Introduction

Programs within the College of Education at the University of Maryland are designed to foster the learning and development of PK-16 students through our educator preparation programs, leadership, research, advocacy, and partnerships. We strive to prepare educators with the skills and commitments necessary to ensure equity for all students in the schools and classrooms they will lead. To this end, the elementary education program within the Department of Teaching, Learning, Policy and Leadership participates in collaborative partnerships with local public schools. These Professional Development Schools (PDS) provide a context for elementary education teacher candidates to study and to examine professional teaching practice.

The elementary education program strives to help candidates develop a knowledge base that is shared by teaching professionals. The COE Conceptual Framework outlines the four core proficiencies expected of candidates – (1) knowledge of subject matter, curriculum, pedagogy and pedagogical content knowledge; (2) understanding of learners and their social and cultural contexts with a global perspective and intentional sensitivity to other cultures; (3) practice evidence-based decision-making through the use of assessment as well as the critical interpretation of research and inquiry in order to improve educational practice; and (4) integrate technology in instruction to support student learning and develop data-driven solutions for instructional and school improvement.

Course Description

Parts I and II (EDCI461 & EDCI362) will integrate reading materials with reading instruction. These two courses will assist preservice candidates in learning about a variety of materials and how they might be used for effective, motivating literacy instruction in the elementary classroom. Methods, materials and techniques covered in these courses possess a strong theoretical and research foundation. Both courses will focus on selecting, evaluating and using a wide range of reading materials for teaching reading. Part I (EDCI461) will emphasize materials and instruction for vocabulary, comprehension, oral reading fluency and directed reading lessons. Special attention will also be given to choosing materials that meet the diverse needs of all students and to creating appropriate classroom libraries.

Course objectives and assignments address standards of the following professional groups. Objectives and assignments in EDCI461 are coded to indicate which of the standards they support. Further information about these standards is available on the syllabus addendum, Standards: What are they and what are they for? This document is available on ELMS and will be discussed in class.
(1) College of Education Conceptual Framework Emerging Commitments (EC)
(2) Interstate Teacher Assessment and Support Consortium (InTASC)
(3) Maryland Teacher Technology Standards (MTTS)

Course Objectives

The specific objectives of the course are to

1. Examine models of engaged reading and the contexts/strategies that motivate diverse students to engage in reading. \((EC 1; ACEI 1.0)\)
2. Learn to identify a variety of text and technology for various instructional purposes. \((EC 5; InTASC 7, 8; MTTS 5; ACEI 2.1, 3.1)\)
3. Use a variety of text and technology that support students’ long-term motivation and strategies to become independent readers. \((EC 1; InTASC 7, 8; MTTS 5; ACEI 1.0, 2.1, 3.1)\)
4. Learn how to select and evaluate materials appropriate for students’ use in different instructional contexts. \((EC 5; InTASC 7, 8; MTTS 5; ACEI 3.1)\)
5. Explore a variety of instructional techniques that are appropriate for various types of reading materials. \((EC 5; InTASC 7, 8; MTTS 5; ACEI 3.1)\)
6. Integrate various instructional techniques and technology tools within the context of teacher-guided reading lessons. \((EC 5; InTASC 7, 8; MTTS 5; ACEI 3.1)\)

Assignments and Grading

Course grades will be assigned according to the following system.

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\begin{align*}
90-100 &= A \\
80-89 &= B \\
70-79 &= C \\
69 \text{ or below} &= F
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Course grades will consist of the following assignments.

Participation/Reading Reflections (20%) - Active participation is expected. This involvement includes comments, questions, and observations that promote lively discussion of topics. For each class, you will prepare a response to the assigned reading. Reading responses will be submitted using the blog tool in ELMS. A high level of reflection about the application of course topics is expected in blog entries. \((EC 4; InTASC 1, 2, 6, 7, 8; MTTS 5)\)

Materials Evaluation (15%) - We will spend several sessions reviewing types of materials for reading instruction as well as different ways to analyze and select text. Based on this information, you will design a method for evaluating a range of materials and use this system to evaluate several different material/media selections. Books, basals, and Internet sites will be available during class. \((EC 5; InTASC 7, 8; ACEI 1.0; 2.1, 3.1; MTTS 5)\)

Learning Center (15%) - You will critique a learning center to determine how well it encourages your students’ interactions with quality reading materials and promotes the integration of reading and the content areas. Attention will be given to the appropriate use of technology as a tool to facilitate learning. \((EC 5; InTASC 7, 8; MTTS 2A, 2B, 5; ACEI 1.0; 2.1, 3.1)\)
Technology Project (15%) - This project will be completed primarily through the internet. You will complete readings, critique a video and participate in the ELMS discussion board in preparation for finding and critiquing web sites for instructional purposes. You will present one website to the class (EC 5; InTASC 7, 8; MTTS 2A, 2B, 5; ACEI 1.0; 2.1, 3.1)

Directed Reading Activity (20%) - You will develop a detailed lesson plan for a Directed Reading Activity. This assignment will allow you to integrate and apply all of the topics discussed during the semester as well as facilitative technology tools. This is an important step in your program as you will be constructing and implementing many directed reading lessons in your internship next year. The MSDE curriculum will be explored within the context of this assignment. (EC 5; InTASC 7, 8; MTTS 2A, 2B, 5; ACEI 1.0; 2.1, 3.1)

Final Exam (15%) - A final exam will be administered that will enable you to synthesize and reflect on all of the information from the semester and express your understanding of it. Format to be discussed in class. (EC 4)

Disability Services
If you have a documented disability that requires course accommodations, please see me as soon as possible. You must have this information on record with the University. If needed, contact Disability Support Services.

Code of Academic Integrity
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

Course Evaluation
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for the semester on approximately the last day of classes. You can go directly to the website (www.coursesevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.
Course Requirements

You are expected to be prepared and professional. Please make every effort to be on time and stay until the end of class. You are expected to meet the requirements of Foundational Competencies. The complete Foundational Competencies document is available in the Office of Student Services, Room 1210 Benjamin.

It is the candidate’s responsibility to inform the instructor of any intended absences for religious observances in advance.

Assignments are due on the date indicated on the syllabus. Late submissions will result in a half-grade drop per day late, unless arrangements are made with the instructor. All assignments should be typed, double-spaced, and in 12-point Times New Roman font. Correct grammar and standard English usage are expected on all assignments, including electronic projects.

Required Reading/Textbook
Various articles. See reference list

Recommended Textbook

Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Sep 1</td>
<td>Introduction to Course</td>
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<td>Sep 6</td>
<td>Engaging Literacy Environments</td>
<td>Gambrell (1996)</td>
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<td>Yopp Text - Preface &amp; Chapter 1 (Using</td>
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<td>Literature in the Classroom)</td>
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<tr>
<td>Sep 8</td>
<td>Effective Literacy Environments</td>
<td>Blair, Rupley &amp; Nichols (2007)</td>
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<tr>
<td>Sep 13</td>
<td>Exploring Informational &amp; Narrative Text</td>
<td>Doiron (1994)</td>
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<tr>
<td>Sep 15</td>
<td>Exploring Informational &amp; Narrative Text</td>
<td>Camp (2000)</td>
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<tr>
<td>Oct 4</td>
<td>Selecting &amp; Evaluating Instructional Text</td>
<td>Choose one: Hefflin et al. (2001); Vardell</td>
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<td>et al. (2006)</td>
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<td>Date</td>
<td>Topic</td>
<td>Resource Information</td>
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<td>Yopp Text – Chapter 2 (Prereading Activities)</td>
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<td><strong>Materials evaluation due</strong></td>
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<td>Yopp Text – Chapter 3 (During Reading Activities)</td>
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<td>Nov 1</td>
<td>The Directed Reading Activity: Synthesizing and extending the reading experience</td>
<td>Worthy &amp; Prater (2002)</td>
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<td>Yopp Text – Chapter 4 (After Reading Activities)</td>
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<tr>
<td>Nov 3</td>
<td>Learning Center Workshop</td>
<td>Ford &amp; Opitz (2002)</td>
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<td>Nov 8</td>
<td>Issues in Literacy Acquisition</td>
<td>Mui &amp; Anderson (2008)</td>
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<td><strong>DRA Due</strong></td>
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<tr>
<td>Nov 10</td>
<td>Issues in Literacy Acquisition</td>
<td>Johnson (2010)</td>
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<td>Nov 15</td>
<td>How Literacy Begins: Making the Transition to Beginning Reading</td>
<td>Orellano &amp; Hernández (1999)</td>
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<td><strong>Learning Center Assignment Due</strong></td>
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<td>Nov 17</td>
<td>Using the Internet for Instruction</td>
<td>These 2 sessions will be conducted online.</td>
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<td>Readings, discussions and activities will be found in the Assignments folder on ELMS.</td>
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<td>The online activities will be conducted asynchronously, however, you will have specific deadlines for each part of the assignment. You are expected to spend at least as much class and preparation time on this project as you normally would for 2 classes.</td>
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<tr>
<td>Nov 22</td>
<td>Using the Internet for Instruction</td>
<td>Manyak (2007)</td>
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<td>Nov 29</td>
<td>Using the Internet for Instruction</td>
<td><strong>Internet Presentations</strong></td>
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<td><strong>Internet Paper Due</strong></td>
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<td>Dec 1</td>
<td>Literacy Learning for Second Language Learners</td>
<td>Short &amp; Echevarria (2004-05)</td>
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<td>Dec 6</td>
<td>Literacy Learning for Second Language Learners</td>
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<td>Dec 8</td>
<td>Literacy Learning in Urban Schools</td>
<td>Walker- Dalhouse &amp; Risko (2008)</td>
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<td>Dec 13</td>
<td>Course review/Preparation for <strong>Final Exam</strong></td>
<td>Yopp Text – Chapter 5 &amp; Afterword</td>
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Required & Optional Readings:

Journal articles are available on ELMS in the “Readings” folder. Additional readings may be added during the semester as appropriate to course content.


International Reading Association/National Association for the Education of Young Children (1998). *Overview of learning to read and write: Developmentally appropriate practices for young children*. Joint position statement of the IRA/NAEYC.


change. *The Reading Teacher, 57*, 472-481.


**Recommended Books:**
