UNIVERSITY OF HAWAI'I - WEST O'AHU

Spring 2012
EDEE 422: Reading Methods
Room E103
Course meeting on Wednesdays from 5:00 to 6:15pm

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CATALOG COURSE DESCRIPTION

EDEE 422 Reading Methods (3) - Pre: APTE approval; prior or concurrent enrollment in ENG 383 or any 200-level or higher children's literature courses. Coreq: EDEE 424 and EDEE 426. This course in elementary school reading methods focuses on teaching and learning to read in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a student-centered reading curriculum.

NOTE: You are prohibited from selling any materials related to this course. This includes syllabus, handouts, lectures, online modules, and PowerPoint presentations. Students are also prohibited from selling (or being paid for taking) notes during this course to (or by) any person or commercial firm without the expressed written permission of the professor teaching this course. No portion of this syllabus, all handouts, lectures, online modules, and Power Point presentations may be reproduced by a candidate or other instructor without the expressed written permission of Dr. Jonathan Schwartz.

UHWO TEACHER EDUCATION MISSION STATEMENT

The University of Hawai'i West O'ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O'ahu communities.

CONCEPTUAL FRAMEWORK

The Conceptual Framework (CF) serves as a guide to fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

Preparing Knowledgeable, Skillful, Responsive Educators for a Global Society

ACADEMIC HONESTY AND TURNITIN POLICY

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

Use of Turnitin: UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. Faculty may use Turnitin when reading and grading your assignments. By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates work on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism has taken place. It makes an assessment of the submission's originality and reports that to the course instructor. These Originality Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers.

All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin web site www.Turnitin.com.

(For complete text of student responsibility please see the University of Hawai`i – West O`ahu Home Page under Policies)

LEARNING CHALLENGE AND ACCOMODATIONS
In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services, as soon as possible, and speak with Janice Takaki, Student Services Specialist – 454-4700 email: takaki@uhwo.hawaii.edu.

TEXTBOOK
The following text is required as part of this course.

Text: The Essentials of Teaching Children to Read: The Teacher Makes the Difference
Authors: Reutzel and Cooter (Edition: 6th)

STANDARDS, INSTITUTIONAL LEARNING OUTCOMES, & OBJECTIVES

FOUNDATIONS

UHWO Institutional Learning Outcomes 1 & 2: Written & Oral Communication: Demonstrate clear and effective written and oral communication to an intended audience.

HTSB Standard 1: Focuses on the child. The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.

ACEI Standard 1: Development, learning, & motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Evidence: Written assignments based on textbook chapters

CONTENT

HTSB Standard 5: Demonstrates knowledge of content: The effective teacher consistently demonstrates competency in content area(s) (The English Language Arts) to develop student knowledge and performance.

ACEI Curricular Standard 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach

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reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Evidence: Participation in and completion of in-class and online activities

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ASSESSMENT

HTSB Standard 8: Uses assessment strategies: The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

ACEI Standard 4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Evidence: Case Study of a Struggling Reader

Specific Objectives for each module can be found on the course website

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COURSE REQUIREMENTS

This class meets both online and face-to-face. Keep this in mind as you read the Course Requirements below.

Technology
You will need access to a computer with Internet for this course. Though there will be weekly class meetings, much of the course work will be online. Discussions, written assignments, and exams will be completed and/or submitted using Laulima. Failure to take an exam, participate in a Laulima discussion board, upload an assignment to Laulima, or satisfactorily complete the Early Field Experience may result in an incomplete (I) or failure (F) in the respective courses. This decision is at the discretion of your instructor.

Attendance
Good class attendance is essential to the learning process and role will be taken every class period. Students are expected to attend all sessions. More than one absence will lower your final grade one grade level – *there are no exceptions*. There are no excused absences. If you do miss a class session, talk to your peers about the information you missed.

As a courtesy to peers and the instructor, turn off all cell phones and pagers prior to the start of class.

Readings
You are responsible for all information contained in all reading assignments. The assignment schedule found in Laulima indicates the chapters and dates on which they will be discussed. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to reading and writing instruction that we will be discussing in class.

Discussion
Participation is essential to this course. Each person's unique responses and insights help our class to reflect and grow in new ways. While participation styles will vary, in class and online discussions are essential to the learning process. Active participation will require reading all assigned readings for group discussions as well as preparing for discussion by critically reflecting on your thoughts and connections about your reading. Reading, writing, and sharing in small groups or with the whole class helps create and sustain our community of learners. All online discussion postings are due on the date listed in this syllabus. Late postings will not be accepted.

Assignments
Each week, you will have at least one assignment due. All assignments will be submitted via Laulima. Assignments are meant for you to connect theory with practice. All assignments are due on the date listed on the Laulima course website. Late assignments will not be accepted.

Quizzes
A quiz will be administered online each week. Weekly quizzes designed to assess your knowledge of concepts crucial to the understanding of course content. Note that there is a time limit for weekly quizzes

Final Exam
The final exam as part of this course is a lengthy assignment that gives you the opportunity to perform an informal assessment. An informal assessment is a way to record the progress pupils are making in their reading. More about this will be discussed in the first class meeting.

Dispositions
Dispositions are defined as "the professional virtues, qualities, and habits of mind and behavior held and developed by teachers on the basis of their knowledge, understanding, and commitments to students, families, their colleagues, and communities" (Sockett, 2006, p. 23). Professionalism is at the heart of dispositions expected of UH West Oʻahu teacher candidates.

At any point in the semester it may determined that a teacher candidate is not behaving in a manner consistent with the standards of the teaching profession, he/she will be counseled out of the program.

Getting Started
To get started, click on Modules. This course uses Modules to organize the subject area content. Each module has stated objectives to focus your learning throughout the course. Modules then list required readings, discussions, assignments, and a quiz.

Click on Module 1. This module specifies your reading for the week.

After completing the reading for the week, click on Discussion and answer the question(s). Your answer should be one page in length and posted in the discussion section of this module. Do not attach your answer in a Word document. You must also respond to the postings of at least two other students in the class. To receive full credit for the discussion portion of this course you will have posted a minimum of three times in each module. Responses should be posted on at least two different days. Note that your responses are intended to further the discussion. Simply acknowledging a peer with your response is not sufficient. Postings should show your personal understanding of the concept under study. You may post questions, comments to the concept, and/or to other postings on the discussion board. A strong posting will show substantive reflective and critical thinking, ability to apply the theory to practice, and ability to evaluate the concept and compare the different topics in study. Also a strong posting will show the ability to create new ideas and use these ideas in a creative way puts the theory into practice. You are invited to reflect on the concept by presenting your understanding through examples from real life. See the discussion rubric for grading.

Click on assignments. You will see that each module includes a written assignment that reflects the weeks reading. Assignments can be submitted by typing information into the text box or as attachments. See the attached Assignment Rubric in the Assignment sections for grading guidelines.

Click on tests/quizzes. Each module includes a timed quiz (30 minutes). The quizzes will cover material in the text and in any additional module resources. Take notes as you read each chapter and use them during the chapter quizzes. Each quiz will consist of multiple choice, true/false, and/or essay questions designed to help your instructor evaluate your ability to comprehend, apply, synthesize, and analyze the information presented in the text and in class.

Grading - Student work will be graded using the following scale.

450-400 = A
399-350 = B
349-300 = C
299-250 = D
249 and lower = F

MODULE 1 – due 1/16

Reading
Chapter 1

Discussion
Go to the Annenberg website http://www.learner.org/resources/series183.html) and view Video on Demand (VoD) #1, Foundations.

- What did you see in this video that was particularly innovative?
- How would you apply techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment: In a one-page single spaced essay, answer the following question. Many teachers say that they want their students to *love* reading. What kinds of experiences might you create in order to promote successful feelings and foster reading enjoyment in your students?

Quiz: You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

MODULE 2 – due 1/30

Reading: Chapter 2

Discussion: Go to the Annenberg website, Teaching Reading K-2: A Library of Classroom Practices (http://www.learner.org/resources/series162.html). View Video on Demand (VoD) #7, Connection Skills with Text.

- What did you see in this video related to phonics and word identification that was particularly innovative?
- How would you apply the techniques and strategies related to phonics and word identification in your classroom?
- What questions about do you have about this video?

Assignment: Write a lesson that teaches phonics or word recognition skills.

Quiz: You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

MODULE 3 – due 2/13

Reading: Chapter 3

Discussion: Go to the Annenberg website, Teaching Reading K-2: A Library of Classroom Practices (http://www.learner.org/resources/series162.html). View Video on Demand (VoD) #6, Cassandra Becomes a Fluent Reader

- What did you see in this video related to fluency that was particularly innovative?
- How would you apply the fluency techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment: Write a lesson plan based on a reader's theater script. You may search the Internet for a script or use one found at a link below.

Quiz: You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

MODULE 4 – due 2/27

Reading: Chapter 4

Discussion: Go to the Annenberg website, Teaching Reading K-2: A Library of Classroom Practices (http://www.learner.org/resources/series204.html). View Video on Demand (VoD) #13, Reading Across the Curriculum.

- What did you see in this video that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment: Write a lesson plan that teaches vocabulary.

Quiz: You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

MODULE 5 – due 3/12

Reading: Chapter 5

Discussion: Go to the Annenberg website, Teaching Reading K-2: A Library of

Classroom Practices (http://www.learner.org/resources/series204.html). View Video on Demand (VoD) #13, Reading Across the Curriculum.

- What did you see in this video that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment: Write a lesson plan to teach reading comprehension.

Quiz: You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

MODULE 6 – due 4/9

Reading: Chapter 6

Discussion: Go to the Annenberg website, Teaching Reading K-2: A Library of Classroom Practices (http://www.learner.org/resources/series204.html). View Video on Demand (VoD) #8, Assessment and Accountability.

- What did you see in this video that was particularly innovative?
- How would you apply the techniques and strategies in your classroom?
- What questions do you have about this video?

Assignment: Imagine that your students are to come to school dressed as a character in a book. They will "become the character" and share some things about him/herself with the class. Decide on criteria and then generate a rubric that can be used to assess this assignment

Quiz: You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

MODULE 7 – due 4/23

Reading: Chapter 7

Discussion: Examine a teacher's manuals from a reading program in your practicum. Refer to "The Anatomy of a Core Reading Program" in the chapter. Discuss how the manual compares to the chapter's information.

Assignment: Review the four web resources below. Summarize each in a 3 to 4-page paper.

Quiz: You will have quiz at the conclusion of this module. You will have a limited amount of time to complete this quiz. The quizzes are based on the objectives at the beginning of this module. If you read your text/article with the objectives in mind and highlight key ideas, you will easily be able to refer to your reading during each quiz and complete it long before the time limit.

WEB RESOURCES
Leveled book database
http://registration.beavton.k12.or.us/lbdb/default.htm
Reading lexiles
http://www.lexile.com/
Book Levels, Reading Level Guide, Reading Level Conversion Chart
http://www.benchmarkeducation.com/teacher-resources/general/reading-level-guide.html
The Essential Guide to Selecting and Using Core Reading Programs
http://www.reading.org/General/Publications/Books/SupplementalContent/bk707_supplement.aspx

Final Exam – due 4/30
See description on course website.