I. Descriptive Information
Catalog description: Demonstration and critical evaluation of teaching strategies and materials in reading.
Course credit: Three (3) hours.
Prerequisites: EDRD 600 and permission of instructor.
Intended audience: Primary, middle and secondary teachers or educational specialists pursuing advanced study in techniques and materials used in teaching reading.

II. Statement of Goals and Objectives
A. Goals. This class is designed to help teachers.
1. Develop a breadth and depth of knowledge about principles, practices, theories and research related to reading instruction.
2. Design instruction and instructional contexts to meet the needs of all readers.
B. Core (multi-course) Objectives: Across the M.Ed. in Language and Literacy, teachers will:
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. Recognize that literacy can be a means for transmitting moral and cultural values.
5. 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.
6. Understand that goals, instruction, and assessment should be aligned.
7. Recognize how differences among learners influence their literacy development.
8. Pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities.
9. Reflect on one's practice to improve instruction and other services to students.
10. Participate in local, state, national, and international professional organizations whose mission is the improvement of literacy.

C. Course Objectives. As a result of their participation in this class teachers will:
1. Understand how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment).
2. Know classic and contemporary children's and young adults' literature.
3. Know federal, state, and local programs designed to help students with reading and writing problems.
4. Provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for authentic purposes.
5. Provide opportunities for creative and personal responses to literature, including storytelling.
6. Use texts and trade books to stimulate interest, promote reading growth, foster appreciation of the written word, and increase the motivation of learners to read widely and independently for information, pleasure and personal growth.
7. Promote the integration of language arts in all content areas.
8. Use instructional and information technologies to support literacy learning.
9. Teach students to effectively use syntactic, semantic, and graphophonemic cues in reading.
10. Use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning.
11. Use appropriate methods to support students’ learning about phonics, vocabulary, fluency and comprehension (e.g. model questioning strategies, teach students to connect prior knowledge with new information, teach students strategies for monitoring their own comprehension).
12. Provide opportunities to locate and use a variety of print, nonprint and electronic reference sources.
13. Communicate with students about their strengths, areas for improvement and ways to achieve improvement.
14. Initiate and participate in on-going curriculum development and evaluation.
15. Adapt instruction to meet the needs of different learners to accomplish different purposes.
16. Help students manage time, develop organizational strategies and test taking skills.

III. Required Texts and Readings

A. Articles and chapter excerpts found on Blackboard under course documents

B. Required Texts: We will be using these frequently in class and hopefully the texts provide you with a wealth of resources beyond the class.

Choose one of the following strategy texts:

Choose one of the following instructional texts:

C. Recommended Texts: These texts are not required reading. However, depending on the engagements you choose you may need to access these texts. Do not wait until last minute as they may take longer than a week to get.

IV. Academic Course Requirements (all assignments are due to your facilitator by either Wednesday at 10:00 p.m. or Friday at 5:00 p.m. please see the schedule to determine due Dates.)

1. Read, post, and respond to others on the whole class discussion board on all assigned readings. To earn all your points for each week, you must post your original response and respond to at least one other person. Please make sure your subject
headings have your grade band included (i.e., primary, elementary, middle school, and/or high school).

2. Complete at least one **engagement** per week and discuss in-depth in your small group. To earn all your points each week, you must have one original post that reflects on the activity (guidelines are often included within the engagement) and must respond to at least one other person. The more you converse amongst yourselves that more you will get out of this portion of the class.

3. **Support** classmates as learners.

4. **Engage** in all class-related experiences with the intent of “outgrowing your former self.”

5. Complete a mid-semester and end-of-semester **self-evaluation**.

6. Write a letter to your principal about one new instructional strategy you will be using consistently in your classroom and provide an academic rationale that draws from the texts read in class and others you have found regarding your grade band/content area.

7. Develop an **implementation plan** which details your ideal reading curriculum and the steps you will take in your classroom towards achieving that ideal. Note which state standards and which course objectives are addressed in this plan. Identify the research, theory, and beliefs which support your instructional decisions.

8. **Pose a question** at the beginning of the course and reflect on it during each activity. You will then create a **reflective log** of your intentional learning you completed during the class.

V. **Administrative Course Requirements**

A. **Attendance.** Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason for the instructor to request the student withdraw from the class. For this online class, that means signing on a minimum of twice a week and fully participating in online discussions.

B. Auditors are expected to conform to the same attendance requirements as students registered for credit.

C. Late work will not be accepted for any reason.

D. All documents must be submitted as .rtf, .pdf, or .doc. If a document is submitted as a .docx, it will be treated as late and will not be given credit.

VI. **Evaluation and Grading**

Participants will participate in a collaborative evaluation process by using a grading rubric for each of the course requirements. Mid and end-of-semester participants will use the rubric to assign themselves points for each evaluation area (the same rubric will be used for both and can be found under assignments). The instructor will rate each student as well. The instructor will take participants’ ratings into consideration when determining grade.
VII. **Major Course Topics**

- Reading/Writing Connection
- Classrooms for readers/writers
- Read Alouds
- Independent reading
- Shared reading
- Guided reading (reading groups)
- Textsets
- Word study/ Spelling
- Literature circles
- Critical Literacy
- Media Literacy
- New Literacy
Jennifer L. Wilson  
EDRDJ 715: Instruction Strategies for Reading  

Collaborative Evaluation Rubric  
EDRD 715  

Course guidelines for grading: This course is a graded course using A (90-100%), B (80-90%), C (70-79%), D (60-69%), F (below 60%). Students are required to conform to attendance guidelines and required to complete all assignments thoroughly and professionally.

Two categories of engagement are part of this course evaluation:

- Small and whole class discussion boards 50%
- Professional Development 50%

Name:____________________________________________
Social Security Number:______________________________
Date:  Mid ______________  End-of-Semester___________

Allocate Points in each Category | Instructor | Student | Comments
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**Small Group/Whole Group Discussion Boards (50%)**
Small Group Discussion (32 pts)  |  |  |  
Whole Class Discussion Board (28 pts)  |  |  |  
**Professional Development (50%)**
Letter to the principal (10 pts)  |  |  |  
Reflective Log (10 pts)  |  |  |  
Implementation Plan (30pts)  |  |  |  
**Grade (possible 100 pts)**  |  |  |  

FINAL Grade for EDRD 715: