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EDRE 672-01 Theories of Reading

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XAVIER UNIVERSITY
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
Theories of Reading EDRE 672-01 (3 hours)
Fall, 2012

Instructor: Dr. Delane Bender-Slack **Day and Time:** Thursday 4:15-6:45pm
benderslackd@xavier.edu **Class Location:** 5 Hailstones Hall
745-3958 **Office Hours:** Tuesdays 2:30-4:00, by appointment
312 Hailstones Hall

CHILDHOOD EDUCATION & LITERACY DEPARTMENT MISSION STATEMENT:

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

COURSE OVERVIEW:

An historic study and comprehensive analysis of the reading process from definition to application. Cyclical changes, current research, and classroom application demonstration.

REQUIRED TEXT & RESOURCES:

Tracey, D. and Morrow, L.M. (2012). *Lenses on Reading: An Introduction to Theories and Models*. New York: The Guilford Press.

Articles posted on E-Reserve found on the XU library homepage
Seminal text of choice

STANDARDS:

NCTE/IRA Standards Addressed in Class

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

OSTP Standards Addressed in Class

Standard 1: Teachers understand student learning and development, and respect the diversity of the students they teach.

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

COURSE OUTCOMES:

- Examine historical and modern theories of teaching reading (NCTE 3, NCTE 8, OSTP 7)
- Establish a relationship between theories and classroom application (NCTE 7, NCTE 8, NCTE 11, OSTP 2)
- Study and collaboratively discuss various approaches to the teaching of reading (NCTE 3, NCTE 11, OSTP 1)
- Develop teaching strategies to foster student learning (NCTE 7, NCTE 8, NCTE 11, OSTP 2)
- Understand theories and approaches to teaching reading (NCTE7, NCTE 8, OSTP 7)
- To develop an integrated approach to the teaching of reading (NCTE 7, NCTE 8, NCTE 11, OSTP 2)

EVALUATION/ASSIGNMENTS:

1 A. Graphic Organizer:

Students will demonstrate evidence of the reading process by completing the provided graphic organizer for each chapter of the course text.

1 B. Timelines:

The following required assignment for this course has been designated as a value-added assignment in our teacher preparation program and/or our Reading Endorsement program. Competency in content knowledge, instructional strategies, differences in learning styles and adaptations, assessment and reflection are measured. This assignment requires an understanding of the reading process specific to (Reading Methods, Phonics, Content Area Literacy, Theories of Reading, Diagnosis and Remediation and Practicum) and the ability to articulate, interpret, and analyze key concepts as well as use appropriate academic language related to this course.

Students will design detailed timelines of specific chapters found on E-Reserve, including seminal texts and studies as well as trends and practices. You are welcome to complete this digitally or by hand. Be sure it is easy to read and understand by using a minimum of three colors and/or codes, providing keys when necessary.

2. Supplementary Text with Summary:

Students will choose and locate one text from the chapter's references, or a current (past five years), relevant article to read and write a one-page summary. Each summary will be formatted in this order: bibliographic source (perfect APA style), summary of the text, reflection on how it connects to the chapter in two to three substantial ways, and two discussion questions for the class. You will share these with the class.

3. Theory-to-Practice Lesson:

Students will demonstrate a theory-to-practice connection by observing others teaching and then creating an original lesson plan that reflects a theory or theories studied in class. This lesson will be taught in class and in the field. Please use the Xavier Lesson Plan Template, and be sure to include standards as well as assessments. Field component is five hours for undergraduates and 15 hours for graduate students. Students who are currently teaching, student teaching, or are enrolled in a methods course and have placements can do their hours for their reading courses in the same school. Students will need to keep a *separate* time sheet to document their hours for reading. Students who do not have a placement will do their field hours at the assigned school.

4. Seminal Text Final Presentation:

In pairs or individually, students will choose one seminal text or study to read and examine in-depth. Students will present a summary of this work via a Powerpoint presentation.

Points for Assignments:

Timelines – 10 points (each) (NCTE 3, NCTE 11)

Supplementary Text Summaries – 10 points (each) (NCTE 3, NCTE 11)

Theory -to-Practice Lesson – 30 points/ time sheet - 20 points (NCTE 3, OSTP 1, OSTP 2)

Final Presentation – 100 points (NCTE7, NCTE 8, OSTP 7)

GRADING SCALE:

A 95-100%	A- 93-94 %
B+ 90-92%	B 87-89%
B- 85-86%	C+ 82-84%
C 79-81%	C- 77-78%

D+ 74-76%
Failure -70% and below

D 71-73%

Points basis = Number of points by points possible

COURSE POLICIES:

Attendance: The Xavier University catalogue states “In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.”

As people who highly value education, it is important that you attend *all* class sessions. Your participation and attendance in class is critical. Attendance will be taken every class period through a student sign-in sheet that will be checked by the professor. Please be on time, as punctuality is an indicator of consideration for your fellow educators. All students should **arrive on time** and **remain in class** for the duration of the meeting. Failure to attend class meetings will result in a lower class grade and possible course failure. *In other words, two absences will decrease your earned final grade one letter grade. If you miss more than two classes, you will receive an F for the course. Two tardies equals one absence.* Any snow day may be made up during finals week.

Class Participation: Participation is necessary for sharing ideas and building a sense of a learning community. Participation includes but is not limited to contribution of ideas in class, answering questions, pre-class preparation, submission of assignments in a timely manner, and being respectful of the differing ideas, opinions, and experiences of others. *Students are expected to be fully prepared and to become actively involved in activities, discussions, and exercises.* This course is part of an accredited teacher preparation program, which leads to a professional license. The teacher candidates are required to demonstrate professional attitudes, dress, behavior, and academic demeanor in class and during field experiences. Unprofessional behavior may result in a lower course grade. All assignments must be turned in to the instructor on or before the assigned due date. *Turn off or silence all phones/pagers before class. Using your phone during class will result in an absence for the class, and you may be asked to leave. Do not use your computers in class for activities unrelated to our class material. Please close computers except when taking notes. If computers are being used otherwise, you will not be able to use your computer in class at any time.

Quality of Work: All assignments must be typed with correct grammar and spelling. As college students in an education course, APA style is expected. **Completion does not insure receiving all of the allotted points.** Students who fail to provide quality assignments will receive a lower grade. Grades will not be disputed. *Assignments turned in late will receive a maximum of half the possible points allowed.*

Note: All work is expected to be prepared in a thoughtful and professional manner. In order to receive full credit, work must be: (1) Professional - insightful, free of spelling, grammatical, and all mechanical errors. (2) Submitted on time – deductions will be taken for all late or incomplete work. (3) Neatly word-processed, double-spaced, APA format (4) Ethical – in line with ethical standards, *and most importantly* (5) *Of excellent, outstanding quality through evidence of critical thinking and deep reflection.*

Academic Honesty: The Childhood Education and Literacy Department values and expects academic honesty. It is expected that each student will submit original work. Where others' works and ideas are used, citations must be included. **Plagiarism:** 1. Submitting another's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author with footnotes, citations, or bibliographical reference. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Accommodations: Xavier University's Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Room 400 in the Conaton Learning Commons, and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

**COURSE CALENDAR:
EDRE 672 Tentative Course Outline****

CLASS/DAY	TOPIC/ASSIGNMENT
Week 1 CLASS MEETING	Chapter One: Theories and Models Introductions, course expectations Various class activities
Week 2 CLASS MEETING	Chapter Two: Early Roots Graphic Organizer and Supplementary Text Summary Due
Week 3 CLASS MEETING	Chapter Three: Behaviorism Graphic Organizer and Supplementary Text Summary Due
Week 4 CLASS MEETING	Chapter Four: Constructivism Graphic Organizer and Supplementary Text Summary Due
Week 5 CLASS MEETING	Chapter Five: Literacy Development Graphic Organizer and Supplementary Text Summary Due
Week 6 CLASS MEETING	Chapter Six: Social Learning Perspectives Graphic Organizer and Supplementary Text Summary Due
Week 7 CLASS MEETING	Chapter Seven: Cognitive-Processing Perspectives Graphic Organizer and Supplementary Text Summary Due
Week 8 NO CLASS MEETING Fall Holiday	<i>Seminal Text Presentation Work</i>
Week 9 CLASS MEETING	Chapter Eight: Putting it All Together Graphic Organizer and Supplementary Text Summary Due
Week 10 CLASS MEETING	Fresch Chapter Two: Phonics Timeline and Supplementary Text Summary Due
Week 11 CLASS MEETING	Fresch Chapter Five: Reading Comprehension Timeline and Supplementary Text Summary Due
Week 12 NO CLASS MEETING Conference	<i>Seminal Text Presentation Work</i>
Week 13 CLASS MEETINGS	Fresch Chapter Six: Fluency Timeline and Supplementary Text Summary Due
Week 14 NO CLASS MEETING	Thanksgiving Break
Week 15 CLASS MEETING	Fresch Chapter Ten: Spelling and Vocabulary Timeline and Supplementary Text Summary Due

Week 16 CLASS MEETING	<i>Seminal Work Final Presentations</i>
Week 17 CLASS MEETING	<i>Seminal Work Final Presentations</i>

** Plan ahead and complete work ahead of the scheduled due dates to avoid missed deadlines due to snow, illness, printer/computer break-downs, and family emergencies!*

** Professor reserves the right to change or modify any and all assignments, readings, or class topics, as needed.

** Please print out a copy of the syllabus and bring it to the first class.*

EDRE 672
Dr. Bender-Slack

I have read the syllabus and understand the course rules and expectations.

Student Name Printed

Student Signature

Date