



COLLEGE OF EDUCATION
COURSE APPROVAL VERIFICATION FORM
BASIC PROGRAMS CURRICULUM COMMITTEE

Course Designator EDRD Prefix Number 600 Suffix
(Example: EDUC J999Q)

OR

Degree Program:
(For Bulletin Changes)

Course Proposer: Mary Styslinger Phone: 439-7302

Table with 3 columns: Date Received, Approved By, Date Forwarded. Contains handwritten dates and signatures for Susan Schiameo, Department Chair, and J. Kullb, Associate Dean for Student Affairs or Curriculum Director.

Note: If not approved, return packet to person named at the last level of approval.



# SCHEDULE EXCEPTION REQUEST

# SER

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

**INSTRUCTIONS:** Schedule exceptions will be granted in a given semester for justifiable reasons as approved by the instructor, departmental chair and academic dean. This form should be completed if the class will have an irregular meeting schedule, if the class meets over a period longer or shorter than the regular term, or if the class has a beginning and/or ending date different from the regular term. Each single credit hour must comprise 14 contact hours spread over at least one week. A 2-credit hour course must comprise 28 contact hours spread over at least two weeks. 3 credits must comprise 42 contact hours over at least three weeks. Final exams and breaks may not count as class meeting time. This form is available online at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog).

Date: 9/19/11 Campus: Columbia

College/School: Education

Department (if applicable): Instruction and Teacher Education

Undergraduate  Graduate

## COURSE INFORMATION

Course Designation: EDRD 600 3  
4-letter Designator Prefix Course Number Suffix # Credit Hours

Section Number: 001

Course Title (24 character limit): Foundations of Reading Instruction

Cross-listed with which course?  
4-letter Designator Prefix Course Number Suffix

Course Delivery Location:  USC Campus  Off-Campus site  
*(If off-campus delivery is being requested, attach a completed Off-Campus Delivery (OCD) form.)*

Course Delivery Method:  Traditional Delivery  Distance Technology Delivery (streaming video, web-based, CD/DVD)  
*(If distance technology delivery is being requested for the first time, attach a completed Distance Education Delivery (DED) form.)*

Contract Course?  Yes  No *(If yes, please contact office of Educational Outreach (OEO) for processing)*

### Proposed Effective Term for Schedule Exception:

Year: 2012  Fall  Spring  Summer I  Summer II

Estimated # of students: 20

Date Course begins: 5/7/12 Date Course ends: 5/25/12

Total # of Class Meetings: 12 Class Meeting Time in Minutes: 2520

**INSTRUCTOR INFORMATION**

Name of Instructor: Mary E. Styslinger mstyslin@mailbox.sc.edu 8034397302  
Print Name Email Address Phone Number

If this is a graduate course, is the faculty member in the regular Graduate Faculty or Term Graduate Faculty database?

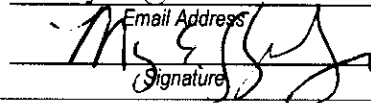
Yes  No

**REQUIRED ATTACHMENTS** (The following documents as appropriate must be attached to this form before submission)

- Schedule of all course meeting dates and times, with tally of contact minutes
- Justification Form (JUS)
- Office of Educational Outreach (OEO) Form for contract courses (if appropriate)
- Off-Campus Delivery (OCD) Form (if appropriate) All forms are available at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog).

**CONTACT INFORMATION**

Contact Person:

Mary E. Styslinger  
Print name  
mstyslin@mailbox.sc.edu  
Email Address  
  
Signature

Ass. Professor, English Ed.  
Title  
8034397302  
Phone Number  
9/19/11  
Date

**REQUIRED APPROVALS**

Department Chair or Graduate Director:


Gloria Bantte  
Print name  
gbantte@mailbox.sc.edu  
Email Address

  
Signature  
7-2018  
Phone Number

9/27/11  
Date

Academic Dean:

Zoch Kitchner  
Print name  
dzk@sc.edu  
Email Address

  
Signature  
7-2323  
Phone Number

9/29/11  
Date

Registrar's Office:

\_\_\_\_\_  
Print name  
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Email Address

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Signature  
 \_\_\_\_\_  
Phone Number

\_\_\_\_\_  
Date



# JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

# JUS

**INSTRUCTIONS:** Please attach a statement explaining the justification for the proposed program or course action. This form is available online at [www.sc.edu/provost/acadprog](http://www.sc.edu/provost/acadprog)

Date: 9/19/11 Campus: Columbia

College/School: Education

Department (if applicable): Instruction and Teacher Education

Degree Program (if applicable): \_\_\_\_\_

Undergraduate       Graduate

EDRD 600 will be offered 4 days per week during Maymester to allow 1 day per week for students to plan for reading intervention with students in practicum settings at the Department of Juvenile Justice. Students need this day to plan lessons, acquire materials, and to respond to student work.

Meeting Dates and Times

- 5/7/12 9:00-12:45 3.5 hours
- 5/8/12 9:00-12:45 3.5 hours
- 5/10/12 9:00-12:45 3.5 hours
- 5/11/12 9:00-12:45 3.5 hours
- 5/14/12 9:00-12:45 3.5 hours
- 5/15/12 9:00-12:45 3.5 hours
- 5/17/12 9:00-12:45 3.5 hours
- 5/18/12 9:00-12:45 3.5 hours
- 5/21/12 9:00-12:45 3.5 hours
- 5/22/12 9:00-12:45 3.5 hours
- 5/24/12 9:00-12:45 3.5 hours
- 5/25/12 9:00-12:45 3.5 hours

Total Minutes: 2,520

**EDRD 600**  
**Foundations of Reading Instruction**  
**5.7, 5.8, 5.10, 5.11, 5.14, 5.15, 5.17, 5.18, 5.21, 5.22, 5.24, 5.25**  
**9:00-12:45**

**I. Descriptive Information**

- A. Course Number and Title: EDRD 600 - Foundations of Reading Instruction.
- B. Catalog Description: An overview of reading and its curricular implications. Emphasis is placed on current trends and related methodologies.
- C. Course credit: Three (3) hours.
- D. Prerequisites: None
- E. Intended audience: Practicing and pre-service teachers interested in learning how to become helpful to readers, focusing on grades 7-12
- F. Instructor:  
Mary Styslinger, Associate Professor, English and Literacy Education  
#232 Wardlaw  
College of Education  
(803) 439-7302 (cell)  
[mstyslin@mailbox.sc.edu](mailto:mstyslin@mailbox.sc.edu)
- G. Office Hours : T.5.10, W.5.11, T.5.17, F.5.20, T.5.24, Th.5.26  
Office hours will be held at Cool Beans if I don't have an office  
Please feel free to call me up until 9:00PM if you have *any* questions

**II. Course Goals and Objectives**

- A. Goals:  
This class is designed to develop teachers' knowledge and understanding of the linguistic, psychological, and social foundations of reading and writing instruction.
- B. Core (multi-course) Objectives:
  - 1. Recognize that reading should be taught as a process.
  - 2. Understand, respect, and value cultural, linguistic, and ethnic diversity.
  - 3. Recognize the importance of literacy for personal and social growth.
  - 4. Perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by written language, and the context of the reading situation.

C. Course Objectives:

As a result of participation in this course, it is expected that teachers will:

1. Understand the major theories of language development, cognition, and learning.
2. Understand that written language is a symbolic system.
3. Understand the interrelation of language and literacy acquisition.
4. Understand the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process.
5. Understand that learners need opportunities to select from a variety of written materials, to read extended texts, and to read for many authentic purposes.
6. Understand strategic reading as a means of intervention with readers who may struggle.
7. Integrate into their teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty;
8. Use a wide range of approaches for helping students to draw upon their past experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts;
9. Integrate into students' learning experiences a wide variety of strategies to interpret, evaluate, and appreciate texts and assess the effectiveness of such strategies in promoting student learning.
10. engage in reflective practice and pursue continued professional growth and collaboration with colleagues

**III. Required Texts and Readings**

- A. Read all assigned articles and chapters—posted to Black Board and available at Universal Copies.
- B. Read all assigned sections from the texts provided:

Allen, J. (2000). Yellow brick roads: Shared and guided paths to independent reading 4-12. Portland, Maine: Stenhouse Publishers.

Beers, K. (2002) When kids can't read, what teachers can do. Portsmouth, NH: Heinemann.

Tovani, C. (2000). I read it, but I don't get it: Comprehension strategies for adolescent readers. Portland, Maine: Stenhouse Publishers.

C. Select and purchase an appropriate novel to read with your practicum student.

#### IV. Academic Course Requirements

##### A. Participation

This class will involve mini-lessons, discussion, immersion, along with a practicum experience. You are expected to come to class well read and ready to participate in all class engagements. During your practicum experiences, you are expected to be prepared to administer all assessments and provide reading strategy lessons. You must be punctual and professionally dressed at all times. Lack of proper participation will result in prompt removal from the practicum and failure in the course.

##### B. Literacy Reflection

Reflecting on those literacy experiences that have shaped us leads us to becoming better teachers of reading. Think deeply about yourself as a reader. How did you learn to read? Why? What have you read across your life? Why? How do you read? Unlock your process(es). How do you make sense of what you read? What has influenced this process (es)? What prior experiences have shaped you as a reader? Based on your reflection, what kind of teacher of reading do you want to be and why? Construct a 3-5 page narrative reflection. As you learn about your literacy and that of your colleagues, you will discover ways to help your future students as well.

##### C. Systematic Reflection on Readings

In order to develop habits of responding to professional readings in intentional, consistent and reflective ways, read selected books and articles; experiment with and develop a system to keep track of the readings; devise strategies for capturing and responding to important insights in the readings (e.g. note taking, underlining, responding in the margins, etc). Strive to reveal your understanding, musing, thinking, exploring, and questioning about the issues, approaches, and methods posed by the material.

When you use writing to intentionally and systematically reflect upon the readings, you will:

- Make new connections;
- Articulate your beliefs about language, literacy, and learning;
- Make solid predictions and pose new questions;
- Theorize from descriptions of exemplary practice and
- Imagine practices that reflect current theory.

Please come to class with thoughtful, **tangible** responses to the readings. In so doing, you will be able to fully participate in class conversations. You may be asked to talk with or write about your processes of reading during any class meeting, so be sure to bring all of your responses to the readings to each (including the final) class meeting.

##### D. Reader's Profile

This course will have a practicum component associated with it. We will meet at a designated high school during our scheduled class time to work with student readers. During this practicum experience, you will get to know a reader better for the purpose of

putting into practice what is learned in this course. You will conduct a Burke Reading Interview, administer a Miscue Analysis, facilitate a retrospective miscue analysis, and plan for and teach a pre, during, and post-reading strategy lesson. Further details about this engagement will be provided by the professor.

E. Planning and Teaching a Strategy Lesson

You will draw, design, and teach a cognitive reading strategy (from the Tovani text) to your peers. You will select and provide student-colleagues with all materials necessary to teach the lesson. A STOPME lesson plan is turned in to me. The lesson will take no longer than 15 minutes. Your peers will provide feedback based on the following ADEPT Standards:

- Establishing and maintaining high expectations for learners
- Using instructional strategies to facilitate learning
- Providing content for learners
- Maintaining an environment that promotes learning
- Managing the classroom

Before you leave class on this day, you will read the comments of your peers and complete an exit slip, reflecting on your teaching.

V. **Administrative Course Requirements**

A. Attendance.

Learning is a social process and the course is designed to support collaboration. Therefore, it is critical that you attend meetings and become a member of the community of learners, taking responsibility for your own growth and the growth of others. It is essential that anyone enrolled in USC courses attend classes<sup>1</sup> and participate fully in course activities, reading assignments, and writing experiences. The attendance policy for this class is in accordance with the University of South Carolina graduate attendance policy. Missing greater than 10% (4 ½ hours) of the required 45 hours will result in failure of the course. Coming late and leaving early factors into this time. Absence and tardiness will negatively impact your participation grade.

**Please turn off cell phones. If you use a laptop, please don't check e-mail or visit sites unrelated to the course material. If you are expecting an urgent call, just let me know.**

VI. **Evaluation and Grading**

Participation	10 points
Literacy Reflection	15 points
Reader's Profile	60 points
Class Strategy Teaching	15 points

A=100-93, B=82-92, C=70-81, D=60-69, F=59 and below

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<sup>1</sup> You may miss no more than 10% of class meetings [4.5 hours], and coming late or leaving early feed into this proportion of class time considered part of absence from class.

<b>VII.</b>	<b>Reading Assignment Due Today</b>	<b>Assignments Due Today</b>
May 7	Reflecting on Our Literacy Lives Why Read?	literacy shoebox due
May 8	What is Reading? Getting to Know Readers Who Struggle	
May 10	Fostering a Critical Perspective	Literacy Reflection due
May 11	(Practicum – reading interview) Windows into the Reading Process: An Introduction to Miscue Analysis (warning: <i>lots</i> of reading due Monday)	Practicum – Be Prepared
May 14	Windows into the Reading Process: Assessing Language Systems and Strategies in Reading Frontloading Meaning: Pre-Reading Strategies	*Book Choice for Student; Reader’s Profile - #1/rubric due
May 15	(Practicum – debriefing the reading interview, introducing the book chosen, establish reading calendar; frontloading the text, administering miscue analysis) Retrospective Miscue Analysis Constructing Meaning: During-Reading Strategies	Practicum – Be Prepared
May 17	(Practicum – retrospective miscue analysis; during reading strategy) From Analysis to Strategic Intervention	Practicum – Be Prepared
May 18	Comprehension Strategies for Adolescent Readers	class strategy lesson plan due: Reader’s Profile - #2/rubric Due
May 21	(Practicum – extending meaning) **Extending Meaning: After-Reading Strategies Establishing Literacy Environments: Theories to Guide Teaching	Practicum – Be Prepared
May 22	Establishing Literacy Environments: Language, Learning and Literacy	
May 24	Read Aloud, Independent Reading, Shared Reading, Guided Reading	Reader’s Profile #4/rubric due

\*Be sure to utilize what you know about your student from the interview and gather information from B/350-366; Google “International Reading Association and Booklists” and review these; and peruse Teri Lesesne’s website ([www.shsu.edu/booklists](http://www.shsu.edu/booklists)) as you make this reading selection

\*\*Reading is directly related to practicum

### **Readings Arranged by Topics**

#### **Reflecting on Our Literacy Lives**

Reading Memories Interview  
Appendix E, Reading Survey

#### **Why Read?**

The Nine Reading Reasons

#### **What is Reading?**

Definitions of Reading: They Make a Difference  
NCTE Reading Initiative Knowledge-Base Statements  
The Most Natural Act in the World  
On Reading, Learning to Read, and Effective Reading Instruction: An Overview  
of What We Know and How We Know It

#### **Getting to Know Readers Who Struggle**

B/ch. 1-2  
Lifers: When Readers Struggle from the Start  
Lifers: From Love to Hate: Educational Practices that Turn Kids Off to Reading

#### **Fostering a Critical Perspective**

What People on the Outside Don’t See  
???  
Questions to Ask About Students’ Metacognition  
Burke Interview

#### **Windows into the Reading Process: An Introduction to Miscue Analysis**

Assessing Language Systems and Strategies in Reading  
Reading Models  
What Should I do when my Child Doesn’t Know How to Read a Word?

#### **Frontloading Meaning: Pre-Reading Strategies**

B/ch. 6

#### **Windows into the Reading Process: Assessing Language Systems and Strategies in Reading**

Understanding What Miscues Can Tell Us about Readers’ Strategies  
Analyzing Miscues and Looking for Patterns

Basic Miscue Markings  
Miscue Analysis  
Developing a Reader Profile: From Assessment to Instruction

**Retrospective Miscue Analysis**

Revaluing Readers, Retrospective Miscue Analysis, and Other Strategies for  
Helping Readers  
SCRI Research Miscue Coding Sheet  
Meaning Construction Patterns  
Reflective Conversations Between Two Learners: Retrospective Miscue Analysis

**Constructing Meaning: During-Reading Strategies**

B/ch. 7

**From Analysis to Strategic Intervention**

B/ch. 3  
Hypothesis-Test Process  
Hypothesis Test Sheet  
T/ch. 3, 4, 5

**Comprehension Strategies for Adolescent Readers**

T/ch. 6-end!  
What Do Proficient Readers Do  
Fix-Up Strategies

**Establishing Literacy Environments: Theories to Guide Teaching**

A Theory of Teaching Reading  
Our Greatest Challenge  
Adolescent Literacy: A Position Statement

**Extending Reading: After-Reading Strategies**

B/ch.8

**Establishing Literacy Environments: Language, Learning and Literacy**

Language, Learning and Literacy  
A/ch 2

**Read Aloud, Independent Reading, Shared Reading, Guided Reading**

A/ch 4, 5, 6, 7

**Valuing Readers**

A/ch.12

\*B/indicates chapters to be read in *When Kids Can't Read*

\* T/indicates chapters to be read from *I Read It, But I Don't Get It*

\*A/indicates chapters to be read from *Yellow Brick Roads*