

Fall 2011

**SYLLABUS**  
**EDUC 3233-Methods and Materials in Reading**  
**Fall 2011**

**General Information:**

School: Education

Department: Education

Course Number: EDUC 3233

Hours Credit: 3

Course Title: Methods and Materials in Reading

**Asst. Professor:** Mr. Jerry Mihelic, M.ED, Assistant Professor

**Office:** HMH 112

**Telephone:** 580-349-1438 or 1-800-644-OPSU ext. 1438

**Office Hours:** Mon. & Wed. 9:00 to Noon, 1:15 to 2:30  
Tues. 9:00 to 9:30, 1:45 to 2:30

-Note: Please do not drive in just to see me. If you are making a special trip in to see me, call ahead of time. Occasionally, I might be in a meeting or at a school visiting during my office hours.

**Email:** [jmihelic@opsu.edu](mailto:jmihelic@opsu.edu)

**Textbook:**

1. Vacca, Jo Anne, Paul; Vacca, Richard, Gove, Mary. ETC.. *Reading and Learning to Read* Pearson. (2011) rental;

2. *Reader's Handbook, a Student Guide for Reading and Learning*. Great Source. (2002) rental

**Knowledge Base:**

Both theoretical and practical aspects of pedagogy as it applies to reading will be presented. Learning styles that are most effective for teaching all aspects of the reading will be examined. Diversity issues are discussed in this course as they apply to reading development. Teaching of the 5 elements of reading listed in Reading First. Issues of dialect and English as a second language are discussed.

## **Course Description:**

3233 Methods and Materials in Reading  
(Fall/Spring)

Prerequisite: EDUC 3313 and admission to Teacher Education Program. This course will continue the development of an understanding of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research based methods of teaching reading. This course will continue the development of the understanding of the 5 elements of reading and how the aspects of the elements are used in correcting reading problems. Clinical experience and service learning will be done through tutoring public school students with practice of correcting reading problems using the knowledge of the 5 elements of reading, scientific research based methods, research from the National Reading Panel, and best practices with diverse student populations. This course will also include a brief overview of diagnosing reading problems. The course follows the standards set by the ACEI/NCATE professional organizations.

## **Course Competencies:**

**ACEI Association for Childhood Education International #'s (1, 2.1, 3.1, 3.2, 3.3, 3.4, 4, and 5.2)**

**OKGC Oklahoma General Competencies for Teacher Licensure and Certification #'s (1, 2, 3, 4, 5, 7, 9, 12, 14, and 15)**

**1. The teacher candidate understands the central concepts of reading (vocabulary, comprehension, phonemic awareness, phonics, fluency, constructing of meaning, prior knowledge ) and can create learning experiences for these concepts. (OKGC 1, 2, 14) (ACEI 1, 2.1, 3.1 )**

**2. The teacher candidate understands that students vary in their approaches to learning, that outside factors affect reading, and will create learning opportunities for diverse learners. (eg. ESL, Special Needs, Gifted) (OKGC 3, 7, 15) (ACEI 1, 2.1, 3.2, 4 )**

**3. The teacher candidate will use a variety of instructional methods to create opportunities to help students develop critical thinking, problem solving, and effective use of technology. (OKGC 4, 15) (ACEI 1, 2.1, 3.3)**

**4. The teacher candidate will create lessons and understand learning principles that will motivate and actively engage students in the learning of the reading process as related to reading first and the latest research on teaching reading. (OKGC 5, 15) (ACEI 1, 2.1, 3.4, 4 )**

**5. The teacher candidate will research the latest reading approaches/programs and understand the opportunities for continued professional growth in the area of reading and reflect on these methods. (OKGC 9, 12) (ACEI 5.2)**

6. The teacher candidate will create learning activities for reading instruction and study skills in the content areas. (OKGC 1,2,14) (ACEI 1, 2.1)

7. Students will participate in a **service learning activity**

**Assessments:**

Assignments should be typed (unless otherwise specified) and turned in **when due by 4:30. If this is not done, it will be reflected in a 10 % drop in grade of the assignment for everyday that it is late. Please refer to rubrics given for grading of specific assignments. Any assignment submitted via email must be acknowledged that I received it by reply to your email. If I do not acknowledge it or the attachment is not sent the assignment was not received and will be late.**

Refer to the schedule for due dates.

1. Lesson Plans using the following topics as main focus:

**vocabulary, comprehension, phonemic awareness, phonics, fluency, constructing of meaning in the content areas with the use of technology in reading, and lesson using a basal reader**

(50 each X 7 = 350 points) Use your *Reader's Handbook* for ideas!

Your lessons plans

**must** follow the OPSU lesson plan **format for the Methods of Reading Class** that is attached. If you have to re-do the first plan, you will need to attach the original plan to the corrected one, and re-submit it.

350 points

2. Lesson Presentations/ Mock Teaching from one of the lessons listed - Presented to the class for Peer Review. This grade will be determined by the instructor's rubric. Due as signed up.

50 points

3. Bulletin Board – From one of the lessons listed – Presented to the class. Due as signed up.

50 points

4. Reading Resource Package- This will contain 5 games/reading activities that you will develop with handouts and instructions - Games/ activities need to be based around the **Five elements of reading**

This will be graded on neatness-organization/grammar/presentation/soundness-best practice

(5 x 20pts = 100)

100 points

5. Two Test (2 X 100)

100 points

6. Final Exam

100 point

**7. Service learning activity Journal & Tutoring at Local Public School Students:**

In addition to regular class attendance and reading of assigned material, You will tutor students with difficulties in reading once a week in Goodwell Public School. The instructor will also be there so that the following week we can discuss and debrief from the activities in tutoring. This is a hands-on approach and a valuable real-life experience in working with children with reading difficulties. This is also considered a service learning project.

**“Failure to complete total pre-service experiences housed within an individual course will result in a grade of “F” unless the instructor and candidate have made other arrangements and the instructor agrees to provide the candidate with a grade of Incomplete (“I”) –the time in which to complete the field experiences shall not be more than one semester.** This will be a 10 to 7 hour project.

**NOTE: Students are also expected to conduct themselves as professionals when doing pre-service experiences. This includes language, manners, dress, and etc.** Below is an excerpt from page 29 of the OPSU Education Department Policies and Procedures Handbook:

**PUBLIC SCHOOL REGULATIONS**

When doing fieldwork or student Internships, candidates are expected to act in accordance with all local school regulations governing pupils and professional personnel in the school to which they are assigned. Candidates are required to check into and out of public schools during pre-service field experiences. They must arrange with public school personnel to obtain a visitor’s pass or whatever is required at that particular public school. As representatives of the university and the department, all candidates are required to dress professionally and to follow dress codes of the public school in which they are placed. At the beginning of their placement, teacher candidates should ask their cooperating or supervising teacher(s) or building administrator for a copy of local rules and regulations. Candidates are required to comply with university and public school regulations at all times. Failure to follow regulations can result in removal from an experience or Internship.

This means to dress conservatively and appropriately. Please remember that you are representing OPSU and the OPSU Education Department. When you enter your specific school for the first time, please ask your supervising teacher for a copy of the school's dress code and follow it. If you are in doubt or you have any questions, please ask him/her.

#### Bottom line

- **Dress professionally. A polo shirt, khakis and comfortable shoes are always a safe bet. Ladies, please refrain from wearing tops with spaghetti straps or lowcut tops. Gentlemen, no shorts or sandals.**
- **Keep your cell phone turned off or set to "silent" and keep it in your pocket or your purse.**
- **Other issues that may be brought to your attention and/or you may be asked to address are (but not limited to): tattoos, piercings, and unnatural colored hair.**

Ask your supervising teacher what his/her school's rules and regulations are regarding these areas. Please contact me if you have any questions. Thank you!

**\*\* A general competency test for reading will be given sometime during the class. This will be at an 8<sup>th</sup> grade level and must be passed to receive credit for the course.**

#### *Course Scoring*

Service Learning	I or P	
Reading Resource Package	100	pts
Lesson Plans	350	pts
Lesson Presentation	50	pts
Bulletin Board	50	pts
Two Test	200	pts
Final Test	<u>100</u>	<u>pts</u>
Total	850	pts

#### Grading Scale

90-100 %	A
80-89 %	B
70-79 %	C
60-69 %	D
59 % and below	F

**\*\*\* I do not round up. The electronic program averages grades out to the first decimal point or the 10ths. EX: 89.8 would be a B.**

### **Attendance and Academic Dishonesty/Plagiarism Policy:**

Students are expected to attend all classes and other assigned activities. Attendance will be taken and will affect the student's final grade by 10%.

Cheating/ Academic Dishonesty/Plagiarism will not be tolerated. Anyone who is caught cheating and/or assisting with cheating will be removed from the class and lose the opportunity of admission into the OPSU Teacher Education Program.

*Cheating/Academic Dishonesty/Plagiarism is defined as "Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else's (student, friend, professional, parent, web) work structure, ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test."*

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

**Plagiarism-** Plagiarism is defined as "Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else's (student, friend, professional, web) work, structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test." The following includes, but does not limit, specific items that constitute plagiarism:

1. un-cited ideas, structure, organization, data, or information;
2. verbatim passage(s) or phrase(s) not in quotation marks and cited;
3. submitting another student's paper or program or art or musical composition or design or machine, etc. as your own.
4. submitting a paper (etc) written by a spouse, relative, roommate, parent, etc.,
5. mosaic plagiarism, i.e. plagiarized passages included in the author's own work,
6. submitting a paper (etc) so heavily edited by a tutor or anyone else that it is no longer the original student's work,
7. submitting the same paper (etc) in two different classes without the knowledge and approval of instructor,
8. using any source without citation, including web/internet sources,
9. buying or downloading a paper (etc),
10. having someone else do a substantial portion of the work for you - called by some improper collaboration,
11. submitting any work which you were to have created but didn't as your own.

### **Late Assignments:**

Assignments are due when scheduled by 4:30 that day. Any assignment turned in late will receive 10% off the first day and 10% off every day after that. Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments. **Also, students will be allowed to give their late papers to Ms. Maggie Cline, School of Education secretary. It is strongly recommended that students keep a copy of their assignments. Please refer to rubrics given for grading of specific assignments. Any assignment submitted via email must be acknowledged that I received it by reply to your email. If I do not acknowledge it or the attachment is not sent the assignment was not received and will be late.**

Finally, no "Incomplete" grades will be assigned to any student unless the proposed completion time has been discussed with the instructor two weeks prior to the end of the semester. The instructor reserves the right to alter the course requirements as the situation arises.

### **Attendance: Attendance in class is required.**

Attendance will be taken and will affect the student's final grade by 10%. Grades will be adjusted because of excessive absences (over 2). If extraordinary circumstances are involved, please call or e-mail me as soon as possible. **Excessive tardiness will also affect the student's final grade by 10%. Extreme lateness may cause a class period to count as an absence. This is a professional class and you are building work habits for your profession. Principals would not accept teachers being late to teach classes. According to Oklahoma Law teachers can be fired for chronic tardiness to work under neglect of duty or unprofessional conduct.**

### **Statement of Academic Accommodations:**

If any member of the class feels that he/she has a disability and needs special accommodations of any nature whatsoever, the instructor will work with you and the university Office of Student Services to provide reasonable accommodations to ensure that you have a fair opportunity to perform in this class. Please advise the instructor of such disability and the desired accommodations at some point before, during, or immediately after the first scheduled class period.

## Special Reminders:

Fall 2011 Academic Calendar –

August 23 —Final day to change sections, enroll, or add a class

**August 30 —No refund on dropped courses after this date**

August 31 —Beginning of grade of W for dropped courses

November 7 —Beginning day of grade W or F for dropped courses

November 9 —Pre-Enrollment for Fall

November 18—Final day to drop or withdraw from a class

December 12 -15 —Final exams

## Disclaimer:

This syllabus is not a contract and may be changed at any time at the discretion of the instructor.

## BIBLIOGRAPHY

Burns, Paul; Roe, Betty; Smith, Sandy. *Teaching Reading in Today's Elementary Schools*. Houghton Mifflin. (2002)

Cooper, J. D. and Kiger, Nancy. *Literacy: Helping Children Construct Meaning*. (2006) Sixth Edition. New York. Houghton Mifflin.

Cox, C. *Teaching Language Arts*. Fifth Edition. (2005) New York. Pearson Education, Inc.

Flood, J.; Lapp, D.; Squire, J. R.; and Jensen, J. *Methods of Research on Teaching the Language Arts*. (2005) Mahwah, New Jersey: Lawrence Erlbaum, Inc.

Johns, J. L. and Berglund, R. L. *Fluency*. (2002) Dubuque, Iowa. Kendall Hunt Publishing.

Opitz, M.F., Rubin, D. , and Erikson, J. (2011) *Reading Diagnosis and Improvement*. Boston: Pearson Publishing

Reutzel, D and Cooter, R.B. *Strategies for Reading Assessment and Instruction*. (2011) Boston: Person Publishing

Ruddell, R. B. and Unrau, N. J. *Theoretical Models and Processes of Reading*. Fifth Edition. (2004) Newark, Delaware. International Reading Association.

<b>Course Competency</b>	<b>How Content will be presented</b>	<b>How student learning will be assessed</b>
<p><b>1.The teacher candidate understands the central concepts of reading (vocabulary, comprehension, phonemic awareness, phonics, fluency, constructing of meaning, prior knowledge ) and can create learning experiences for these concepts. (OKGC 1, 2, 14) (ACEI 1, 2.1, 3.1 )</b></p>	<p>Class lecture, textbook reading, classroom discussions, and power point presentations.</p>	<p>Examinations, class discussions, lesson presentations, lesson plans</p>
<p><b>2. The teacher candidate understands that students vary in their approaches to learning, that outside factors affect reading, and will create learning opportunities for diverse learners. (eg. ESL, Special Needs, Gifted) (OKGC 3, 7, 15) (ACEI 1, 2.1, 3.2, 4 )</b></p>	<p>Class lecture, textbook reading, classroom discussions, and power point presentations.</p>	<p>Examinations, class discussions, lesson presentations, lesson plans</p>
<p><b>3. The teacher candidate will use a variety of instructional methods to create opportunities to help students develop critical thinking, problem solving, and effective use of technology. (OKGC</b></p>	<p>Class lecture, textbook reading, classroom discussions, and power point presentations.</p>	<p>Examinations, class discussions, lesson presentations, lessons plans</p>

<p><b>4, 15) (ACEI 1, 2.1, 3.3)</b></p>		
<p><b>4. The teacher candidate will create lessons and understand learning principles that will motivate and actively engage students in the learning of the reading process as related to reading first and the latest research on teaching reading. (OKGC 5, 15) (ACEI 1, 2.1, 3.4, 4)</b></p>	<p>Class lecture, textbook reading, classroom discussions, and power point presentations.</p>	<p>Examinations, class discussions, lesson presentations, lesson plans, research project</p>
<p><b>5. The teacher candidate will research the latest reading approaches and programs and understand the opportunities for continued professional growth in the area of reading and reflect on these methods. (OKGC 9, 12) (ACEI 5.2)</b></p>	<p>Class lecture, textbook reading, classroom discussions, and power point presentations.</p>	<p>class discussions, research project</p>
<p><b>6. The teacher candidate will create learning activities for reading instruction and study skills in the content areas. (OKGC 1,2,14) (ACEI 1, 2.1)</b></p>	<p>Class lecture, textbook reading, classroom discussions, and power point presentations.</p>	<p>Examinations, class discussions, lesson presentations, lesson plans</p>
<p><b>7. Students will participate in a service learning activity</b></p>	<p>classroom discussions, participation in tutoring.</p>	<p>Journal, participation in tutoring</p>

