands Addressed:** ED 457 links with the John Carroll University *Conceptual Framework*, the Jesuit Ideal of and Educator, at the basic level. Its primary emphasis is on Strand Three (Curriculum, Learning, and Instruction) as it prepares early and middle childhood teachers to teach literacy by planning instruction, knowing instructional strategies, creating a positive learning environment, using effective communication skills and assessing student learning. It also connects with Strand One (Contexts), as candidates understand the central concepts, tools of inquiry and structures of literacy. Strand Two (Child and Adolescent Development) is addressed as candidates understand how children differ in their approached to learning. Strand Four (Teacher as a Person) is addressed as candidates reflect on teaching, foster relationship with teachers and parents, and grow professionally.

**Learned Society Standards Addressed:**

NCATE Standard 1- Candidate Knowledge, Skills and Dispositions.

IRA Competencies of Candidates:

Phonics (1.4)

Knowledge Base and Beliefs about Reading (2.3, 2.5, 2.6, 2.7)

Creating a Literate Environment (3.2, 3.3, 3.4, 3.5, 3.8, 3.8.b, 3.8.c)

Individual Differences (4.3, 4.4, 4.5)

Comprehension (5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8)

Work Identification, Vocabulary and Spelling (6.2, 6.4, 6.5)

Curriculum Development (7.1, 7.2, 7.3, 7.4)

Assessment and Diagnosis of Reading Difficulties (8.4, 8.6)

Writing (9.3)

Professionalism, Professional Development and Research (10.1, 10.2, 10.3, 10.4)

**Desired Results (Objectives) Referenced to Standards Addressed:**

The teacher candidate:

- Understands the central concepts, tools of inquiry, and structures of literacy (DLP)
  - Demonstrates an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation. (IRA 2.3)
  - Demonstrates an understanding of the interrelation of reading and writing, and listening and speaking. (IRA 2.5)
  - Understand how various factors such as content, purpose, tasks, and setting influence the reading process. (IRA 2.6)
  - Understands the role of metacognition in reading, writing, listening, and speaking. (IRA 2.7)
- Understands how children differ in their approaches to learning (DLP, CR)
  - Creates and implements programs designed to address the strengths and needs of individual learners. (IRA 4.3)
- Understands and uses a variety of instructional strategies. (DLP, RA, CR)
  - Uses phonics to teach students to use their knowledge of letter sound correspondence to decode words. (IRA 1.4)
  - Provides direct instruction and models what, when, and how to use reading strategies with narrative and expository texts. (IRA 5.1)
  - Models questioning strategies. (IRA 5.2)
  - Teach students to connect prior knowledge with new information. (IRA 5.3)
  - Teaches students strategies for monitoring their own comprehension. (IRA 5.4)
  - Ensures that students can use various aspects and structures of text to facilitate comprehension. (IRA 5.5)
  - Teaches effective study, time management, and test taking strategies. (IRA 5.6)
  - Provides opportunities to locate and use a variety of print, nonprint, and electronic references strategies. (IRA 5.7)
  - Teach students to vary reading rate according to the purpose(s) and difficulty of the material. (IRA 5.8)
  - Teach students to use context to identify and define unfamiliar words. (IRA 6.2)
  - Teaches students to recognize and use various spelling patterns in the English language as an aid to word identification. (IRA 6.4)
  - Employs effective techniques and strategies for the ongoing development of independent vocabulary acquisition. (IRA 6.5)

- Teaches students the conventions of standard written English needed to edit their compositions. (IRA 9.1)
- Design coherent instruction. (DLP)
  - Creates individualized and group instructional interventions based on a range of authentic literacy tasks using a variety of texts. (IRA 7.1)
  - Adapts instruction to meet the needs of different learners to accomplish different purposes. (IRA 7.2)
  - Selects and evaluates instructional material for literacy, including those that are technology-based. (IRA 7.3)
  - Aligns curriculum and instruction with state and local standards. (IRA 7.4)
- Creates a leaning environment that encourages social interaction, active engagement, and self-motivation. (RA)
  - Uses texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written work, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth. (IRA 3.2)
  - Recognizes the value of reading aloud to learners. (IRA 3.3)
  - Provides opportunities for learners to select from a variety of texts, and to read for many authentic purposes. (IRA 3.4)
  - Uses instructional and information technologies to support literacy learning. (IRA 3.5)
  - Demonstrates an understanding of emergent literacy and designs experiences to support it. (IRA 3.8)
  - Is able to design and implement appropriate emergent literacy instruction and assessment practices. (IRA 3.8b)
  - Uses effective techniques and strategies to ensure children's literacy development and growth. (IRA 3.8c)
- Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction. (RA, CR)
  - Communicates with students about their strength, areas for improvement, and ways to achieve improvement in reading. (IRA 4.4)
- Understand and uses formal and informal assessment strategies. (CR)
  - Uses information from norm-references tests, criterion-references tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning. (IRA 8.4)
  - Aligns assessment with curriculum and instruction. (IRA 8.6)
- Reflects on teaching. (RA)
  - Reflects on practice to improve instruction and other services to students. (IRA 10.3)
- Fosters relationships with colleagues and parents. (RA)

- Collaborates with parents, support personnel, and others to support students' reading and writing development. (IRA 4.5)
- Grows and develops professionally. (RA)
  - Uses multiple indicators to judge professional growth. (IRA 10.1)
  - Models ethical professional behavior. (IRA 10.2)
  - Applies research for improved literacy. (IRA 10.4)

### Course Outline

WEEK	TOPIC	ASSIGNMENT
August 29/31	Introduction/Overview Pre-Assessment (Knowledge Rating) Design of reading instruction: planning, delivery, assessment. Creating a positive, supportive literacy learning environment.	Website: Cleveland Hts/University Hts School District and Wiley Middle School
September 5/7	Comprehension Review of Assessments/Strategies Explain Home/School Connection	Select Home/School Connection Topic
September 12/14	Word Knowledge and Writing Review of Assessments/Strategies	
	Planning administration of assessments	
September 19/21	Home/School Connection Presentations Lesson Plan Writing	Home/School Connection Due
	Review of Assessments/Strategies Questions before tutoring sessions begin	Binders completed
September 26	Sessions Begin-Give Assessments	Assessment Plan Due
September 28	Continue with Assessments	Assessment Plan Due
October 3	Continue with Assessments if needed	Assessment or Lesson Plan Due
October 5	Last Day to Assess if needed	Assessment or Lesson Plan Due
October 10	Tutoring Sessions	Lesson Plan Due
October 12	Tutoring Sessions	Assessment and Goal Setting Due
October 17	Tutoring Sessions	Lesson Plan Due
October 19	Tutoring Sessions	Lesson Plan Due
October 24	Tutoring Sessions	Lesson Plan Due
October 26	Tutoring Sessions	Lesson Plan Due Case Report: Parts I, II Due
October 31	Tutoring Sessions	Lesson Plan Due
November 2	Tutoring Sessions	Lesson Plan Due
November 7	Tutoring Sessions	Lesson Plan Due
November 9	Tutoring Sessions	Lesson Plan Due
November 14	Tutoring Sessions	Lesson Plan Due

November 16	Tutoring Sessions	Lesson Plan Due
November 21	No Tutoring Sessions – Friday classes meet	
November 23	No Tutoring - Thanksgiving	
November 28	Tutoring Sessions	Lesson Plan Due
November 30 December 5/7	Tutoring Sessions Share Student Research Projects Synthesis of Course Learning	Case Report Due Parent Letter Due

**Performance-Based Assessments (Standards Addressed):**

1. Daily Lesson Plans (DLP): Candidates will design, implement and evaluate daily plans for the student(s) they are tutoring. These lessons will incorporate concepts and strategies learned during this course and previous literacy courses.

2. Assessment and Goal Setting (AGS): Candidates will assess their student, analyze the assessment data and determine the student’s strengths and areas of need. Goals for the tutoring sessions will be identified and aligned with Ohio English Language Arts Content Standards.

3. Case Report: The candidate will prepare a detailed report including analysis of assessment measures, tutorial goals and activities, and recommendations. A shorter summary report will be prepared for the child’s parents. The reports will follow a format and style discussed in class. Editing and revising will occur to ensure professional quality suitable for distribution to parents and schools.

4. Home/School Connection: You and a partner will research

5. Attendance/Participation: Candidates are expected to attend all sessions and to actively participate. If legitimate circumstances prevent one from attending a session, it is the candidate’s responsibility to communicate with the instructor in advance. Unexcused absences and lack of participation will result in lowering of this portion of the course grade. The participation part of the grade will include completion of biweekly summaries and reflections, weekly communication logs for parents, and a collaborative research report with the student.

**Clinical and/or Field Experiences (Standards Addressed):**

Candidates will be working directly with students of conferencing with parents/teachers/course instructors about the tutorial for approximately 20 hours.

**Course Evaluation:**

Evaluation for final grades in course will be with a 4.0 scale as per JCU catalog. Note: Undergraduate and Graduate scales differ.

Daily Lesson Plans (10pts.each)	200 pts.
Assessment and Goal Setting	50 pts.
Case Report	35 pts.
Home/School Connection	15 pts.
Attendance/Daily Participation	100 pts.

**Course Guidelines:**

- o Class sessions in this course focus largely on participatory learning. Therefore, regular attendance and active participation are expected. Any absence should be discussed with the instructor. A portion of the course grade reflects the importance of this guideline.
- o Assignments are due on the dates specified in class. Unless special circumstances have been discussed and approved, grades will be lowered if assignments are late.
- o All papers are to be typed. A format and style sheet will be provided to guide the writing of the case reports.

**Representative Works Consulted:**

- Crawley, S. J. & Merrit, K. (2000). *Remediating reading difficulties*, 3<sup>rd</sup> ed. Boston: McGraw-Hill.
- Graves, M. F., Juel, C., & Graves, B. B. (2001). *Teaching reading in the 21<sup>st</sup> century*, 2<sup>nd</sup> ed. Needham Hts, MA: Allyn & Bacon.
- Gunning, T. G. (2000). *Creating reading instruction for all children*, 3<sup>rd</sup> ed. Needham Heights, MA: Allyn & Bacon.
- McCormick, S. (1999). *Instruction students who have literacy problems*, 3<sup>rd</sup> ed. Upper Saddle River, NJ: Prentice-Hall.
- May, F. B. & Rizzardi, L. (2002). *Reading as communications*, 6<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Education Inc.
- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction* (NIH Publications No. 00-4769). Washington, DC: US Government Printing Office.
- Rasinski, T. & Padak, N. (2000). *Effective reading strategies: Teaching children who find reading difficult*, 2<sup>nd</sup> ed. Upper Saddle River, NJ: Prentice-Hall.
- Reutzel, D. & Cooter, R. B. Jr. (1999). *Balanced reading strategies and practices: Assessing and assisting readers with special needs*. Upper Saddle River, NJ: Prentice Hall.
- Tompkins, G. E. (2003). *Literacy for the 21<sup>st</sup> century: A balanced approach*, 3<sup>rd</sup> ed. Upper Saddle River, NJ: Pearson Education Inc.
- Vacca, J. A., Vacca, R. T. & Gove, M. K. (2000). *Reading and learning to read*, 4<sup>th</sup> ed. New York: Addison Wesley.

**Journals Consulted:**

Journal of Literacy Behaviors  
Reading Research Quarterly  
The Reading Teacher  
Journal of Adolescent and Adult Literacy  
National Reading Conference Yearbook  
Handbook of Reading Research  
Reading Research and Instruction

**Websites Consulted:**

The Ohio resource Center for Mathematics, Science, and Reading. [www.ohiorc.org](http://www.ohiorc.org)  
International Reading Association. [www.reading.org](http://www.reading.org)  
National Council of Teachers of English. [www.ncte.org](http://www.ncte.org)

**Writing Style: APA****Students with Disabilities**

Students with documented disabilities are entitled to reasonable accommodations if needed. If you believe you need accommodations, please see the professor of this course or JCU's Coordinator of Students with Disabilities (Ext. 4967) as soon as possible. Accommodations will not be granted retrospectively.