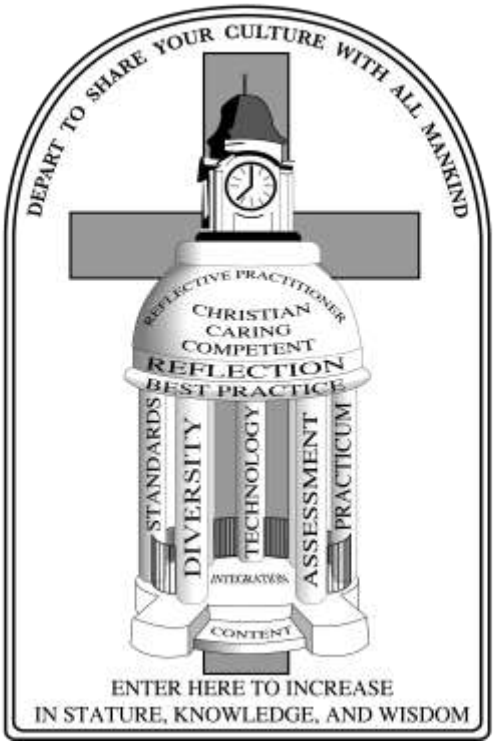
EDU 6524 ---TEACHING SKILLS OF READING AND COMPREHENSION
3 Semester Hours Credit

MISSISSIPPI COLLEGE
TEACHER EDUCATION & LEADERSHIP PROGRAMS



PREREQUISITE

Graduate level of study

COURSE DESCRIPTION

Teaching Skills of Reading and Comprehension incorporates current research to examine a variety of approaches, theories, and strategies for literacy instruction. The focus is to present information relevant to the skills, materials, technologies, and practices of highly effective literacy teachers, including understanding and implementation of assessment, diagnosis and remediation strategies, and awareness of contemporary issues in reading practices. This course identifies key components necessary to develop and organize effective classroom environments and instruction, foster successful classroom reading programs and deliver quality literacy lessons to students in elementary and middle school.

MISSISSIPPI COLLEGE VISION STATEMENT

Mississippi College seeks to be known as a university recognized for academic excellence and commitment to the cause of Christ.

ACADEMIC INTEGRITY

It is expected that a student attending Mississippi College will be scrupulously honest. Therefore, plagiarism and cheating will be dealt with in accordance with the policies of the university. These policies are stated in the current *Mississippi College Graduate Bulletin* and *Mississippi College Undergraduate Bulletin*. The Board of Trustees has adopted Policy 2.19 with reference to academic integrity.

RATIONALE

Reading instruction in elementary, middle, and high school classrooms is changing. It is imperative that classroom teachers are provided with the necessary information to develop a systematic procedure for assessing reading skill performance and providing appropriate prescriptive instruction. Research in the field of reading has presented new information about the instruction of reading-disabled students, principles of diagnosis, and techniques for remediation and assessment that take into account the relationship between literacy and child development. More specifically, local, federal and state governmental agencies have formulated standards & policies that take into account the following: the role of word identification in the reading process; the importance of comprehension; the impact of early learning on reading development; and the necessity for developing positive attitudes toward reading as a part of the learning process. Teacher responsibility for instruction becomes key in the learning process. This course is designed to assist pre-service and in-service teachers to find new & practical ways to incorporate the wealth of new information & research into their daily practice and to enable pre-service teacher candidates and practicing teachers to construct the knowledge, basic competencies, and dispositions needed to develop the reading and writing abilities of students in grades Pre-k to 8 to the fullest extent possible. The course explores the major approaches and techniques for developing literacy that research and practice have proven successful. The courses also presents the theory behind the methods so candidates and teachers will be free to choose, adapt, and/or construct those approaches and techniques that best fit their styles and teaching situations.

LEARNING OBJECTIVES

The student will:
Objective 1: Have knowledge of the foundations of reading and writing processes.
Objective 2: Be cognizant of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
Objective 3: Understand the use of a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Objective 4: Comprehend what constitutes a literate environment that fosters reading and writing.
Objective 5: Develop professional skills and dispositions and work effectively with colleagues.

Adapted from Professional Standards and Ethics Committee of the International Reading Association (2004), Standards for Reading Professionals, Revised 2003. Newark, DE: International Reading Association.

LEARNING OBJECTIVES

The student will develop an understanding of:
I. the foundations of reading & writing assessment and its importance in literacy development by providing background information about the student;
II. the essential elements of literacy and the nature of the reading process with its implications for development, corrective and remedial reading instruction;
III. reading theory and research on word matters, comprehension and other strategies/skills used by literate students;
IV. procedures for assessing students within the framework of regular classroom reading & writing instruction;
V. appropriate corrective reading instruction to reduce or eliminate skill deficiencies that could become problematic, integrating data analysis and diagnosis with teaching (Tier 1); and
VI. intensive diagnosis and tutoring (remedial reading instruction) for individuals with special needs or with small groups of children as taught by a resource or remedial reading teacher in collaboration with the classroom teacher (Tiers 2 & 3).

The student will develop the ability to:
VII. select, analyze and utilize informal and formal diagnostic procedures for assessing literacy;
VIII. identify and communicate the sources of student difficulties to other professionals and to parents;
IX. organize diagnostic/prescriptive reading instruction and implement or integrate it into the curriculum; and
X. monitor & report progress.

COURSE TOPICS

The major topics of this course center on the latest research and developments in the field literacy. Those topics to be considered are:

- The Nature of Literacy
- Literacy for All: NCLB, RTI, and Diversity in the Literacy Program
- Assessing for Learning
- Fostering Emergent/Early Literacy
- Teaching Phonics, High-Frequency Words, and Syllabic Analysis
- Building Vocabulary
- Comprehension: Theory and Strategies
- Comprehension: Text Structures and Teaching Procedures
- Reading and Writing in the Content Areas and Study Skills

- Reading Literature
- Approaches to Teaching Reading
- Writing and Reading
- Creating and Managing a Literacy Program
- The Impact of the Common Core Standards on Literacy Instruction

INSTRUCTIONAL METHODS

This is a fully online class. Students will access assignments & assessments through MC Moodle. Reading, writing, viewing video clips & audio/visual aids, & forum discussion will be utilized. Students should give special attention to the opening & closing dates for assignments. Students may request face-to-face meetings with the instructor, if additional assistance is required.

REQUIRED PRACTICES

Required practices include reading assigned material, writing out-of-class assignments, reflections, & guided analysis/ application of the course material. Additional writing assignments include construction of a coached lesson.

METHODS OF EVALUATION

Formal & informal rubrics, multiple choice quizzes, & essays will be used for assessing student understanding of the topics. Weekly assignments, class participation in the online forum & out-of-class assignments comprise part of the grade. Grading rubrics are based on percentages. (see below) Detailed rubrics for each evaluation area are available on the course MC Moodle site.

Grading Scale:

A = 94–100 / **B+** = 90-93 / **B** = 85–89 / **C+** = 82-84 / **C** = 75-81 /
D = 70-74 / **F** = 69-0
I = (Refer to the *Graduate School Bulletin* for details regarding receiving and removing incomplete grades.

EDU 6524 – TEACHING SKILLS OF READING AND COMPREHENSION

Final Grade Assessments/Evaluations:	Points		% of Final Grade
1. MC E-Mail Account Established - - - - - - - - - - - -	_____ / 100	=	1%
2. Information Form Completed - - - - - - - - - - - - - -	_____ / 100	=	4%
3. Class Attendance & Participation* - - - - - - - - - -	_____ / 100	=	15%
4. Coached Lesson- -	_____ / 100	=	20%
5. Coursework -	_____ / 100	=	20%
6. Journal Readings & Website Review - - - - - - - - -	_____ / 100	=	20%
7. Final Exam -	_____ / 100	=	20%
			100%

CLASS ATTENDANCE & PARTICIPATION*

The student should give attention to the forums & to emails. The student is expected to demonstrate class attendance by participating in the weekly class activities & responding to the forums within the time lines given. Points will be deducted for lack of online activity or lack of contact with the instructor. All forum postings should be read. Quality response is important. The course resources contain a rubric for how participation in the forums will be graded.

ASSIGNMENTS

All assignments should be submitted through the MC Moodle site on or before the scheduled due date. Late submissions will result in lowering of points. Directions & detailed scoring rubrics are given on the MC Moodle course site.
All assignments must be written in Standard English. Correct punctuation, mechanics and spelling are expected. APA style is preferred for formal assignments & citations.
Complete format and heading information for assignments is available on the course MC Moodle course site.
Assignments must be typed & submitted via the submission links on the MC Moodle course site. Submission in PDF format is preferred. Scanned or photographed artifacts are acceptable. A tutorial is available on the course MC Moodle course site detailing how to convert documents to PDF format.
Additional, in depth information about assignments is posted on the MC Moodle course site. Students should give special attention to the opening & closing dates for assignments, forums & quizzes.

LATE ASSIGNMENTS

All assignments should be submitted, as scheduled. Assignments that are submitted late will be subject to lowering of points/grades.

EARLY ALERT SYSTEM

Mississippi College has adopted the practice of finding students early in the semester who may be exhibiting behaviors that could ultimately have a negative impact on their academic progress. These behaviors are often called “red flag” behaviors and include, but are not limited to, excessive absences, poor test grades, and lack of class participation or evidence of non-engagement. Identifying these behaviors early gives the instructor the opportunity to raise the “red flag” on behalf of a particular student so that the student can take the appropriate action to redirect his/her progress. The system alerts the student, the student’s advisor, and the Office of Student Success.

These messages are intended to help a student recognize an area of concern and to encourage him/her to make some choices to improve the situation. When a student receives an Early Alert message, the student should quickly make an appointment to talk with his/her professor about the situation. Also, students can make full use of the Office of Student Success to set academic goals and connect to campus resources.

INSTRUCTIONAL MATERIALS

Instructional materials include the textbook, video clips, journal readings, and other reading assignments. Reliable access to the internet is required in order to ensure success when taking an online course.

TEXTBOOK

Creating Literacy Instruction for All Students with Pearson eText -- Access Card Package, 8/e
Gunning
©2013 | Pearson | Cloth Bound with Access Card; 648 pp |
ISBN-10: 0132900955 | ISBN-13: 9780132900959

ADDITIONAL COURSE INFORMATION

STUDENT RESPONSIBILITIES

Students are responsible for reading the textbook and utilizing the videotaped materials assigned, as well as participating in the forums. Each weekly assignment will have a reflective piece and/or activities that require students to discuss and participate in related activities or apply information. Use resources provided by the textbook to prepare for forum discussions. Final examination will include materials from forum discussion, textbook and videos. The chapter quizzes will be of particular help in studying for the final. Students are also expected to be aware of due dates for assignments and assure that their assignment is turned in via email or on the MC Moodle site on or before the date designated. Late assignments will be accepted up to one week late, but will be docked. Any special circumstances should be discussed with instructor prior to due dates.

ONLINE EXPECTATIONS

Actively participate.
Respect others and their right to express their opinions and feelings.

DROPPING A CLASS

Dates for dropping courses are listed on the Mississippi College Academic Calendar. A copy of the current calendar is posted on this course site.

ORGANIZATION OF MATERIALS

During the course, students will have access to a number of resources that will be both practical & valuable in classroom teaching. Since these resource materials linked in MC Moodle will not be available to students online after the course is completed, students should make individual provisions during the course for saving materials for future reference. It is recommended that students routinely either compile a notebook of printed material or save the resources to their own computers. These notebooks or saved resources are for student use and will not be submitted for a grade.

SPECIAL ACCOMODATIONS

Students needing special accommodations due to learning, physical, psychological, or other disabilities should contact:
Director of the Counseling and Testing Center
Mississippi College
Box 4016
Clinton, MS 39056
Phone: 925-3354
Office: Lowery 106

Although this is a fully online course, students may request a face-to-face meeting with the instructor, if additional assistance is needed.

MC WRITING CENTER

The Mississippi College Writing Center, supervised by Dr. Steve Price, offers writing consultations free-of-charge to MC students. The MC Writing Center is located in Jennings Hall (Room 304). Hours are M – Th from 9:00 AM - 8:00 PM. Friday hours are 9:00 AM – 3:00 PM. For an appointment, call 601-925-7289 or 601-925-3215.
The Writing Center is an important resource for MC students who desire to improve their writing skills. Free, interactive one-on-one writing consultations are available. The Writing Center staff work with students writing for any discipline. The Writing Center is not a proofreading service, so the tutors will not simply "fix" or edit text. They will help clients find and learn to correct patterns of errors in their writing, as well as to understand & improve their own writing processes.

EXEMPTION FROM THE FINAL EXAM

Graduating students who wish to be exempted from the Final Exam for this course must meet all of the following criteria:

- Formal requests for exemption must be made in writing via email at least 10 days prior to the start of final exams;
- ***All*** assignments must be submitted before the request is made;
- Students requesting exemption must have an overall average of 90% or above for the course; and
- Students requesting exemption must be graduating at the end of the current semester.

The instructor will check grade averages and approve or deny the request via email prior to the opening of the Final Exam.

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Marilyn Lowe
Email: mlowe@mc.edu
Please use email to reach your instructor, unless it is an emergency.
Inquiries that require a response will be usually be answered within 24 hours.
Phone Number: 601-937-7285 (cell phone)
Use my cell phone only for emergencies. You may text or leave a message on my voicemail. I will get back to you shortly.