



EDUC 4070: Reading Theory, Research, and Pedagogy

Spring 2020

Monday/Wednesday 9:50 – 11:05: Arts and Sciences, G-229

Instructor: Professor Dr. Tricia Smith

Office: College of Arts and Sciences Building, Room G-214-B Phone: 678-466-4730

Email: PatriciaSmith@mail.clayton.edu

FAX: 678-466-4899

Internet: <http://faculty.clayton.edu/psmith26>

Office hours: M: 2:00 – 5:00; T: 11:15 -12:00; W: 12:45-3:00; drop-ins are welcome; appointments available.

CATALOG DESCRIPTION (3.0 semester credit hours – 3-0-3):

This course examines theories of language development and acquisition of reading and writing, as well as the methodologies and materials used in reading programs. The course analyzes strategies, materials, and organizational designs for teaching reading to all students, including those representing diverse cultural communities.

UNDERGRADUATE COURSE PREREQUISITES:

Completion of ENGL 1102, with a minimum grade of C.

MAJOR CLASSROOM ACTIVITIES (Methodologies):

Students in this course will engage in diverse activities that will enhance their understanding of reading theory, research, and pedagogy. Specifically, students will work individually, in small groups, and in larger settings to explore how assessment guides instruction, as well as design differentiated instruction that responds to the diversity in today's classroom.

REQUIRED TEXT:

Fox, Barbara. (2014). *Phonics and word study for the teacher of reading: Programmed for self-instruction*, 11th edition. Pearson. ISBN 978-0-13-283809-2, Paperback.

Additional essays will be posted on D2L.

PROGRAM LEARNING OUTCOMES:

The Teacher Education Unit Outcomes enumerated below come from the knowledge base that was written to address what candidates should know and be able to do upon completion of the program. During the program sequence, the following teacher education outcomes are addressed. These outcomes are aligned with the conceptual framework descriptors, and teacher education unit outcomes as relevant to INTASC Principles and essential knowledge, (k) skills (s) and dispositions (d). These Unit Outcomes are covered in this course:

1. **Diagnoses Learning Needs-** The candidate uses a variety of assessment techniques and utilizes appropriate technologies to gather information about all students and integrates this information to determine learners' strengths and areas to be developed. (INTASC 1, 8; Collaborative; Reflective; Competent) (Skills)
2. **Plans for Student Learning-** The candidate integrates knowledge of content discipline, of the nature of diverse learners, of learning theories, of instructional strategies and of professional standards and state/local curriculum guides to plan instruction.
3. **Facilitates Student Learning-** The candidate implements instructional plans with flexibility and is guided by knowledge of discipline content, of the nature of all learners, of learning theories and of instructional strategies. (INTASC 1,2,3,4,5,6,7,9; Reflective; Competent; Caring) (Knowledge; Skills; Dispositions)
4. **Demonstrates Appropriate Knowledge-** The candidate has general knowledge in the liberal arts and sciences and possesses discipline specific knowledge at a level appropriate for the chosen teaching field. (INTASC 1,7; Competent) (Knowledge; Skills)
5. **Fosters Student Well-being to Support Learning-** The candidate interacts with diverse students, school colleagues, parents, and agencies in the larger community to foster student well being and learning. (INTASC 5,9,8,10; Collaborative; Caring; Committed) (Skills; Dispositions)
6. **Assumes the Role of Professional Teacher-** The candidate acts in accordance with the structure, standards and responsibilities of the profession and recognizes the role of the school in supporting a democratic society. (INTASC 9; Competent; Collaborative; Caring; Committed) (Knowledge; Skills; Dispositions)

Course Learning Outcomes:

Course Outcome 1: To be familiar with theories and historical contexts of early reading and writing instruction, including the fundamentals of reading, as well as repressive language and writing development.

Course Outcome 2: To be aware of how reading and writing assessment guides instruction.

Course Outcome 3: To be able to design differentiated instruction that responds to the diversity in today's classrooms.

Course Outcome 4: To be able to use digital literacy resources in development of skills and strategies that enhance childhood literacy.

COURSE OBJECTIVES:

Students will gain a knowledge and application of the following in the study of materials in this course; they will know or be able to:

- Gain an understanding of the theory and research in L-1 and L-2 acquisition at different age levels (GACE Elementary prep; edTPA; NCTE; InTASC Standard #1: Learner Development; InTASC Standard #2: Learning Differences).
- Understand the diversity of language systems and their fundamental similarities (GACE English Content prep; edTPA; NCTE (GACE Elementary prep; edTPA; NCTE; InTASC Standard #2: Learning Differences).
- Explore theories of reading development in an historical context, as well as pedagogical context (GACE Elementary prep; edTPA; NCTE InTASC Standard #4: Content Knowledge; InTASC Standard #8: Instructional Strategies).
- Explain the sub fields of linguistics: phonetics, phonology, morphology, semantics, syntax, and psycho- and sociolinguistics of English, as well as of other languages and language variations (GACE Elementary prep; edTPA; NCTE; InTASC Standard #4: Content Knowledge).

- Understand research about how fundamentals of reading (phonemic awareness, phonics, vocabulary, comprehension, fluency) work cognitively and socio-culturally (GACE Elementary prep; edTPA; NCTE; InTASC Standard #4: Content Knowledge).
- Critique digital media resources to inform the teaching of reading (GACE Elementary prep; edTPA; NCTE; InTASC Standard #4: Content Knowledge; InTASC Standard #5: Application of Content).
- Design standards- and research-based lessons that capitalize on young children (GACE Elementary prep; edTPA; NCTE InTASC Standard #5: Application of Content; InTASC Standard #6: Assessments; InTASC Standard #7: Planning for Instruction).
- Implement standards-based reading and writing curricula that foster achievement and engagement for all children (GACE Elementary prep; edTPA; NCTE; InTASC Standard #1: Learner Development; InTASC Standard #5: Application of Content).
- Assess reading abilities of students and implement remediation, when needed(GACE Elementary prep; edTPA; NCTE; InTASC Standard #1: Learner Development; InTASC Standard #6: Assessments).
- Gain an understanding of how local contexts (families/home environment, culture, a child's primary language, classroom climate) inform reading instruction and achievement (GACE Elementary prep; edTPA; NCTE; InTASC Standard #7: Planning for Instruction).
- Understand the tools and techniques for linguistic analysis(GACE Elementary prep; edTPA; NCTE; InTASC Standard #5: Application of Content).
- Understand the diversity of language systems and their fundamental similarities (GACE Elementary prep; edTPA; NCTE; InTASC Standard #2: Learning Differences).



CSU EDUCATION UNIT CONCEPTUAL FRAMEWORK:

The mission of the Teacher Education Unit is to prepare professional educators who engage in *reflective practice* and who are *competent, caring, committed, collaborative, culturally responsive*, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework follow the link: <http://www.clayton.edu/teachered>.

TEACHER EDUCATION POLICY:

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/ professional education associations. Please refer to the course correlation matrices located at <http://a-s.clayton.edu/teachered/standards%20and%20outcomes.htm>.

COURSE REQUIREMENTS, UNDERGRADUATE AND GRADUATE:

(Individual or Team) Formative Assessment Activities

During class periods, you will be given one or more activities that are related to the topic of the day. You and/or your team will respond to some area of instruction that we may be discussing; your understanding of this instruction will inform this instructor as to your ability to acquire the knowledge at hand. While you may be asked to complete the activity if you are not in class, you will not receive a grade even if you complete the task at a later date, as these are one-time formative assessments that garner class discussion. Note that you will need to read the texts required for the day noted in the assignment modules; failure to bring texts may result in a “0”, as discussion of text is generally covered in each class.

(Individual or Team) Discovery Activities

Throughout the semester, you and/or your team will be asked to take knowledge developed in class and apply it to a task that provides evidence that you and/or the team has acquired deep understanding of the content.

(Individual) Me Box

Part 1: You are to build a *Me Box*, to introduce yourself to your college peers, as well as give a tangible vision to your earliest language acquisition experiences. You will decorate a shoe box (or provide a facsimile thereof) in which you have collected items that tell something about how you acquired alphabetic knowledge, phonics, and word study in your early years. Cover the box in a creative manner to further describe yourself or provide another facsimile that exemplifies who you were as a reader in your early years. You will have about three minutes to explain your items.

Part 2: You will write a brief reflection of two pages in which you identify points from your presentation and that of your peers that you might be able to use in your own classroom as you teach reading instruction to students in PK-5.

(Team) Reading Interest Survey and Annotated Bibliography

The purpose of this assignment is to help heighten your exposure to children’s literature at the emergent reader, beginning reader, and fluent reader levels. You will be expected to complete a Reading Interest Survey, along with your peers. I will mix up these surveys and give each team a group of surveys to review. Using the information from the interest surveys, your team will create a thematic annotated bibliography of three children’s books per team member. At the beginning of the annotated bibliography, your team will write a paragraph or so summarizing the results of the interest survey. Each book citation must be cited in MLA; each annotation must include information about the plot, characters, and theme.

(Individual) Shared Read Aloud

For this assignment, you will select one book from your team’s Annotated Bibliography to conduct a shared read aloud with our whole class. The purpose of this lesson is to provide experience in building oral language and enjoyment of reading by doing a shared read aloud. The “shared” part of the experience means that the students in our class will remember their early years of experiencing read alouds as a young child and responding in the manner of a child experiencing your read aloud (i.e. echoing, chanting, responding, movement, etc.). After conducting the shared read aloud, you will provide an MLA citation of the book you used; an explanation of why you selected this book; a description of the theme; a paragraph summarizing the plot of the book; describing its main character and minor characters and their roles; and a detailed of how you presented the shared read aloud and the student reaction. Three pages, cited.

(Team) Differentiated Lesson Plan on Code-Based Skills:

Your Team will develop a lesson plan for 45 minute code-based lesson. We will discuss the development of lesson plans throughout the semester. We will have a peer response session to support input from your peers to enhance your lesson plan for possible application in a future classroom.

(Individual) Mid-term and Final exams:

You will be given a list of literacy terms and other pertinent information that you should input in a Learning Log. There is a lot of information in this class that you have to remember and implement, and you can't do this if you are unsure about terms, etc. that you will need to know in order to effectively communicate across the field of other educators and to use when noting elements of instruction to your students. You just need to know the theory, research, and pedagogy, period! Thus, there will be a mid-term and a final exam to cover this material. The exams could include T/F, multiple choices, cloze exercises, and short answer questions

GRADING: A breakdown of assessments for both undergraduate and graduate students are as follows:

<i>Formative Assessment Activities</i>	10%
<i>Discovery Activities</i>	15%
<i>Me Box</i>	10%
<i>Reading Interest Survey and Annotated Bibliography</i>	15%
<i>Shared Read Aloud</i>	10%
<i>Differentiated Lesson Plan on Code-Based Skills</i>	10%
<i>Mid-term and Final exams</i> (15% each)	30%

GRADING SCALE: Final grades will be distributed, based on a 100 points scale:

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	Below 60%

MID-TERM PROGRESS GRADES AND WITHDRAWAL DATE:

The mid-term grade in this course, which will be posted on March 2, 2020, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 2. [Instructions for withdrawing are provided at this link.](#) **The last day to withdraw without academic accountability is Friday, March 6, 2020.**

LATE WORK:

All assignments (paper copies, only!) are to be turned in by the end of the class period on the date due. NOTE THAT ONLY PAPERS TURNED IN ON TIME DURING THE CLASS PERIOD IN WHICH IT IS DUE CAN BE ALLOWED TO BE REVISED! There will be a 24-hour grace period allowed before papers are noted as LATE. Papers that are turned in during the grace period cannot be revised. After the 24-hour grace period, late assignments will receive one grade lower per week. Note that you cannot pass the class unless ALL major assignments are completed.

Note that formative assessment activities and presenting cannot be made up. Quizzes may be made up prior to the return of the quizzes to the students; it is up to the absent student to make arrangements prior

to the next class for making up the quizzes. Failure to appear at the Final Exam period will result in a one grade lower drop in grade assigned to the project.

TEXTBOOKS:

Students are to bring the appropriate textbooks to class (or alternative on Smart phones). Students who are not prepared by bringing the appropriate material will receive a "0" for the formative assessment activity completed during the class period.

GUIDELINES FOR ASSIGNMENTS:

All papers should include the following information: name, course, instructor, date, assignment, and title. **Materials sent by email will not be accepted without clearance from this instructor.** See the Department of English Writing Guidelines at <http://a-s.clayton.edu/langlit/guidelines/default.html> for details about expectations. A paper copy is due on the assigned date.

COMPUTER REQUIREMENT:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to <http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

SOFTWARE REQUIREMENTS:

To properly access the course content, you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): <http://get.adobe.com/reader>
- Adobe Flash (needed to access video content): <http://get.adobe.com/flashplayer/>

IN-CLASS USE OF STUDENT NOTEBOOK COMPUTERS:

Student notebook computers will be used in the classroom in this course. Computers will also be used to access course materials and to communicate with your instructor. **Note that personal use of computers to check email, Face Book, etc. will not be permitted in class, as it is rude and unprofessional. Texting during class is not permitted; please leave the classroom for a brief time if you have an emergency to address.**

COMPUTER SKILL PREREQUISITES:

Students should be able to:

- Use the Windows TM operating system
- Use Microsoft Word TM processing and PowerPoint
- Send and receive email using Outlook TM or Outlook Express TM
- Attach and retrieve attached files via email
- Use a Web browser

Note that you should only use your CSU email account or the email system included in D2L to communicate academic information to your instructor.

GENERAL SUPPORT:

Computer labs are located in various areas on campus. Students may get assistance in developing papers by visiting the Center for Academic Success. Please realize that this is not a proofreading service but rather a place where students learn to improve their own writing. The library staff is also available for research help.

DISABILITIES:

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, disabilityservices@mail.clayton.edu, 678-466-5444.

GENERAL POLICIES:

Students must abide by policies in the [Clayton State University Student Handbook](#), and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#), which appears on page 6.

UNIVERSITY ATTENDANCE POLICY:

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

COURSE ATTENDANCE POLICY:

Students are expected to attend each class session, participate fully in discussions and group activities, read material assigned, and complete all writing assignments on time. Tardiness will not be tolerated. Late arrival and/or early departure will be noted; frequent late arrival or early departure may add up to an absence. It is expected that attendance means full mental engagement; this does not include surfing the web, checking Facebook pages or texting during class. In-class formative assessment assignments and presenting times that are missed due to absences, late arrival or early departure cannot be made up. Tests must be made up prior to the next class meeting, when quizzes are returned to students. If a student does not attend the final exam session, then the grade for the product developed to be presented during the exam session will automatically be deducted by ten (10) points.

EMAIL COMMUNICATION:

University e-mail policy requires that students use only your Clayton State University e-mail address when contacting me about the course. This professor will not respond to non-CSU e-mail addresses. Recall that your CSU e-mail accounts are accessible through the Internet via "Web-Mail" which can be reached from the CSU homepage: <http://www.clayton.edu>.

ACADEMIC DISHONESTY:

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the work involved. All instances of academic dishonesty will be reported first to the English Department Chair and then to the [Office of Community Standards](#). Judicial procedures are described, beginning on page 19 in the section of the [Academic Catalog and Student Handbook](#) in the [Procedures for Adjudicating Alleged Academic Conduct Infractions](#).

PLAGIARISM DETECTION SOFTWARE:

Students agree that by taking this course all required papers may be subject to submission for textual similarity to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Students should submit their papers in such a way that no identifying information about the students will be included.

DISRUPTION OF THE LEARNING ENVIRONMENT:

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If a student is found in violation, he/she may be administratively withdrawn and may receive a grade of WF. More detailed descriptions of [examples of disruptive behavior](#) are provided in the [Clayton State University Academic Catalog and Student Handbook](#), starting on page 8.

WRITING ASSISTANCE: The goal of the Writers’ Studio is to give rise to better writers, not just to better writing. People who love to write, people who struggle mightily with it, and people who fall anywhere else on the spectrum can find a place at The Writers’ Studio—a place for students to come for writing guidance and feedback.

Each student may receive up to 90 minutes of assistance per day and 3 hours per week. Furthermore, both appointments and walk-ins are welcome. Here is The Writers’ Studio’s contact information:

Location:	Arts & Sciences Building, Room G-224
Phone:	678.466.4728
Email:	ws224@clayton.edu
Website:	http://clayton.edu/writersstudio

Visit The Writers’ Studio at <http://clayton.edu/writersstudio> or schedule your appointment online at <http://clayton.mywconline.com> (Note: first-time users need to complete a one-time registration prior to using the online appointment website).

OPERATION STUDY: At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. See the following site for details: <http://clayton.edu/operation-study>.

SPRING 2020 COURSE OUTLINE

(Subject to change at discretion of professor or progress of class.)

Week 1: M, Jan 13/W, Jan 15

Topics: Introduction to course; review of syllabus; reviewing the standards; introduce *Me Box*; formative assessment activities.

READ: Additional readings.

Week 2: M, Jan 20 – No class; MLK, Jr holiday; W, Jan 22 – class will be held

Topics: Language Acquisition in L1 and L2; *Me Box* presentations; formative assessment activities.

READ: Additional readings

DUE: *Discovery Activity (?)*; *Me Box presentations*

Week 3: M, Jan 27/W, Jan 29

Topics: Language Acquisition, introduce *Reading Interest Survey and Annotated Bibliography*; formative assessment activities, continued.

READ: Additional readings

DUE: *Discovery Activity?*

Week 4: M, Feb 3/W, Feb 5

Topics: General knowledge and concepts: International Phonetic Alphabet/Elementary phonics, word recognition; formative assessment activities.

READ: Fox: Part One; additional readings

DUE: *Discovery Activity?*

Week 5: M, Feb 10/W, Feb 12

Topics: Single-letter consonants; digraphs

READ: Fox: Part Two; additional readings; formative assessment activities.

DUE: *Discovery Activity?*

Week 6: M, Feb 17/W, Feb 19

Topics: Consonant digraphs and consonant blends; voiced and unvoiced phonemes; invented spelling; blends and clusters; formative assessment activities.

READ: Fox: Part Three; additional readings

DUE: *Discovery Activity?*, *Reading Interest Survey and Annotated Bibliography*

Week 7: M, Feb 24/Wed, Feb 26

Topics: Consonants, continued; formative assessment activities.

READ: Additional readings

DUE: *Discovery Activity?*, *Shared Read Aloud*

Week 8: M, Mar 2; Wed, Mar 4

Topics: Midterm on Monday; intro to vowels

READ: Fox, Part Four

DUE: *Discovery Activity?*

March 9 and March 11 – Spring break; no class.

Week 9: M, March 16/ Wed, Mar 18

Topics: Vowels; foundational skills; short vowels; long vowels; schwa; other single vowels; diphthongs; vowel digraphs; long vowel digraphs; introduce *Differentiated Lesson Plan on Code-Based Skills*; formative assessment activities.

READ: Fox, Part Four

DUE: *Discovery Activity?*

Week 10: M, Mar 23/ Wed, Mar 25

Topics: Vowels, continued; formative assessment activities.

READ: Additional readings

DUE: *Discovery Activity?*

Week 11: Mon, Mar 30/ Wed, Apr 1

Topics: Review of phonemes; formative assessment activities.

READ: Fox, Part Five

DUE: *Discovery Activity?*; draft of *Differentiated Lesson Plan on Code-Based Skills* for peer review.

Week 12: Mon, Apr 6/ Wed, Apr 8

Topics: Onsets and Rimes; common rimes; formative assessment activities.

READ: Fox, Part Six

DUE: *Discovery Activity?*

Week 13: Mon, Apr 13/ Wed, Apr 15

Topics: Syllable and accent patterns; clues to placement of accents and syllable division; formative assessment activities.

READ: Fox, Part Seven

DUE: *Discovery Activity?*; final draft of *Differentiated Lesson Plan on Code-Based Skills*

Week 14: Mon, Apr 20/ Wed, Apr 22

Topics: Morphemes, prefixes, contractions, and compound words; formative assessment activities.

READ: Fox, Part Eight

DUE: *Discovery Activity?*

Week 15: Mon, Apr 27/ Wed, Apr 29

Topics: Morphemes, prefixes, contractions, and compound words, continued; formative assessment activities.

READ: Additional readings

DUE: *Discovery Activity?*

Exam period: TBA.