COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education

Course: Reading Recovery® Advocate Seminar I  Course No. EL660

Course: Reading Recovery® Advocate Seminar I  New: Sp 99

“The Teacher As Competent Professional Educator”

I. Catalog Description and Credit Hours of Course:

Introduces Reading Recovery advocates-in-training to Reading Recovery; its theoretical foundations, purposes and procedures. Classroom instruction is coordinated with the individual instruction of one to three at-risk students in an integrated field experience. (3)

II. Prerequisite(s):

Admittance to the Reading Recovery Advocate program.

III. Purposes or Objectives of the Course:

A. The student will demonstrate knowledge of:
   1. procedures for instructional sessions.
   2. the scope of instructional sequence for each child in the program.
   3. procedures for Reading Recovery instruction.
   4. theoretical foundations of Reading Recovery procedures.
   5. strategies that children use to become high progress readers.
   6. develop and utilize the theories of acceleration and discontinuing with children from diverse backgrounds.

B. The student will demonstrate competence in the following areas:

   1. teaching for strategies of Reading Recovery within both reading and writing.
   2. making appropriate instructional decisions within the lessons.
   3. recording and interpreting information on the Reading Recovery forms.

IV. Expectations of Students:

A. Attend all class sessions and participate in class discussions and activities.
B. Demonstrate behaviors associated with a professional educator.
C. Successfully complete all readings and assigned projects.
D. Complete field portion of class, involving successfully conducting (and keeping the appropriate records) a minimum of the following:
   1. complete diagnostic summaries for one to three students selected for Reading Recovery.
   2. tutor one to three students individually for 30 minutes each day.
   3. maintain accurate records of lesson plans, running records, book level and vocabulary charts and writing journals.
   4. one colleague visit.
V. **Course Content or Outline:**

| A. Reflections on the Observation Survey and summary | 2 |
| B. Selection process and working in the schools | 1 |
| C. Roaming Around the Known | 3 |
| D. Building on diverse children’s strengths | 2 |
| E. Making and selecting books | 1 |
| F. Moving into instruction | 3 |
| G. Early strategies | 3 |
| H. Teaching for phrasing and fluency | 1 |
| I. Learning to look at print | 2 |
| J. Later strategies | 4 |
| K. Teaching for word analysis | 2 |
| L. Hearing sounds in words | 2 |
| M. Focus on writing | 2 |
| N. System intervention | 2 |
| O. Behind the glass (demonstration teaching using Behind the Glass technology) | 15 |

VI. **Textbook(s) and/or Other Required Materials or Equipment:**


VII. **Basis for Student Evaluation:**

| A. Class participation/evidence of reading |
| B. Observation reports/observation summaries |
| C. Case studies |
| D. Seminar discussions/behind the glass lessons |
VIII. Knowledge Base


