Trends and Issues in Reading Education
A Graduate Course
Syllabus

Course Description

Recent and rapid changes to the field of reading education make it difficult for busy classroom teachers to stay informed. This course is designed to introduce the significant issues facing reading teachers and school leaders that may require modification to curriculum, programs, policies, procedures, and assessment of literacy achievement. Class participants will be engaged in discussions on these important and varied issues, will analyze solutions found in the readings, and will suggest solutions based on their experiences. In addition, class participants will review their local classrooms, schools, and districts for the status or the presence of these issues and the steps that may have been taken to resolve them.

Required Text
Page, D., Rasinski, T.V., & Young, C. (2022). Artfully teaching the science of reading. New York, NY: Routledge. [ISBN-13: 978-1032080864]

Supplemental Resources

Blevins, W. (2005) The importance of reading fluency and the English language learner. *The Language Teacher;* Vol. 29, 13-16.

Computers and English for Speakers of Other Languages. (2007) Integrating technology in ESOL programs. http://tech.worlded.org/docs/cesol/links.htm Retrieved August 12, 2007.

Cummins, J. (2003) Reading and the bilingual student: Fact and friction. In Garcia, G. (Ed.), *English learners: Reaching the level of English literacy (pp 227-258).* Newark, DE: International Reading Association.

Dalton, B. & Grisham, D. (2002) Taking a position on integrating literacy and technology in the curriculum. www.readingonline.org/editorial/edit_index.asp?HREF+/editorial/march2002/index.html Retrieved August 12, 2007.

Dutro, S. & Moran, C. (2003) Rethinking English language instruction: An architectural approach. In Garcia, G. (Ed.), *English learners: Reaching the highest level of   English literacy (pp.227-258).* Newark, DE: International Reading Association.

Kohn, A. (2004) What does it mean to be well educated? And more essays on standards, grading, and other follies. Boston: Beacon Press.

National Center for Educational Statistics. (2003) <u>The nation's report card: Writing highlights 2000.</u> <u>http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2003529</u> Retrieved August 12,   2007.

Rock, M. L. (2004) Graphic organizers: Tools to build behavioral literacy and foster emotional competency. *Intervention in School and Clinic, 40(1), 10-37.*

Tompkins, G. E. & Blanchfield, C. (2004) <u>Teaching vocabulary: 50 creative strategies, grades K-12.</u> Upper Saddle River, NJ: Merrill Prentice Hall.

Wade, S. E. & Moje, E. B. (2000) The role of text in classroom learning. In Kamil, M. Mosenthal, P., Pearson, P. & Barr, R. (Eds.) *Handbook of Reading Research* Vol. 3   (pp 609-627). Mahwah, NJ: Erlbaum.

Walqui, A. (2003) Conceptual framework: Scaffolding instruction for English learners. San Francisco: WestEd.

Learner Outcomes
Students will:

- o   identify and state the major issues surrounding phonics instruction
- o   select appropriate emphasis and techniques based on "best practice" supported by the research on phonics instruction
- o   demonstrate research-based methods of scaffolding for reading fluency
- o   contrast and compare the various methods supported by research findings to increase readers' comprehension of text.
- o   identify and state the issues surrounding the inclusion of writing in literacy programs
- o   identify and discuss a variety of literature appropriate for adolescents, struggling readers, and young adults
- o   identify and discuss a variety of ways to use literature to raise awareness and acceptance of multicultural groups within our society and schools
- o   identify and state the major issues with the concepts of quantitative and qualitative assessment of literacy achievement
- o   define and explain the role of literacy coaches in literacy instruction and achievement
- o   list multiple ways that technology aid in the development of literacy

Course Requirements
This is a sixty-hour, three credit graduate level course completed over a thirteen-week period. Modules One through Nine will be completed one per week. Module Ten will be completed over a two-week period so students will have time to revise and complete the final integration project.

Hardware & Computer Skills Requirements
Students may use either a Macintosh computer or a PC with Windows 2000 or higher. Students should possess basic word processing skills and have internet access with an active email account. Students also are expected to have a basic knowledge of how to use a Web browser, such as Internet Explorer, Netscape Navigator, etc. To download a

browser at no cost, visit one of the following Web sites — Microsoft.com; Netscape.com or Aol.com.

Grading Criteria:

Assignment	Points	Grading Scale	
Weekly Reflections (10)	50	190-177	A
Weekly Assignments (10)	50	176-162	B
Project 1: Position Paper	30	161-146	C
Project 2: Comprehension Plan	30	145-0	F
Project 3: Position Paper	30		
Total Points	**190**		

*Note: The 2012 Graduate Catalog (pp.20-21) and The College's online **course** grading system TEI instructors use does not make any provision for B-,C+ or D*

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and are subject to disciplinary action.

<u>Course Schedule</u>

Module One: The Reading Wars: Phonics or Not To Phonics
Objectives:
- o Identify and state the major issues surrounding phonics instruction
- o Select appropriate emphasis and techniques based on "best practice" supported by the research on phonics instruction

Content:
1. Introduction of Reading Models
2. Other Theories on Word Identification
3. NRP Findings on readers and instruction

Module Two: Fostering Reading Fluency
Objectives:
- o Demonstrate research-based methods of scaffolding for reading fluency

Content:
1. Define dimensions of fluency
2. Assessment of Fluency
3. Reading Fluency Instruction
4. Developing Reading Fluency
5. Reading Rate and Prosody Effects on Reading Achievement

Module Three: Comprehension

Objectives:
- o contrast and compare the various methods supported by research findings to increase readers' comprehension of text.
- o identify and discuss a variety of literature appropriate for adolescents, struggling readers, and young adults
- o identify and state the major issues with the concepts of quantitative and qualitative assessment of literacy achievement

Content:
1. If they don't understand it, have they really read it?
2. The developmental nature of comprehension
3. What teachers should know about reading comprehension
4. Ineffective practices

Module Four: Revisiting Comprehension
Objectives:
- o demonstrate research-based methods of scaffolding for reading fluency
- o contrast and compare the various methods supported by research findings to increase readers' comprehension of text.
- o identify and state the issues surrounding the inclusion of writing in literacy programs
- o identify and discuss a variety of literature appropriate for adolescents, struggling readers, and young adults
- o identify and state the major issues with the concepts of quantitative and qualitative assessment of literacy achievement

Content:
1. Assimilate and apply information in the previous module to the student's own classroom or clinical situation.
2. Examine in more detail the following concepts:
    - o Metacognition
    - o Literature responses
    - o Graphic Organizers
    - o Pre-reading and exploring headings and subtitles
    - o Vocabulary development
    - o Shared and repeated readings
    - o Wide reading

Module Five: Adolescent Literacy
Objectives:
- o identify and state the major issues surrounding phonics instruction
- o select appropriate emphasis and techniques based on "best practice" supported by the research on phonics instruction
- o demonstrate research based methods of scaffolding for reading fluency
- o contrast and compare the various methods supported by research findings to increase

readers' comprehension of text.
- o identify and discuss a variety of literature appropriate for adolescents, struggling readers and young adults

Content:
1. Causes of Middle School literacy problems
2. Addressing the issues of adolescent literacy
3. Implications of NCLB and adolescent literacy
4. Designing literacy programs for struggling readers

Module Six: Multicultural Literacy
Objectives:
- o identify and discuss a variety of ways to use literature to raise awareness and acceptance of multicultural groups within our society and schools

Content:
1. Special plight of English language learners
2. *Viva la differance*!
3. Multiculturally diverse literacy learners
4. Transforming literacy curriculum and pedagogy

Module Seven: Assessment-Driven Instruction
Objectives:
- o contrast and compare the various methods supported by research findings to increase readers' comprehension of text.
- o identify and state the major issues with the concepts of quantitative and qualitative assessment of literacy achievement

Content:
1. Defining Assessment-driven Instruction
2. Assessment Standards
3. Informing Literacy Instruction

Module Eight: Literacy Coaching
Objectives:
- o define and explain the role of literacy coaches in literacy instruction and achievement

Content:
1. What is literacy coaching?
2. Literacy coaching can support and enhance literacy instruction
3. Strong Professional Development
4. Effective Literacy Coaches
5. Advantages and Disadvantages of literacy coaching

Module Nine: Technology and Literacy Instruction

Objectives:
- list multiple ways that technology aids in the development of literacy

Content:
1. Technology in instruction is here to stay
2. Multimedia literacy
3. Use of technology in instruction

Module Ten: Technology and Literacy Instruction Continued
Objectives:
- list multiple ways that technology aid in the development of literacy

Content:
1. Effective use of computers in literacy classrooms
2. Evaluating Computer programs for literacy instruction
3. Guidelines for effective technology integration in literacy instruction

Assignment Descriptions and Scoring Rubrics

Module One Assignments:

Participants reflect on their own practices of infusing phonics instruction into their classroom. *Weekly Reflection 5 points*

	5	**4**	**3**	**2**	**1**
Weekly Reflections	Student reflection is detailed and includes specific examples from personal experience	Student reflection is detailed but is missing specific examples from personal experience	Student reflects on topic but lacks detail	Reflection is too general or has little detail	Reflection does not match the outlined content

Participants develop what their ideal classroom environment would consist of for optimal phonics instruction. *Weekly Assignment 5 points*

	5	**4**	**3**	**2**	**1**
Weekly Assignments ***Module One***	Response is ***detailed*** and analyzes ***at least three*** phonics materials or resources.	Response is ***detailed*** and analyzes ***at least two*** phonics materials or resources.	Response is general and makes mention of ***two*** phonics materials or resources.	Response is general and may make mention of one phonics material or resource.	Response is incomplete and/or makes no mention of any phonics materials or resources

					mentioned in the module.

Module Two Assignments:
Participants reflect on their own personal experiences with the connection between reading fluency and overall reading abilities. ***Weekly Reflection 5 points - <u>see rubric in Module One</u>***

Participants identify and expand on two fluency strategies they read about and how they will incorporate them in their classroom. ***Weekly Assignment 5 points***

	5	**4**	**3**	**2**	**1**
Weekly Assignments ***Module Two***	Response is ***detailed*** and explains how to incorporate **<u>at least two</u>** fluency strategies.	Response ***details <u>two</u>*** fluency strategies but ***does not*** detail how to incorporate them in the classroom.	Response is general and makes mention of **<u>two</u>** fluency strategies.	Response is general and may make mention of one fluency strategy.	Response is incomplete and/or makes no mention of any fluency strategies mentioned in the module

Module Three Assignments:
Participants reflect on a comprehension strategy they have used in the past that has been successful. ***Weekly Reflection 5 points - see rubric in Module One***

Participants will identify two comprehension strategies they learned about in this module and plan for their implementation in their classroom. ***Weekly Assignment 5 points***

	5	**4**	**3**	**2**	**1**
Weekly Assignments ***Module Three***	Response is ***detailed*** and explains how to incorporate **<u>at least two</u>** comprehension strategies.	Response ***details <u>two</u>*** comprehension strategies but ***does not*** detail how to incorporate them in the classroom.	Response is general and makes mention of **<u>two</u>** comprehension strategies.	Response is general and may make mention of one comprehension strategy.	Response is incomplete and/or makes no mention of any comprehension strategies mentioned in the module

Module Four Assignments:
Participants reflect on a comprehension strategy that has proven to be ineffective or not as effective as other strategies they have used. ***Weekly Reflection 5 points - see rubric in Module One***

Participants will choose one concept from module four *(metacognition,*

*literature responses, graphic organizers, pre-reading and exploring headings and subtitles, vocabulary development, shared and repeated readings, **or** wide reading)* to examine in more detail, implement in their own classroom, and reflect on its effectiveness and what can be done differently in future practice.
Weekly Assignment 5 points

	5	4	3	2	1
Weekly Assignments *Module Four*	Response is detailed and includes all of the assignments components: **(implementation, effectiveness, reflection)**	Response is detailed but lacks one of the assignments components: **(implementation, effectiveness, reflection)**	Response is general but lacks two of the assignments components: **(implementation, effectiveness, reflection)**	Response may make mention of one of the Module 4 concepts, but does not detail its implementation, effectiveness, or reflect on future practice	Response is incomplete and/or makes no mention of any Module Four concepts

Participants will complete a Comprehension Plan in which they identify **two** comprehension skills they would hone in on throughout the year that they believe would best prepare their students for literacy success. ***Comprehension Plan 30 points***

Comprehension Plan						
	15	12	9	6	3	
Identifying and Detailing Comprehension Strategies	The student ***identifies*** and clearly ***details*** the use of **at least two** comprehension strategies.	The student may identify **two** comprehension strategies; however, they are ***not both detailed***	The student identifies and details one comprehension strategy	The student may identify one comprehension strategy but does not detail its use	The student ***does not*** identify any specific comprehension strategies	__/15
Evidence and Examples	All pieces of evidence and examples are relevant and have an explanation that shows how it supports the author's opinion	Both of the pieces of evidence and examples are relevant but both **may not** have an explanation that shows how it supports the author's opinion	At least one of the evidence and examples is relevant and has an explanation that shows how it supports the author's opinion	At least one of the evidence and examples is relevant but it **may not** have an explanation that shows how it supports the author's opinion	Evidence and examples are **not** relevant ***and/or*** not explained	__/15

Module Five Assignments:

Participants will reflect on the causes of middle school literacy problems and identify *at least one* practice that can be put in place in elementary school to remedy this issue. *Weekly Reflection 5 points - see rubric in Module One*

Participants will identify what they believe to be the two most effective ways to address adolescent literacy issues. *Weekly Assignment 5 points*

	5	4	3	2	1
Weekly Assignments *Module Five*	Response is *detailed* **and** explains how and why the **two** strategies they chose are the most effective	Response is *detailed* and mentions two strategies to address adolescent literacy issues, but it may be missing an explanation of effectiveness	Response is general and may make mention of two strategies, but does not explain their effectiveness	Response is general and may make mention of one strategy to address adolescent literacy issues	Response is incomplete and/or **does not** mention of any strategies to address adolescent literacy issues

Module Six Assignments:

Participants will reflect on their own experiences with including English language learners in the literacy classroom. They will identify both struggles and successes they have encountered. *Weekly Reflection 5 points - see rubric in Module One*

Participants will assess their own classroom library for its strengths and weaknesses in regard to being multicultural and inclusive. *Weekly Assignment 5 points*

	5	4	3	2	1
Weekly Assignments *Module Six*	Response is *detailed* **and** makes mention of the student's strengths and weaknesses in **both** multicultural **and** inclusive texts	Response is detailed and makes mention of either the student's strengths and weaknesses in multicultural **or** inclusive texts	Response is general but makes mention of either the multicultural or inclusive texts in the student's own library or experiences.	Response is general but does not detail the student's own personal library or experiences	Response is incomplete and/or **does not** make mention of multicultural or inclusive texts

Module Seven Assignments:

Participants will reflect on a particular literacy assessment they use/have used and what they have done to use the assessment information for instructional purposes. *Weekly Reflection 5 points - see rubric in Module One*

Participants will analyze a running record and identify at least two instructional practices they would implement in order to address the reading issues found.
Weekly Assignment 5 points

	5	4	3	2	1
Weekly Assignments *Module Seven*	Response is *detailed* and identifies **at least two** issues that present themselves **and** an accompanying strategy to address them	Response is detailed but may be missing either an issue that presents itself or an accompanying strategy to implement	Response is general but identifies *at least one* of the issues that presents itself **and** an *accompanying* instructional strategy to implement	Response is general and may make reference to either one of the reading issues that presents itself *or* an instructional strategy to implement	Response is incomplete and/or **does not** mention of any instructional practices to address the issues in found in the running record

Module Eight Assignments:
Participants will reflect on their experience or lack of experience with literacy coaches and how those experiences have influenced their literacy instruction.
Weekly Reflection 5 points - see rubric in Module One

Participants will identify at least two effective practices they think literacy coaches need to implement in order to affect change in their school/district's program. *Weekly Assignment 5 points*

	5	4	3	2	1
Weekly Assignments *Module Eight*	Response is *detailed* **and** explains how and why the **two** practices they chose are the most effective	Response is *detailed* and mentions two practices of a literacy coach, but it may be missing an explanation of effectiveness	Response is general and may make mention of two practices, but does not explain their effectiveness	Response is general and may make mention of one effective practice of a literacy coach	Response is incomplete and/or **does not** make mention of any practices

Participants will complete a Position Paper in which they decide whether or not literacy coaches are imperative to the overall success of a school/district.
Position Paper 30 points

Position Paper						
	10	8	6	4	2	
Position Statement	The position statement	The position statement	A position statement is	An attempt at a position	There is no position	__/10

	provides a **clear, <u>strong</u> statement** of the author's position on the topic	provides a clear statement of the author's position on the topic	present but does not make the author's position clear	statement is made but the author's position is unclear.	statement	
Support for Position	<u>**Includes three or more**</u> pieces of evidence that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided <u>**at least one counterargument**</u>	Includes <u>**at least three**</u> pieces of evidence that support the position statement	Includes two pieces of evidence that support the position statement	Includes at least one piece of evidence that support the position statement	Includes no evidence to support the position statement	__/10
Evidence and Examples	<u>**All**</u> of the evidence and examples are specific and relevant; explanations are given that show how each piece of evidence supports the author's position	<u>**Most**</u> of the evidence and examples are specific and relevant; explanations are given that show how each piece of evidence supports the author's position	<u>**At least one**</u> of the pieces of evidence and examples is relevant and has an explanation that shows how the piece of evidence supports the author's position	Evidence and examples are <u>**not**</u> relevant *and/or* explained	Evidence and examples are <u>**not**</u> included	__/10

Module Nine Assignments:
Participants reflect on the technology they have used in the classroom. They will identify a particular technology they believe is worthy of students' time and a technology that they would not suggest to other educators. ***Weekly Reflection 5 points - see rubric in Module One***

Participants will imagine a scenario in which they are given an unlimited technology budget for their classroom. They will develop a list of resources and technologies they would ask for and what their addition to the classroom would

do for the students. *Weekly Assignment 5 points*

	5	4	3	2	1
Weekly Assignments *Module Nine*	Response is *detailed* **and** explains how and why the **two** technological resources they chose are the effective	Response is *detailed* and mentions two technological resources, but it may be missing an explanation of effectiveness	Response is general and may make mention of two technological resources, but does not explain their effectiveness	Response is general and may make mention of one technological resource	Response is incomplete and/or **does not** make mention of any technological resources

Module Ten Assignments:
Participants will reflect on what they think are the most important aspects for a computer program to have in order to be worthy of their students' time and effort. *Weekly Reflection 5 points - see rubric in Module One*

Participants will develop their own guidelines for effective technology integration in the classroom. *Weekly Assignment 5 points*

	5	4	3	2	1
Weekly Assignments *Module Ten*	Response is *detailed* **and** explains how and why **at least three** guidelines are effective	Response is *detailed* and mentions **at least two** guidelines, but it may be missing an explanation of effectiveness	Response is general and may make mention of two guidelines but does not explain their effectiveness	Response is general and may make mention of one guideline	Response is incomplete and/or **does not** make mention of any guidelines

Participants will create a Position Paper in which they decide whether they think technology has an overall positive or negative impact on literacy instruction. *Position Paper 30 points*

Position Paper						
	10	8	6	4	2	
Position Statement	The position statement provides a *clear, strong statement* of the author's position on the topic	The position statement provides a clear statement of the author's position on the topic	A position statement is present but does not make the author's position clear	An attempt at a position statement is made but the author's position is unclear.	There is no position statement	__/10

Support for Position	**Includes three or more** pieces of evidence that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided **at least one counterargument**	Includes **at least three** pieces of evidence that support the position statement	Includes two pieces of evidence that support the position statement	Includes at least one piece of evidence that support the position statement	Includes no evidence to support the position statement	__/10
Evidence and Examples	**All** of the evidence and examples are specific and relevant; explanations are given that show how each piece of evidence supports the author's position	**Most** of the evidence and examples are specific and relevant; explanations are given that show how each piece of evidence supports the author's position	**At least one** of the pieces of evidence and examples is relevant and has an explanation that shows how the piece of evidence supports the author's position	Evidence and examples are **not** relevant *and/or* explained	Evidence and examples are **not** included	__/10