COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early and Special Education                    Course No. EL 646
Course: Improving Reading Instruction                                      New: FA ’09

“The Teacher as Competent Professional Educator”

I. Catalog Course Description and Credit Hours of Course:
   Focuses on principles for studying how children become literate and the factors and practices that affect all learners (3)

II. Prerequisite(s):
   Graduate standing

IV. Purposes or Objectives of the Course:
The student will demonstrate a knowledge base and skills necessary to:
   A. explain the five essential components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) from the National Reading Panel
   B. locate and summarize one supporting article to support one of the five essential components of effective reading instruction and relate the content to your current practice
   C. analyze classroom environment to promote individual motivation to read
   D. assess student motivation for reading, analyze results, draw conclusions from results, communicate results to classroom teacher, and work collaboratively to impact student learning
   E. critique classroom practices to identify features of evidence-based “best practices” for comprehensive literacy instruction
   F. investigate an area for personal professional development
   G. integrate Differentiated Instruction (DI) into lesson planning
   H. analyze a thematic unit for evidence of comprehensive literacy instruction
   I. select and evaluate educational websites appropriate for teachers and students
   J. analyze the potential use of technology in the reading and writing classroom based on evidence from educational journals

Alignment Matrix

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>COE Standard Met</th>
<th>IRA Standard Met</th>
<th>Assessment Ensuring that the Objective has been met</th>
<th>Number of Hours Allocated (15 per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>explain the five essential components of effective reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) from the National Reading Panel</td>
<td>1, 6</td>
<td>1.1, 2.1, 2.2</td>
<td>• Summary chart • Discussion</td>
<td>3</td>
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</tbody>
</table>


locate and summarize one supporting article to support one of the five essential components of effective reading instruction and relate the content to your current practice  1, 2, 6  1.2, 2.1  • Supporting article for one essential component  • Summary and relate to current practice  3

analyze classroom environment to promote individual motivation to read  1, 2, 4, 6  1.1, 3.4, 5.1, 5.2  • Classroom Literacy  • Environmental Literacy  • Written Paper  3

assess student motivation for reading, analyze results, draw conclusions from results, communicate results to classroom teacher, and work collaboratively to impact student learning  1, 2, 3, 4, 6  3.2, 3.3, 3.4, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2  • Motivation Project  9

critique classroom practices to identify features of evidence-based “best practices” for comprehensive literacy instruction  1, 6  2.1, 2.2, 2.3, 2.4, 5.4  • Observe videos/podcasts of actual classrooms and identify contextual variables which support student engagement with literacy learning  • Discussion  6

investigate an area for personal professional development  1, 2, 6  6.3  • Observe videos/podcasts representing areas of possible professional development  3

integrate differentiated Instruction (DI) into lesson planning  1, 4, 6  2.1, 2.2, 2.3, 3.3, 4.2, 4.2  • Lesson plans  6

analyze a thematic unit for evidence of comprehensive literacy instruction  1, 4, 5, 6  2.1, 2.2, 2.3, 3.3, 4.1, 4.2, 5.4  • Thematic unit analysis  • Discussion  6

select and evaluate educational websites appropriate for teachers and students  1, 5, 6  2.3  • Evaluate websites and share with peers  3

analyze the potential use of technology in the reading and writing classroom based on evidence from educational journals  1, 2, 5, 6  2.1, 2.2, 2.3, 4.1, 4.2, 5.2, 5.3  • Discussion grid  3

**Relationship of the Conceptual Framework to Standards**

Southeast Missouri State University’s Conceptual Framework is predicated on the belief that all students can learn and every child deserves dedicated teachers who have a firm grasp of content, are effectively trained, and know how to teach to high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a **competent, reflective, and caring** professional as the grounding tenet of our conceptual framework as well as a commitment to proficiency in **literacy, diversity and technology**. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a **competent professional** who actively **reflects** on his/her teaching, while maintaining a **caring attitude**, is and/or will be capable of meeting the intent of those standards.

**IV. Expectations of Students:**

Graduate students will be expected to complete the following course requirements:
A. Complete all assignments and actively participate in class activities, projects, and discussions.
B. Accomplish thoughtful, critical analyses of the assigned reading and research material.
C. Exercise the utmost integrity in all facets of the course.
D. Learn with much greater independence than you may have in the past.
E. Perform graduate-level work.
F. Behave in a professional and mature nature in all interactions with faculty and fellow students.
G. Anticipate a high level of commitment to coursework.

V. Course Content
A. Essential Components of Reading Instruction (6 hours)
   (1) Summarize the five essential components of reading instruction as found in the National Reading Panel Report using an organization chart. This assignment is designed to familiarize you with the National Reading Panel Report, its purpose, methodology, and outcomes.
   (2) Locate, read, and summarize a supporting article for one of the five essential components of effective reading instruction. Relate the content of the supporting article to your current teaching practice.
B. Classroom Environment (3 hours)
   Evaluate the classroom literacy environment of a teacher’s classroom using the Classroom Literacy Environmental Profile (CLEP). Administer the assessment, score it, and write a reflection of your findings linking your findings to research on the effect of classroom environment on student learning.
C. Motivation Project (9 hours)
   Administer a grade appropriate motivation instrument to an entire class. Analyze the results of the assessment and share them with the classroom teacher. Working collaboratively with the classroom teacher, devise a plan for providing a supportive environment for all learners, especially those possessing negative attitudes towards reading and writing.
D. Evidence-Based “Best Practices” (9 hours)
   (1) Observe videos and/or podcasts of “best practices” in use in actual classrooms. Link known “best practices” with observations from videos/podcasts.
   (2) Choose one professional development video/podcast. View the video/podcast. Be prepared to discuss how the information presented adds to your knowledge base of teaching reading and writing.
E. Lesson Planning (6 hours)
   After reading about differentiated instruction, investigate how it can be integrated into a lesson plan. Conference with your peers about the effectiveness of the DI in your plans.
F. Thematic Unit Analysis (6 hours)
   Given a variety of thematic units, analyze the units for “best practices” and differentiated instruction. Suggest ways to change the units to incorporate “best practices” and DI.
G. Educational Technology (6 hours)
   (1) Locate one website that can assist teachers with becoming more effective practitioners. Locate two additional websites intended for children. Submit the URLs for the sites along with an annotation for the site, including how a classroom teacher and his/her students might take advantage of the sites. One of the student sites must address some aspect of diversity appropriate for the developmental level of the children for which the site is intended. Students will share their sites with one another and will respond to at least one other student’s sites.
   (2) Choose an article to read explaining a possible use of educational technology in the classroom. Read the article and be prepared to discuss your findings with the class. Summarize the article and present possible applications to the reading and writing classroom.

VI. Textbook and/or Required Readings:
- Report of the National Reading Panel "Teaching Children to Read" Reports of the Subgroups http://www.nationalreadingpanel.org/default.htm
- Put Reading First: The Research Building Blocks for Teaching Children to Read http://www.nationalreadingpanel.org/default.htm
• Classroom Organizational Routines and Practices That Support Differentiated Instruction (pdf)
• Beginning Reading Instruction: Components and Features of a Research-based Program
  http://ritter.tea.state.tx.us/reading/practices/redbk1.pdf
• Evidence-Based Best Practices For Comprehensive Literacy Instruction
• Additional readings will be assigned by the instructor

VII. Basis for Student Evaluation:

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Five Essential Components Summary Chart</td>
<td>5</td>
<td>Approximately week 2</td>
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<tr>
<td>Supporting Essential Components Document</td>
<td>5</td>
<td>Approximately week 3</td>
</tr>
<tr>
<td>Classroom Literacy Environmental Profile Reflection</td>
<td>10</td>
<td>Approximately week 4</td>
</tr>
<tr>
<td>Motivation Project</td>
<td>30</td>
<td>Approximately week 15</td>
</tr>
<tr>
<td>“Best Practices” Activity</td>
<td>20</td>
<td>Approximately week 6</td>
</tr>
<tr>
<td>Lesson Plans with DI</td>
<td>10</td>
<td>Approximately week 7</td>
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<tr>
<td>Thematic Unit Analysis</td>
<td>10</td>
<td>Approximately week 9</td>
</tr>
<tr>
<td>Website Selection</td>
<td>5</td>
<td>Approximately week 12</td>
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<tr>
<td>Technology Application</td>
<td>5</td>
<td>Approximately week 13</td>
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Note: The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

VIII. Grading Scale

100-90% = A  
89-80% = B  
79-70% = C  
69% and below=F

IX. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

X. Student with Disabilities:
Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XI. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XII. Professional Dispositions for Teacher Education

The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term.

**Competent:**
- Self-initiative/Independence
- Reliability/Dependability
- Attendance/Punctuality

**Reflective:**
- Response to feedback
- Desire to improve teaching performance

**Caring:**
- Tact judgment (with peers and/or instructors)
- Interaction with students, peers, teachers and others
- Collegiality
- Attitudes towards learners/Fairness
- Attitudes towards cultural, ethnic and socioeconomic diversity
- Commitment to the profession