EDRD 600  
Foundations of Reading Instruction  
T/Th, 10:30-3:45  
Wardlaw #214

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) 502-1098 (hm); (803) 439-7302 (cell)  
mstyslin@mailbox.sc.edu  
Note: I will be using BlackBoard to communicate; please make sure your e-mail address is current in this system.
   G. Office Hours: T/Th 9:30-10:30, 4:00-4:30

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. Understand transactional theory and the implication that students need opportunities for personal responses to (and with) literature.

8. 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. You will need to call them to request a print copy.

B. Read all assigned sections from the texts provided:


IV. Academic Course Requirements

A. Participation

   1. Supporting Others as Learners

   We hope to build a supportive community as we study and grow together. Consider how you support the growth of our community and the growth of each colleague within our community. Consider questions such as:

   • What stance/approach/attitude are you using to promote the evolution of a community of learners?
   • What are you doing to ensure that all voices within the learning community are being heard?
• What challenges are you facing in supporting others as learners and how are you addressing those challenges?
• How are you validating colleagues for what they know now while helping them work toward "outgrowing themselves"?
• How are you responding to colleagues who may profess an attitude or belief system that is very different from yours?
• How are you helping colleagues maintain a positive attitude and a joy in learning?

2. Engaging in all Experiences
Reading, writing, and language issues, approaches, and methods related to the teaching of reading will be introduced through immersion and engagement. Please participate.

3. Class Log
A class log is like the minutes of a meeting. There are many ways to create class logs other than the traditional listing of topics/ events that occurred. For example, you could create a newspaper article, a menu, a travel itinerary. I will offer some demonstrations of class logs for you. You will sign up with a partner for a day when you will “take minutes” for that class highlighting all of the significant things that occurred. Then you will create a log of the information and make copies for everyone for the next class. We will begin each class with a share session of your class log.

B. Literacy Memoir
Because we strongly believe that any insights we have about the teaching of reading and writing have come through our own growing immersion in literacy over the years, you will write a 3-5 typed page literacy memoir. As you learn about your literacy and that of your colleagues, you will discover ways to help your 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 assigned texts 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. You might choose to show your “thinking through” by means of writing prose, poetry, narrative, journal, art, drama, lyrics, hypertext, or any number of multiple genres.

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. These written responses will be exchanged with classmates. They will also be re-read and analyzed by yourself.

In this way, you will engage in a written conversation around the course readings. You and I will also talk about these course readings during a reading group conference. Bring all of your responses to the readings to the final conference.

D. **Reader’s Profile**

This course will have a practicum component associated with it. We will meet at a high school on 3 dates at 9:40 to work with students enrolled in the Department of Juvenile Justice. During this practicum experience, you will get to know a challenged reader better for the purpose of putting into practice what is learned across the Summer I semester. You will conduct a Burke Reading Interview, administer a Miscue Analysis, and plan for strategic reading intervention. Further details about this engagement will be provided during class meetings.

E. **Strategy Lesson Planning**

You will design 2 lesson plans based around comprehension strategies introduced in Tovani’s text. Follow the STOPME format learned in EDSE 547 and attach all materials necessary for teaching the lesson. These lesson plans might also be used with the student-reader you are working with. You will select one of these lesson plans to “virtual teach” to a small group of classmates. The lesson should take 20 minutes. Your peers will provide feedback for your lesson plan using the 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

F. **Read Aloud**

Teachers now have a better understanding of how to support learners to become proficient readers and writers. One of the ways to do this is by reading aloud to students every day. Reading aloud helps familiarize students with the patterns of written language; helps students hear the different types of writing; helps students with comprehension and vocabulary development; and helps students develop listening skills. You will select a text you hope to teach someday, practice and engage a group of classmates in your read-aloud. Your peers will provide feedback.

G. **Curricular Plan**

Review class readings and design a comprehensive plan (8-10 pages) focused on literacy for your future classroom. Your plan will help you imagine and then create an ideal literacy classroom. This plan will help you think carefully about what you want your room to look like, sound like and feel like. Specifically, your plan will include but not be limited to the following features:

- Insights and strategies for creating a supportive literacy learning environment.
- Insights and strategies for creating a literate community in the classroom.
Insights and strategies for devising and implementing literacy curricular structures such as read aloud, shared reading, independent reading and writing, reading and writing conferences, etc.

Strategies for supporting reading and writing as processes.

Insights and strategies for making instructional decisions from MA, RMA, and CRMA data.

Insights and strategies for teaching transactionally and responsively.

When creating your plan, you will envision the practices that reflect your current theoretical beliefs/understandings. Refer to class readings consistently throughout your plan, including a minimum of 12 citations from 7 different assigned sources). Cite in APA format.

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 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.

Please turn off cell phones. If you are expecting an urgent call, please just let us know. I also ask that you not use laptops during class since it detracts from face-to-face interaction.

VI. Evaluation and Grading

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Participation</td>
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<td>Literacy Memoir</td>
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<td>Reflection on Readings</td>
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<td>Reader’s Profile</td>
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<td>Strategy Lesson Plans</td>
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<td>Strategic Teaching</td>
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<td>Read Aloud</td>
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<td>Curricular Plan</td>
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A=100-93, B=85-92, C=77-84, D=69-76, F=68 and below

1 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.
### VII. Reading Topics and Assignment Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>June 2</td>
<td>Our Reading and Writing Histories</td>
<td>What is Reading?</td>
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<td>The Development of Language and Literacy</td>
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<td>June 4</td>
<td>Getting to Know Readers Who Struggle</td>
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<td>June 9</td>
<td>(9:40 Practicum – reading interview)</td>
<td>Windows into the Reading Process:</td>
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<td>An Introduction to Miscue Analysis and</td>
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<td>Retrospective Miscue Analysis</td>
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<td>June 11</td>
<td>(9:40 Practicum – miscue analysis)</td>
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<td>Collaborative RMA</td>
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<td>From Analysis to Strategic Intervention</td>
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<td>June 16</td>
<td>(9:40 Practicum – strategic intervention)</td>
<td>Comprehension Strategies for Adolescent Readers</td>
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<td>June 18</td>
<td>Establishing Literacy Environments:</td>
<td>Language, Learning, and Literacy</td>
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<td>Read Aloud, Independent Reading</td>
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<td>June 23</td>
<td>Establishing Literacy Environments:</td>
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<td>June 25</td>
<td>A Theory of Teaching, A Theory of Teaching Reading:</td>
<td>Transacting with Text</td>
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<td>Zoom</td>
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<td>June 30</td>
<td>Valuing Readers</td>
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*reflections on assigned readings are due at the beginning of each class meeting as are daily logs.*
Readings Arranged by Topics

What is Reading?
- Reading Memories Interview
- Appendix F, Reading Survey
- 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

The Development of Language and Literacy
- Learning About Literacy: A 30-Year Journey

Getting to Know Readers Who Struggle
- Lifers: When Readers Struggle from the Start
- Lifers: From Love to Hate: Educational Practices that Turn Kids Off to Reading
- T/ch. 1-2
- Questions to Ask About Students’ Metacognition
- Burke Interview

Windows into the Reading Process: An Introduction to Miscue Analysis and Assessing Language Systems and Strategies in Reading
- Assessing Language Systems and Strategies in Reading
- Reading Models
- What Should I do when my Child Doesn’t Know How to Read a Word?
- 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

Collaborative RMA
- Gaining Independence: Collaborative Retrospective Miscue Analysis
- Frequently Asked Questions about RMA and CRMA
- Constructing Literacies—RMA and CRMA in High School

*T/indicates pages to be read from I Read It, But I Don’t Get It
*A/indicates pages to be read from Yellow Brick Roads
From Analysis to Strategic Intervention
   Reflective Conversations Between Two Learners: Retrospective Miscue Analysis
   Hypothesis-Test Process
   Hypothesis Test Sheet
   What Do Proficient Readers Do
   Fix-Up Strategies
   A/ch 10

Comprehension Strategies for Adolescent Readers
   T/ch. 3-end!

Establishing Literacy Environments:
Language, Learning, and Literacy
   Development of Language and Literacy
   Language, Learning and Literacy
   A/ch 2

Read Aloud, Independent Reading
   Reading Aloud to Kids Old Enough to Shave
   How Read Alouds are Effective for Middle and High School Students
   Reading Aloud: Filling the Room with the Sound of Wondrous Words
   Ten Minutes a Day for Silent Reading
   A/ch 4

Establishing Literacy Environments:
Shared Reading, Guided Reading
   A/ch 5; A/ch 6

A Theory of Teaching, A Theory of Teaching Reading
   A Theory of Teaching, A Theory of Teaching Reading
   Adolescent Literacy: A Position Statement

Transacting with Text
   Dialogue with a Text
   Zoom to Theory: Defining Reading

Valuing Readers
   A/ch.12

* T/indicates pages to be read from I Read It, But I Don’t Get It
* A/indicates pages to be read from Yellow Brick Roads