

University of Maryland at College Park
Department of Curriculum & Instruction

Course Syllabus

EDCI 362A – Instruction in Reading
Fall 2004

Class Meets: Monday, 1:00 – 2:50

Location: Room 0114 Benjamin

Instructor: Dr. Rose Marie Codling

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Office Hours: Monday 12:00 – 1:00

Tuesday 3:00 – 4:00

Wednesday 3:00 – 4:00

or by appointment

Introduction

The College of Education at the University of Maryland prepares discipline-based, reflective practitioners for a pluralistic society through research-based, professional programs. To this end, the elementary education program within the Department of Curriculum and Instruction participates in a collaborative partnership with five Prince George's County schools. This 'Professional Development School' (PDS) provides a context for elementary education teacher candidates to study and to examine professional teaching practice.

The elementary education program strives to help students develop a knowledge base that is shared by teaching professionals. The College of Education (COE) Conceptual Framework (see attachment) provides a foundation for the development of this knowledge base. Students learn that effective teaching involves certain critical components, such as knowledge of *curricula*, *subject matter*, and appropriate *pedagogical techniques* for imparting subject matter knowledge. In addition, a professional knowledge base includes an *understanding of learners* and their goals as well as appropriate *assessment techniques*. Finally, students come to understand the importance of the *social context* of learning and its effects on learners. The COE Conceptual Framework is integrated with standards from the Elementary Education Performance Based Assessment Plan, which address the planning, delivery, and assessment of effective instructional practice.

Course Description

EDCI 362 is taken concurrently with language arts, math, science and social studies methods courses during Phase I of the year-long internship. In addition to course

work, students enrolled in the Phase I semester participate in a field placement two days per week, during which they have an opportunity to transfer classroom learning to

teaching practice. EDCI 362 is designed to provide students with information on current theory and practice in the teaching of reading. The course is intended to impart an understanding of the reading process within the context of language learning and a fundamental grasp of teaching techniques, activities, attitudes, and materials that are essential to the teaching of reading.

During the year-long internship, interns' performance in the field is evaluated using the Elementary Education Performance Based Assessment (PBA) plan. Objectives and assignments in EDCI 362 are coded to indicate which of the performance standards they support, which are explained below.

Course objectives and assignments address the following PBA standards:

I E – reflection on student outcomes; exploration of curricula

III A.1 – use of assessment information to plan instruction

III A.2 – review and choice of materials; creation of learning areas

III A.3 – awareness of diversity in materials

III B.2 – content integration

III B.3 – use of varied media

III C.1 – use of informal techniques to assess instruction

Course Objectives

The specific objectives of the course are

1. to guide students in studying and critiquing specific approaches and materials for teaching reading (*PBA standards: I E; III A.2; III A.3; III B.2; III B.3*)
2. to familiarize students with techniques for teaching word identification, vocabulary and comprehension (*PBA standards: I E; III A.1; III A.2; III A.3; III C.1*)
3. to introduce students to the process of constructing appropriate developmental reading lessons that are based on curricular goals and students' literacy needs (*PBA standards: I E; III A.1; III A.2; III A.3; III C.1*)
4. to encourage reflection on instruction with particular attention to student outcomes (*PBA standards: III A.1; III A.2; III A.3; III C.1*)
5. to provide students with an understanding of reading issues related to multicultural and exceptional students (*PBA standards: III A.1; III A.2; III A.3; III B.2; III B.3*)

Required Text

Heilman, A. W., Blair, T. R., & Rupley, W. H. (2002). Principles and practices of teaching reading (10th ed.). Upper Saddle River, NJ: Merrill.

Assignments & Grading

Interview - You will conduct an interview with a classroom teacher about reading instruction in his/her classroom. Information from this interview will be used to develop appropriate reading lessons. (*PBA standards: I E; III A.2*)

Class Participation - Participation is an important component of this course. You will learn the content of the course and be better prepared to apply it in a classroom context if you become actively involved in discussions and interaction with your classmates. You should come to each class prepared to become involved and discuss the assigned reading. Participation points cannot be made up in the event of absence. (*PBA standards: I E; III A.2*)

Quizzes & Reflections – Unannounced quizzes based on readings will be given. Random reflections based on readings will also be assigned.

Midterm Exam - A short essay exam will review the topics covered in class.

Reading Lessons - You will develop two reading lessons over the course of the semester. You will be expected to turn in a written plan, deliver the lesson to a small group of students in your field placement, and write a reflection about the lesson. Your mentor teacher will observe and provide feedback on one of these lessons. (*PBA standards: I E; III A.1; III A.2; III A.3, III C.1*)

Integrated Learning Center – The learning center is an integrated set of independent learning activities for students, which is designed to reinforce literacy skills or strategies, at the same time that children are learning content. You will design, construct and present your learning center to the class. (*PBA standards: III A.2; III A.3; III B.2; III B.3*)

Final Exam - The final exam will be administered during the university's final exam week. It will be a written exam consisting of a variety of formats (i.e., fill in the blank, multiple choice, short-essay).

Participation	30
Interview	10
DRA Lesson	35
Strategy Lesson	45
Midterm	25
Quizzes	25
Learning Center	25
Final Exam	30
Total Points Possible	225

Please note that during the Phase I Methods semester, one-third of each methods course is allocated to the field placement and is graded on a satisfactory/fail basis. Failure to satisfactorily complete the field placement will result in a 33.3% reduction of the course

grade in each methods course. A grade lower than “C” in any methods course prevents the intern from progressing to Phase II of the internship experience (student teaching). Course grades will be assigned according to the following system. ‘Plus’ grades can only be achieved through high levels of class participation.

92-100 = A	82-89 = B	72-79 = C	
90-91 = A-	80-81 = B-	70-71 = C-	69 or below = F

Tentative Schedule & Readings

Aug 30	Overview of the Course; Exploring the Reading Process; Language Development and the Teaching of Reading
Sep 6	Labor Day – no classes
Sep 13	The Directed Reading Activity (Focus – Prereading, During Reading and Postreading Activities to Activate Background Knowledge, Enhance Vocabulary Understanding & Facilitate Comprehension) HBR – pages 246-253
Sep 20	Directed Reading Activity (cont.); Lesson Planning for Reading HBR – pages 253-260 Teacher Interview Due
Sep 27	Directed Reading Activity (cont.) HBR – pages 312-355
Oct 4	Full week in field placement – no class
Oct 11	Emergent Literacy HBR – pages 4-26; 91-103
Oct 18	Explicit Instruction in Reading; Lesson Planning for Reading HBR – pages 261-269 Directed Reading Activity Lesson Due
Oct 25	Comprehension Strategy Instruction HBR – pages 267-281
Nov 1	Midterm Exam Word Identification Strategies: Phonemic Awareness and the Teaching of Phonics HBR – pages 149-186

Nov 8	Word Identification Strategies: Learning to Read Words HBR – pages 186-204
Nov 15	Full week in field placement – no class
Nov 22	Grouping for Reading Instruction HBR – pages 499-510 Strategy Lesson Due
Nov 29	Organizing the Classroom for Motivational Reading Instruction Reading: Article to be distributed in class
Dec 6	Addressing Student Diversity in the Reading Program HBR - pages 528-567
Dec 13-18	Final Exam week

Please Note:

- If you have a documented disability and wish to discuss academic accommodations, please see me immediately.
- This schedule is subject to change. If you are absent, check with a classmate or with me to find out about changes to the schedule that have been discussed in class.
- All assignments are due at the beginning of class. Papers turned in after class has begun will be considered late. One-half a letter grade per day will be deducted for late assignments.
- All students are expected to adhere to the University of Maryland’s Code of Academic Integrity, which can be accessed at <http://www.testudo.umd.edu/soc/dishonesty.html>. Failure to adhere to the code may result in the grade of XF – failure due to academic dishonesty.
- The University of Maryland Honor Pledge, proposed by the Student Honor Council and approved by the University Senate, reads:

“I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.