

SYLLABUS
EDUC 3313-Foundations of Reading
Fall 2011

General Information:

School: Education

Course Number: EDUC 3313

Course Title: Foundations of Reading

Department: Education

Hours Credit: 3

Assistant Professor:

Mr. Jerry Mihelic, M.ED

Office: HMH 112

Telephone: 580-349-1438

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

Textbook:

- 1) Teaching Reading in Today's Elementary Schools by Burns, Roe & Smith
(rental)
- 2) Teaching Children to Read by Reutzel & Cooter **(rental)**
- 3) Phonics in Proper Perspective by Heilman – **(purchase)**

Course Description:

3313 Foundations of Reading
(Fall/Spring)

Prerequisite: admission to Teacher Education Program. This course will address the content of the 5 elements of reading, research from the National Reading Panel, scientific based research on reading, state legislation that involves reading, and federal legislation that involves reading such as: NCLB, Reading First, and Title I. This course will also study the needs of readers in regards to the 5 elements of reading, content area reading, and diverse student populations. This course will include a brief overview of the pedagogy of diagnosing and correcting reading problems .

Course Competencies:

OKGC Oklahoma General Competencies for Teacher Licensure and Certification

ACEI Association for Childhood Education International

IRA/NCTE International Reading Association and National Council of Teachers of English Standards

NAEYC [National Association for the Education of Young Children](#)

The candidate will be able to

1. understand and use the central concepts and methods of inquiry in reading (language development, theories of reading process, phonemic awareness, phonics, word recognition, vocabulary acquisition and development, holistic strategies, comprehension, and fluency), as well as create developmentally appropriate learning experiences that are adaptable to individual diversities. (OKGC1,2,3,4,7,8,12,14,15; ACEI 1,2.1; IRA-NCTE1,2,8,12,15-18,21-24,26-29 NAEYC 1a,1b,1c)
2. develop instruction based on the Oklahoma Core Curriculum and create learning environments that encourage best motivation and behavior of students. (OKGC 5,14,15; ACEI 1,2.1,3.1,3.2,3.4 ; IRA-NCTE 12,28,30,33,35)
3. use a variety of communication techniques, including technology to foster active inquiry, collaboration, and interaction in the classroom. (OKGC 4,5,6; ACEI 1,2.1,3.1,3.2,3.4; IRA-NCTE 4,11,12,14 NAEYC 4a)
4. design experiences for students in reading, integrating those experiences with each other and with other content areas. (OKGC 1; ACEI 1,2.1,2.8,3.1,3.2,3.4; IRA-NCTE 6,9,12,12,13,19,28,31 NAEYC 4b,4c,4d)
5. understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process. (OKGC 7,8,9; ACEI 1,3.1,4; IRA-NCTE 16,36).

Assessments:

Assignments must be typed (unless otherwise specified) and turned in when due. Please check for grammatical and usage errors, as well as for errors in use of conventions of language, as these will count against the grade for the assignment.

1. Reading Autobiography (75 points)
2. Construct 5 lesson plans (using attached lesson plan format), one for the following focal points of the lesson: (50 points each) total of 250 points
 - a. Phonics or Phonemic Awareness
 - b. Structural Analysis
 - c. Vocabulary
 - d. Comprehension
 - e. A lesson adapted from a basal series
3. Research Project (100 points)

Decide upon one of the following topics and read 3-5 articles from professional journals, as well as from information from textbooks written within the last 5 years. You will present your topic to the class. You will construct a powerpoint presentation with 14-20 slides as well as a slide with references listed.

Topics should be from the following list:

 - The effectiveness of Reading First
 - The influence and effectiveness of the Whole Language Movement
 - The influence and effectiveness of the Reading Recovery Movement
 - Brain research and learning to read (Be sure to use the latest articles as well as older research: see Gerald Coles in the *Phi Delta Kappan* as well as others)
 - Legislation affecting reading instruction and materials (see Calif., NCLB, State mandated tests)
 - The NAEP Reports on reading instruction and progress
 - The influence of the home environment on reading instruction
 - Teaching reading to English as Second Language learners
 - The change in basal reading materials in the last 50 years
 - Wilson Reading Method
 - Saxon Phonics
 - Success for All
4. Test on Phonics/Structural Analysis/Voc (100 points)
5. Exam One and Two (Final) (100 points each)

6. Review and Analyze a Major Basal Series - (100 points)
You will present this to the class

Summary of Assignments	
Reading Autobiography	(75 points)
5 lesson plans	(250 points)
Research Project	(100 points)
Test on Phonics/Structural Analysis/Voc	(100 points)
Exam One and Two (100 points each)	(200 points)
Review and Analyze a Major Basal Series	(100 points)
	Total (825 points)

Course Scoring
A = 90-100%
B = 89-80%
C = 79-70%
D= 69-60%
F= Below 60%

Any grade of D or below in an Education class, the class must be taken over.

***** 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.**

Late Assignments: 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.**

Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments.

Attendance:

Attendance in class is required. Students are expected to attend all classes and assigned activities. Attendance will be taken and will affect the student's final grade by 10%. Grades will be adjusted because of excessive absences (over 4). 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.**

Knowledge Base:

This course provides the knowledge base critical for higher level courses in teaching reading in the elementary school. It is the prerequisite for both reading courses.

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.

Statement of Academic Accommodations:

Disabilities: Requests for accommodations for disabilities should have made prior to the state of the semester through the Counseling Office – HMH 141 (academic, i.e. learning disabilities, physical. i.e. mobility, vision, hearing). However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise the instructor of such a disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period and he/she will contact the Counseling Office.

Procedures for addressing disabled students' needs are found in the Policy and Procedure manual for Accommodations for Students with Disabilities

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

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Disclaimer:

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

Bibliography:

Flood, J.; Lapp, D.; Squire, J. R.; and Jensen, J. M. *Methods of Research on Teaching the English Language Arts*. Lawrence Erlbaum Assoc. 2005.

Ibid. *Handbook of Research on Teaching the English Language Arts*. Lawrence Erlbaum Assoc. 2005

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

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

Tierney, R. J.; Readence, J. E. *Reading Strategies and Practices*. Pearson Publishers. 2005

Cooper, J. David; Kiger, N. D. *Literacy: Helping Children Construct Meaning*. Sixth Edition. Houghton Mifflin 2005

Course Competency	How content will be presented	How student learning will be assessed
<p>1. understand and use the central concepts and methods of inquiry in reading (language development, theories of reading process, phonemic awareness, phonics, word recognition, vocabulary acquisition and development, holistic strategies, comprehension, and fluency), as well as create developmentally appropriate learning experiences that are adaptable to individual diversities. (OKGC1,2,3,4,7,8,12,14,15; ACEI 1,2.1; IRA-NCTE1,2,8,12,15-18,21-24,26-29)</p>	<p>Class lecture, textbook readings, handouts, class discussions, and power point presentations</p>	<p>Examinations, class discussions, lesson plans, Review and Analyze a Major Basal Series, Research Project</p>
<p>2. develop instruction based on the Oklahoma Core Curriculum and create learning environments that encourage best motivation and behavior of students. (OKGC 5,14,15; ACEI 1,2.1,3.1,3.2,3.4 ; IRA-NCTE 12,28,30,33,35)</p>	<p>Class lecture, textbook readings, handouts, class discussions, and power point presentations</p>	<p>Class discussions, Lesson Plans</p>
<p>3. use a variety of communication techniques, including technology to foster active inquiry, collaboration, and interaction in the classroom. (OKGC 4,5,6; ACEI 1,2.1,3.1,3.2,3.4; IRA-NCTE 4,11,12,14)</p>	<p>Class lecture, textbook readings, handouts, class discussions, and power point presentations</p>	<p>Class discussions, Lesson Plans, Reading Autobiography, Examinations, Review and Analyze a Major Basal Series</p>

<p>4. design experiences for students in reading, integrating those experiences with each other and with other content areas. (OKGC 1; ACEI 1,2,1,2,8,3.1,3.2,3.4; IRA-NCTE 6,9,12,12,13,19,28,31)</p>	<p>Class lecture, textbook readings, handouts, class discussions, and power point presentations</p>	<p>Class discussions, lesson plans, Examinations, Review and Analyze a Major Basal Series, Research Project</p>
<p>5. understand and use a variety of assessment strategies to evaluate and modify the teaching/learning process. (OKGC 7,8,9; ACEI 1,3.1,4; IRA-NCTE 16,36).</p>	<p>Class lecture, textbook readings, handouts, class discussions, and power point presentations</p>	<p>Class discussions, lesson plans, Examinations, Review and Analyze a Major Basal Series</p>