COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education        Course No. EL877

Course: Reading Recovery® Related Workshop:
A Balanced Literacy Approach for Grades 3 – 6               New: Su 03

“The Teacher as Professional Educator”

I. Catalog Description and Credit Hours of Course:

This workshop introduces upper elementary classroom teachers to the interconnectedness of reading and writing. Teachers will gain knowledge necessary to implement the components of a balanced literacy approach. (3)

II. Prerequisites:

None

III. Purposes or Objectives of the Course:

A. The student will demonstrate knowledge of:
   1. Procedures to observe and evaluate children’s reading and writing across time.
   2. Purpose and practices of a Balanced Literacy Approach.
   3. Theoretical principles of a balanced literacy program.

B. The student will demonstrate competence in:
   1. The design and implementation of supportive and literate classroom environments.
   2. Teaching for reading strategies and writing processes.
   3. The adaptation of the traditional reading program to meet the needs of diverse learners.
   4. Effective ways to collaborate with colleagues in creating learning environments, which meet the needs of diverse learners.
   5. The appropriate selection, production, and evaluation of books and materials for supportive literacy classrooms.

IV. Expectations of Students:

A. The student will complete all assigned readings.

B. The student will complete all assigned projects.
   1. The student will take running records.
   2. The student will analyze running records and select accelerative teaching points based on their analysis.
   3. The student will prepare and present demonstration lessons.
   4. The student will develop and present organizational and management techniques designed for a supportive, balanced literacy classroom.
C. The student will be an active participant in class sessions.

V. Course Content or Outline:

A. Methods of evaluation and observation of children’s reading and writing across time.  
4

B. Current theory and research on literate and supportive classrooms.  
6

C. Relating Balanced Literacy approach, purpose and practices, including comprehension and content areas, to classroom reading instruction.  
10

D. Selecting and producing appropriate books and materials for diverse learners.  
6

E. Designing well-balanced literate classroom environments for diverse learners.  
10

F. Promoting systemic changes.  
5

G. Fostering the collaborative process.  
8

H. Using technology to network with colleagues.  
1

I. Simulating the teaching of reading strategies and writing processes.  
10

VI. Textbooks and Other Required Materials

Portsmouth, NH: Heinemann.

VII. Basis for Student Evaluation

The weight of evaluation criteria may vary at the discretion of the instructor and will be indicated at the beginning of each class.

A. Evidence of reading all assignments.

B. Completion of assigned projects.

C. Active class participation

D. Quality of lesson plans.

VIII. Knowledge Base


