

Syllabus

Course Prefix and Number: EDUC 666

Title: EDUC 666 Middle/Secondary Levels-Practicum in Reading

Credit Hours: Three (3)

Prerequisites (if any): EDUC 658 and EDUC 661

Course Description (Must match description in the catalogue): An advanced laboratory course designed to give practice in the application of content area reading techniques at middle and secondary school levels. Experiences include diagnosis, instructional strategies, and evaluation practices for determining reading progress.

Statement of Conceptual Framework: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of *The Effective Educator*: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit (diversity) (technology).

Course Objectives: The student will

1. Observe and assess the reading process. (KL) (CK)
2. Design and implement individualized strategy lessons that build upon readers' strengths and assist in overcoming weaknesses. (KL) (CK) (SM) (PS)
3. Find and develop appropriate reading materials. (KL) (CK) (SM) (PS)
4. Facilitate positive attitudes, self-direction, self-control, and self-motivations among students as language learners. (KL) (SM)
5. Communicate with parents, students, and teachers in a variety of contexts. (KL) (SM) (CK) (diversity)
6. Role model enthusiastic reading attitudes and behaviors. (SM)
7. Apply current reading philosophies in a variety of instructional contexts. (KL) (CK) (SM) (PS)
8. Reflect on students' learning experiences. (KL) (SM)
9. Experience alternative approaches to teaching reading. (KL) (CK) (SM) (PS)
10. Incorporate writing and speaking into reading lessons. (KL) (CK) (SM) (PS)
11. Plan and provide a literate environment including activities, instructional strategies, materials, media, etc., which encourages literacy learning for all students, regardless of ethnic background, gender, or disabilities. (KL) (CK) (SM) (PS)(technology) (diversity)
12. Integrate technology into lesson design. (SM) (CK) (technology)

Course Evaluation:

Group participation; Pre-test evaluation and case study construction; Post-test evaluation and case study construction; Lesson Plans; Technology Application; Written summaries for parents; Projects

Textbooks:

- Clay, M. (2002). *An observation survey of early literacy achievement (2nd ed)*. Portsmouth, NH: Heinemann. (optional)
- Leslie, L., & Caldwell, J. (2001). *Qualitative reading inventory-3, QRI-3*. New York: Longman. (required)

Required Unit Assessments: The Assessment Report from the Pre-test evaluation is a required course artifact.

PASS-PORT Requirements: The Assessment Report must be placed in the electronic portfolio and the rubric completed. Field experience hours must be documented in PASS-PORT.

Knowledge Base

- Cheek, E. H., Jr., Flippo, R. F., & Lindsey, J. D. (1997). *Reading for success in elementary schools*. Madison, WI: Brown & Benchmark Publishers.
- Combs, M. (2002). *Readers and writers in primary grades: A balanced and integrated approach* (2nd ed.). NJ: Merrill Prentice Hall.
- Flynt, E. S., & Cooter, R. B., Jr. (2004). *Reading inventory for the classroom* (5th ed.). New Jersey: Pearson.
- Galda, L., & Cullinan, B. E. (2002). *Literacy and the child* (5th ed.). United States: Wadsworth.
- Heibert, E. H., & Raphael, T. E. (1998). *Early literacy instruction*. New York: Harcourt Brace College Publishers.
- Johns, J. L. (1994). *Basic reading inventory* (6th ed.). Dubuque, IA: Kendall/Hunt Publishing Company.
- Johns, J. L., VanLeirsburg, P., & Davis, S. J. (1994). *Improving reading: A handbook of strategies*. Dubuque, IA: Kendall/Hunt Publishing Company.
- Johnston, F., Bear, D. R., & Invernizzi, M. (2006). *Word sorts for derivational relations spellers*. New Jersey: Pearson.
- Kamil, M. L., Mosenthal, P. B., Pearson, P. D., & Barr, R. (2000). *Handbook of reading research: Volume III*. New Jersey: Lawrence Erlbaum Associates.
- May, F. B., & Rizzardi, L. (2002). *Reading as communication* (6th ed.). Columbus, Ohio: Merrill Prentice Hall.
- Moore, D. W., Moore, S. A., Cunningham, P. M., & Cunningham, J. W. (2003). *Developing readers and writers in the content areas K-12* (4th ed.). New York: Allyn & Bacon.
- Reutzel, D. R., & Cooter, R. B., Jr. (1999). *Balanced reading strategies and practices: Assessing and assisting readers with special needs*. Columbus, Ohio: Merrill.
- Roe, B. D., & Burns, P. C. (2007). *Informal reading inventory: Preprimer to twelfth grade* (7th ed.). New York: Houghton Mifflin Company.
- Ruddell, R. B., & Unrau, N. J. (Eds.). (2004). *Theoretical models and processes of reading* (5th ed.). Newark, DE: International Reading Association.
- Shanker, J. L., & Elwall, E. E. (2003). *Locating and correcting reading difficulties* (8th ed.). New Jersey: Merrill Prentice Hall.
- Sucher, F., & Allred, R. A. (1981). *The new Sucher-Allred reading placement inventory*. Oklahoma City: The Economy Company.
- Tierney, R. J., & Readence, J. E. (2000). *Reading strategies and practices: A compendium* (5th ed.). Boston: Allyn & Bacon.
- Tompkins, G. E. (2003). *Literacy for the 21st century* (3rd ed.). NJ: Merrill Prentice Hall.
- Vacca, R. T., & Vacca, J. L. (2005). *Content area reading: Literacy and learning across the curriculum* (8th ed.). Glenview, IL: Scott, Foresman & Company.

Journals

Educational Leadership
Journal of Adolescent and Adult Literacy
Journal of Literacy Research
Reading: Exploration and Discovery
Review of Educational Research
The Reading Teacher