

University of Maryland, College Park
EDCI 362A (0101)
Curriculum and Instruction in Reading

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Course: Mondays 1-2:50 PM
Location: 2121 Benjamin
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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 partnership with Prince George's County schools and Montgomery 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 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 to:

1. 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. 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. 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. 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. 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 Texts

Cunningham, P. (2004). *Phonics they use: Words for reading and writing*. Boston: Allyn & Bacon. ISBN: 0205410375

Gillet, J.W., Temple, C. & Crawford, A. (2004). *Understanding reading problems: Assessment and instruction (6th ed.)*. Boston: Allyn & Bacon. ISBN: 0-205-38642-3

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.

Accommodations for Students with Documented Disabilities

Students who have documented disabilities should contact the course instructor during the first week of class to discuss academic accommodations. Students requesting an accommodation may also contact the Office of Disability Support Services (301-314-7682). DSS will assist in determination and implementation of appropriate accommodations.

Religious Observance: Attendance and Academic Assignments

It is the policy of UMCP that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever practicable, to make up academic assignments that are missed due to such absences. It is the student's responsibility to contact the instructor for each course in which work is missed, and make arrangements for make-up work or examinations.

Please inform the instructor of any absences for religious observances in advance. Students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.

Course Schedule

Note-Readings are due on the date listed.

Date	Topic	Reading and Assignments
September 10	Overview of the Course; Exploring the Reading Process; the History of Reading; Engaging Environments	<i>Understanding-</i> Chapter 1
September 17	The Directed Reading Activity	<i>Phonics-</i> Chapters 5 & 6
September 24	Explicit Instruction in Reading Assessment	<i>Understanding-</i> Chapter 2 (pp. 55-75) Teacher Interview Due
October 1	Explicit Instruction in Reading; Lesson Planning for Reading using student data and the curriculum	<i>Understanding-</i> Chapter 3 (pp. 89-133)
October 8	NO CLASS Full Week in Placement	
October 15	Overview of Developmental Reading Stages Emergent Readers	<i>Understanding-</i> Chapter 6 DRA Reflection Due
October 22	Phonological Awareness/Word Identification	<i>Phonics-</i> Chapters 1-4

October 29	Developing Readers	<i>Understanding-</i> Chapter 7 Reader Profile Due
November 5	NO CLASS Full Week in Placement	
November 12	Mature Readers	<i>Understanding-</i> Chapter 8
November 19	Adolescent Readers	<i>Understanding-</i> Chapter 9 Strategy Lesson Due
November 26	Teaching Diverse Learners	<i>Understanding-</i> Chapters 10 & 11
December 3	Classroom Libraries and Fostering Reading Independence	Assigned reading-see Blackboard
December 10	Collaboration with Family and Community	Assigned reading-see Blackboard Needs Assessment Due

Assignments and Grading

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. In addition, your participation in the on-line discussions on Blackboard will help you be successful in the course. (*PBA standards: I E; III A.2*)

Teacher 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*)

Reader Profile- You will select one reader in your placement to study in-depth. This will involve assessing the readers' needs and designing a plan for the reader. (*PBA standards: I E; III A.1; III A.2; III C.1*)

DRA and Explicit Lesson Plans – You will prepare lesson plans that you will use with students in your placement. One is a Directed Reading Activity, which you will conduct with a small group. The other lesson is a Strategy Lesson, and will focus on a reading strategy of your choice. You will write a reflection based on this lesson. Hopefully one or both of these lesson plans can be included in your portfolio.

Class Profile Assessment- You will use the six topics from 280 (race, ethnicity, social class, language, gender, spirituality, learning differences, and sexual orientation) to identify the diverse literacy needs of the learners in your field placement. This is designed to allow you to explore the diverse needs of the learners within a class and identify some strategies that could be implemented to meet learners' needs.

Final Portfolio – You will compile a portfolio of instructional techniques as the semester progresses. Your portfolio should include at least 20 different techniques (no more than 5 different graphic organizers). Each technique should have an entry slip that indicates (1) the name of the technique, (2) a description of the procedure, and (3) how you might use this strategy in your classroom. (*PBA standards: III A.2; III A.3, III B.3*)

Assignment	Points	Due Date
Teacher Interview	20	9.24
DRA Lesson	40	10.15
Reader Profile	30	10.29
Strategy Lesson	40	11.12
Class Profile Assessment	30	12.3
Final Portfolio	40	12.17 (by 4 pm in my mailbox)
Total Points	200	

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.*

Course grades will be assigned according to the following system. 'Plus' grades can only be achieved through high levels of class participation.