

DEPARTMENT OF CURRICULUM AND INSTRUCTION COURSE SYLLABUS
University of Maryland, College Park

FALL 2004

EDCI 362 B(0101)

Meeting Time and Place: Tuesdays, 1:00pm-2:50pm in Room 1121

Instructor

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Office Hours

Tuesday 7:30-8:30am & Noon – 1:00pm

OR by appointment

INTRODUCTION

Welcome to EDCI 362! This is an exciting time in your professional lives; after a year of training in the elementary education program at UMCP, you will be embarking on an incredible professional journey in the world of elementary school teaching. To prepare you for the increasing demands and responsibilities that elementary teachers encounter as they work with students with a wide range of reading skills, competencies, and needs, this course will help you to understand the processes of teaching and learning reading, as well as highlight research-based pedagogical practices and strategies that are effective with elementary readers.

The intent of the teacher education program at UMCP is to prepare **reflective practitioners** for a diverse society through research based professional programs. Our shared vision is consistent with our mission as a Research I institution that views **Research and Inquiry, Diversity, Collaboration, and Technology** as foundations to our conceptual framework (Figure 1.A).

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 provides a foundation for the development of this knowledge base. 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. Through this framework, students learn that reflective practitioners make effective instructional decisions based upon their interactions with several types of professional knowledge.

First, reflective practitioners need **knowledge of curricula, subject matter, and appropriate pedagogical techniques** for imparting subject matter knowledge. In

addition, reflective practitioners need **knowledge of learners**, including knowledge of student characteristics and cognitions as well as knowledge of motivational and developmental aspects of how students learn to read. Reflective practitioners also need **knowledge of educational goals and assessment techniques** to effectively monitor student progress. Finally, reflective practitioners need **knowledge of the social and cultural context** to understand how issues of equity (e.g., cultural and linguistic differences, gender, socioeconomic status) influence the processes of teaching and learning to read in elementary schools.

A CONCEPTUAL FRAMEWORK FOR TEACHING

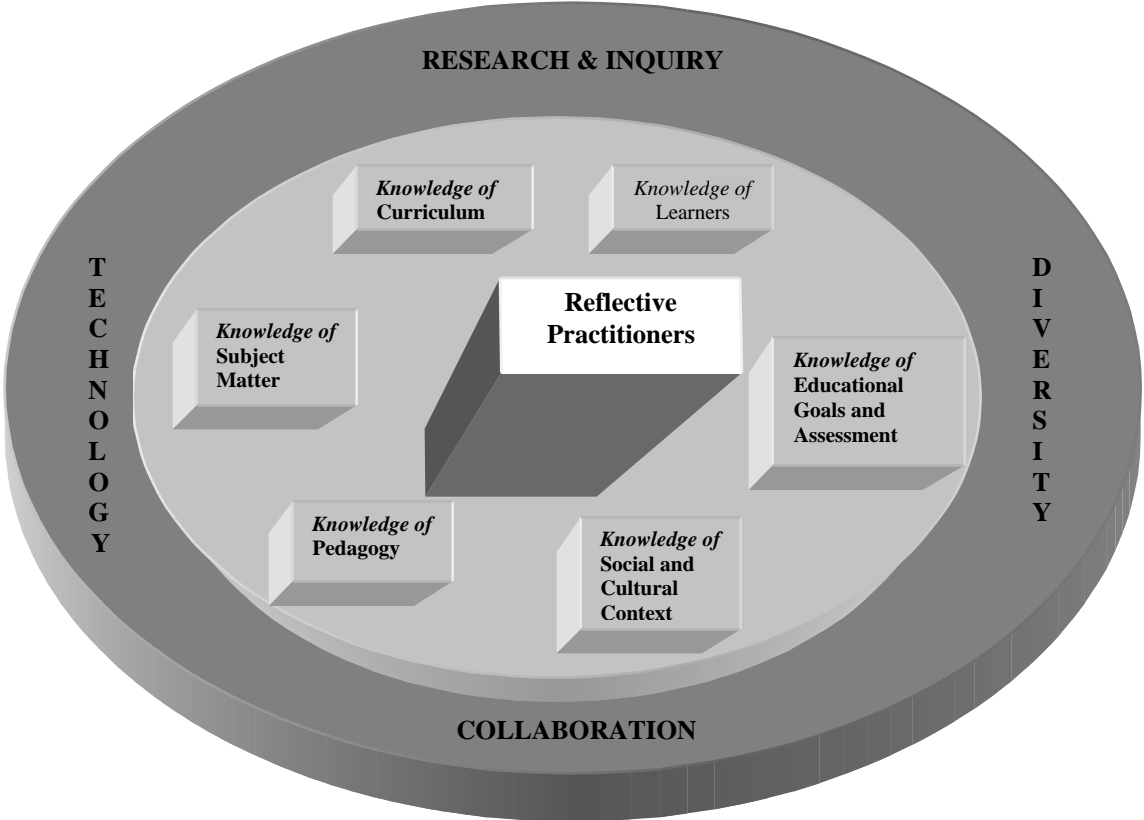


Figure 1.A: University of Maryland NCATE Conceptual Framework

COURSE GOALS

The following goals were established with consideration to the Department of Curriculum and Instructions Conceptual Framework for Teaching (Figure 1.A), the Elementary Education Performance Assessment Plan, IRA's Principles and Standards for Reading, and Dr. Turner's beliefs about learning and teaching reading in elementary schools.

In *Italics* you will find the corresponding threads of the UMCP Department of Curriculum and Instructions Conceptual Framework for Teaching. In parenthesis you will find the corresponding indicators from the Elementary Education Performance Assessment Plan.

Understanding---*Knowledge of Learners, Knowledge of Social and Cultural Context, Knowledge of Curriculum, Knowledge of Pedagogy, Knowledge of Subject Matter*

- Understand differing theoretical perspectives about the nature of reading instruction, and how these perspectives relate to various pedagogical approaches, techniques, and strategies (I E; II A.2)
- Understand important reading issues and instructional strategies related to multicultural and exceptional students (I E; III A.1; III A.2; III A.3; III B. 2; III B.3; III C.1)

Pedagogical Reasoning and Action---*Knowledge of Pedagogy, Knowledge of Curriculum, Knowledge of Learners, Knowledge of Subject Matter, Knowledge of Educational Goals and Assessment*

- Investigate and utilize research-based practices of reading instruction. (II-B.1)
- Study and critique specific approaches and materials for reading instruction (I E; III A.2; III A.3; III B.2; III B.3)
- Develop familiarity with techniques for systematic instruction for phonics, word identification, vocabulary, and comprehension (I E; III A.1; III A.2; III A.3; III C.1)
- Construct and implement appropriate developmental reading lessons that are based upon curricular goals and students' literacy needs (IE; III A.1; III A.2; III A.3, III C.1)
- Reflect on instruction with particular attention to student outcome (I E; III A.2; III A.3, III B.3)

RESPONSIBILITIES AND ASSIGNMENTS

The following is a list and brief description of responsibilities and assignments that will help you meet the goals of this course. **Additional guidelines and information for assignments will be provided in class.** In parenthesis you will find the corresponding indicators from the Elementary Education Performance Assessment Plan.

Reader Responses (I E; III A.2)

Reader responses will be 5 brief responses to questions posed based upon the reading due in class. You will be expected to write these responses during the first few minutes in class. These responses will also be used as the basis of class discussion. *Reader responses cannot be made up in the event of absence.*

Reader Autobiography and Artifact (I E; III A.3)

You will write a 3-5 page reflective narrative about the school, family, and cultural experiences that shaped your development as a reader. You will also be expected to share a reading artifact that represents your autobiography in class.

Read Aloud Project (I E; III A. 2; III A.3, III A.4; III C.1)

You will select a narrative text, fiction or non-fiction, to read aloud to the students in your field placement. You will prepare a lesson plan, read the book aloud, and write a brief reflective paper about the read aloud experience.

Directed Reading Activity Lessons (I E; III A.1; III A.2; III A.4; III B.2; III B.3; III C.1)

You will develop two small group reading lessons using the DRA format. You will teach the first lesson using a narrative text, and the second lesson using an expository text for integration of a specific content area, such as math, science, or social studies. You will be expected to turn in written lesson plans, deliver the lessons to students in your field placement, and write a reflection about each lesson.

Instructional Strategy/Activity Report and Power Point Presentation (I D.2; II A.2; II A.3; III B.3)

Working in pairs or groups of three, you will prepare a brief report on a reading instructional strategy or activity. You will locate two articles in reading journals and use them to complete the report.

Final Exam (I E; I D.2; II A.2)

You will complete a take-home final exam which requires you to interview your mentor teachers about his/her reading program, write his/her responses, then evaluate these responses based upon class readings and discussions.

REQUIRED TEXT

Gunning, T.G. (2005). *Creating literacy instruction for all students* (5th ed.). New York: Allyn & Bacon.

ADDITIONAL RECOMMENDED PROFESSIONAL RESOURCES

Effective teachers use high quality resources to stay current with research on children's thinking and research on teaching techniques. Effective teachers also use high quality resources to aid them in the instructional decisions they make. Make it a personal goal to learn about and start to use such resources this semester. Many of the resources below can be found in Dr. Turner's office, on-line, in the Curriculum Library in the basement, other libraries on campus, and in the professional library of your internship PDS School.

Journals

- The Reading Teacher (Official K-8 Practitioner Journal of IRA)
- Language Arts (Official Practitioner Journal of NCTE)
- Reading Research Quarterly and Journal of Literacy Research (Empirical Studies)
- AERA (American Educational Research Association) Journal Publications (Empirical Studies)

Books

- Mason, P. & Schumm, J.S. (Eds.) *Promising practices for urban reading instruction*. Newark, DE: International Reading Association.
- Routman, R. (1994). *Invitations: Changing as teachers and learners K-12* (2nd. ed.). Portsmouth, NH: Heinemann.
- Schmidt, P.R & Mosenthal, P.B. (Eds.), *Reconceptualizing literacy in the new age of multiculturalism and pluralism*. Greenwich, CT: Information Age Publishing.
- B.M. Taylor & P.D. Pearson (Eds.), *Teaching reading: Effective schools, accomplished teachers*. Mahwah, NJ: Lawrence Erlbaum Publishers.

Websites

<http://www.reading.org>

<http://www.ncte.org>

EVALUATION

Your final grade will be based on your success in meeting the goals of this course as demonstrated throughout the semester and in the course assignments.

Reader Responses & Class Participation	10
Reader Autobiography and Artifact	10
Read Aloud Project	10
Directed Reading Activity Lesson (Narrative)	15
Directed Reading Activity Lesson (Expository)	15
Instructional Strategy/Activity Report & Presentation	20
Final Exam	20
TOTAL	100

All assignments are due at the beginning of class on the date indicated in the syllabus. Late assignments are reduced by half a letter grade for each day it is late. If you have a special circumstance and won't be able to meet the deadline, let me know before the assignment is due and I will consider your request. All assignments must be typed and double spaced.

Grading Scale

A+ (100%)	A (93% to 99%)	A- (90% to 92%)
B+ (87% to 89%)	B (83% to 86%)	B- (80% to 82%)
C+ (77% to 79%)	C (73% to 76%)	C- (70% to 72%)
D (60% to 69%)		

In addition, your mentor teacher and field-based instructor will use the standards specified in the Elementary Education Performance Assessment Plan to assess your performance in teaching in your placement classroom. All of your responsibilities for this course will contribute to your preparation to perform appropriately on these assessments.

*******In order to move to the second phase your internship you need to earn a "C" or better in all of your phase I courses and successfully complete your Phase I internship as determined by your mentor teacher, field-based supervisor, and PDS Coordinator. Incompletes will not be given without specific arrangements in writing prior to the submission of final grades. This process involves a written contract that you can obtain from Student Services in Room 1210 Benjamin Building. Incompletes are reserved for extreme circumstances.**

UNIVERSITY OF MARYLAND HONOR PLEDGE

The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The University of Maryland Honor Pledge 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.

ACADEMIC ACCOMMODATION

If you have a documented disability that requires academic accommodations, please contact me as soon as possible, and we can discuss these arrangements. Please note that you must have this information on record with the University. If needed, please contact Disability Support Services.

FALL 2004 CALENDAR FOR 362B - SECTION 0101

Date & Topic	Reading Due	Assignment Due
September 2 Introduction to the Course Review of Syllabus	None	None
September 7 Highly Effective Reading Instruction: Theoretical, Pedagogical, Political, & Professional Factors	Ch.1	Reader Response (in class)
September 14 Organizing and Managing a Motivational Reading Classroom	Ch. 13	Bring in a classroom map and daily schedule of your mentor teacher's reading program
September 21 Approaches to Teaching Reading	Ch. 10	Reading Autobiography & Artifact
September 28	FULL WEEK AT YOUR INTERNSHIP	FULL WEEK AT YOUR INTERNSHIP
October 5 Comprehension: Instructional Frameworks & Strategies	Ch. 6 (skim) & 7	Reader Response (in class)
October 12 Emergent Literacy	Ch. 3	Read Aloud Project

<p>October 19</p> <p>Systematic Phonics Instruction: Phonemic Awareness, Strategy Instruction, & Syllabic Analysis</p>	<p>Ch. 4 (pp. 156-197, 215-223)</p>	<p>Reader Response (In class)</p>
<p>October 26</p> <p>Word Identification Strategies: High-Frequency Words & Building Vocabulary for Fluency</p>	<p>Ch. 4 (pp. 204-215) & Ch. 5</p>	<p>Reader Response (In class)</p>
<p>November 2</p> <p>Reading in the Content Areas</p>	<p>Ch. 8</p>	<p>DRA Lesson with Narrative Text</p>
<p>November 9</p> <p>Literature-Based Reading Instruction</p>	<p>Ch. 9</p>	<p>Reader Response (In class)</p>
<p>November 16</p> <p>(NO CLASS)</p>	<p>FULL WEEK AT YOUR INTERNSHIP</p>	<p>FULL WEEK AT YOUR INTERNSHIP</p>
<p>November 23</p> <p>Diversity in the Classroom: Adapting Reading Instruction to Meet Students' Needs</p>	<p>Ch. 12</p>	<p>DRA Lesson with Expository Text</p>

November 30 (NO CLASS)	GROUP WORK DAY (NO CLASS)	GROUP WORK DAY (NO CLASS)
December 7 FINAL CLASS	None	Instructional Strategy/Activity Report & Power Point Presentation
December 14		Final Exam due via email by 3pm