RLL 4430
Teaching Reading 2: Comprehension Preprimary-8

COURSE: RLL 4430
TERM/YEAR: Winter 2014
COURSE CREDITS: 3
DAY/TIME: Thursday, 10:00-12:45
LOCATION: Golightly Education Center

INSTRUCTOR: Dr. Poonam Arya
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OFFICE HOURS: Appointment number: 313-577-0902
Wednesday 3:30-4:30
Thursday 2:00-4:00

Course Materials

Required Texts


References


Course

Course Description

Development of comprehension in literature and informational material, instructional strategies and material with emphasis on integrated instruction. Evaluation of the
development of comprehension and writing through formal and informal measures and reporting to parents and other professionals. Implications of multiculturalism, special needs, and English language learners.

Course Objectives

Students will:
1. View themselves as readers, reflective educators and professionals as measured through their metacognitive journal. (MRS: 1)
2. Articulate theories of reading comprehension and writing development across languages and how they can be applied to instruction and evaluation as measured by exams and projects. (MRS: 19) (MEES 1.8)
3. Understand the integrated nature of the language arts and be able to design and carry out instruction in literacy across the curriculum that provides opportunities in all aspects of literacy for diverse learners as evidenced in their construction of lesson plans. (MRS: 3, 4, 13) (MEES 1.1.14)
4. Articulate the social, cultural and dynamic nature of language and the impact of these factors on literacy development as measured by their metacognitive journal and exams. (MRS: 10, 15) (MEES 1.1.16)
5. Be able to identify the special needs of individual learners and plan instruction that addresses those needs by using a variety of texts and instructional methods as measured by their lesson plans and exams. (MRS:12, 14, 16, 17, 18)
6. Select and use a variety of means of assessment, both formal and informal and be able to communicate results to parents and other professionals as evaluated by their in class project. (MRS: 20, 21, 22, 23, 24, 43)
7. Be able to select a variety of print and non-print texts to promote learning and increase motivation and to identify the strengths/weaknesses of those texts as assessed by their lesson plans, presentation and in class projects. (MRS: 26, 32) (MEES 1.1.20, 1.1.8, 1.1.10, 1.1.11)
8. Employ a variety of strategies for developing vocabulary and spelling through reading and writing as measured by their presentation and lesson plans. (MRS: 30, 36) (MEES 1.1.6)
9. Be able to plan instruction that helps students understand the conventions appropriate for the different systems of language and different languages in order to promote comprehension (reading & listening) and communication with others (speaking & writing) as assessed by their presentations and lesson plans. (MRS: 27, 28, 33, 34) (MEES 1.1.2, 1.8)
10. Know and be able to use in instruction a variety of strategies appropriate for diverse learners of varying languages to promote comprehension in both literary and informational texts as evidenced in their presentation and lesson plans. (MRS: 31, 38, 39, 40, 41) (MEES 1.1.7, 1.8)
11. Integrate process writing across the curriculum for a variety of purposes and diverse learners as measured by their lesson plans. (MRS: 35, 37, 42) (MEES 1.1.8, 1.1.9, 1.1.13, 1.8)
12. Be able to implement strategies to include parents as partners in the literacy development of their children as determined by their lesson plans. (MS: 44)
13. Use digital resources for professional development and instruction as measured by their in class projects, presentation, and lesson plans. (MEES: 1.1)

Methods of Instruction

The main method of instruction will be lecture-discussion with opportunities for hands-on practice of literacy instruction in K-8 classrooms.

Assignments

1. Question Cards (optional)
You are responsible for all material in assigned chapters although class lectures will not necessarily focus on that specific material. This assignment is intended to provide an opportunity for you to ask questions about text material. If you have a question about anything in the assigned reading, write the question or request on a 5 x 7 index card or a slip of paper and submit it at the beginning of the class. You do not have to put your name on the card, and you may submit as many as you wish. All questions/requests will be addressed during class. You may also submit questions/requests via email and I will respond.

2. Journal Activity
   Metacognitive Journal
Beginning with the first class, you will keep a journal in which you reflect on your own weekly reading done for this class. Your first in class writing is the beginning of this journal. You are to write about the strategies that you use to understand and remember what you have read, strategies you used to do the assigned work for each chapter, whether or not particular strategies are working for you, and things in the texts that help you or make reading difficult. One journal entry is due at the beginning of each class. Journal entries will not be accepted late.

Reflective Paper
When the entries are completed, you will read through all of your journal entries and write a paper in which you reflect on what you have learned from keeping the journal. This is a formal paper that must be computer generated, at least 1400-1600 words in length (approximately 5-6 pages), double spaced, in 12 pt font with 1 inch margins. All of your journal entries must be attached to the paper. The following must be discussed in the paper:

Part I: What you know about yourself as a reader (for this section refer to specific examples in your journal entries to support what you say)
   • strategies that you use
   • your strengths/weaknesses in reading
   • any changes in your reading that have occurred during the semester

Part II: Implications for teaching
   • given what you now know about reading from this self-study, discuss what the implications are for your own teaching (implications should be related to what you
know about your own reading and should be specific and directly related to the things you discussed in Part I.

3. **Picture Book and Strategy Presentation**
Individually or working with a partner you will select a picture book that would be effective in teaching a theme from your content area. You will present a 5 minute overview of your book and explain at least 2 literacy strategies that you will use with that book in a class. You will then use at least one of those strategies with children in K-8 settings. You will turn in a one-page typed reflection highlighting your evaluation of the strategies (strengths and weaknesses of the strategies).

4. **Inquiry Project**

   a) **Text Set**
   You will develop a text set consisting of literature and informational material from at least one subject area (math, science, social studies, art, music, etc.). The text set may include material from a textbook but should not be restricted to textbooks. You must include at least 8 different items, at least 2 of which are narrative/literature, 2 which are informational texts, and 2 of which involve technology. Your set must include variety in terms of genre and level of difficulty. You will provide an APA format annotated bibliography of the text set that includes the following:
   - Grade level for which the set is designed
   - APA format reference for each item in the set
   - Statement of your rationale for selection of each item in the set
   - Identification of the readability grade level of each item in the set. Indicate how this was determined. (You do a readability to identify this.)

   Please post your bibliography to the course blackboard site and turn in a print copy on the date due. You may work with 2 other students on this text set but you must have 8 texts for each person involved in the group.

   b) **Two Lesson Plans**
   For your text set you will develop two lesson plans based on the text set. One lesson is based on literary material and the other is based on informational material. Each lesson must involve cross curricular connections with the integration of literacy and demonstrate applications of literacy strategies from this course. The lesson plan will include the following information:
   - estimated time for each component of the instructional activity,
   - rationale for instructional activity,
   - list of materials/resources needed,
   - clear sequential description of instructional activity, and
   - evaluation of instructional activity.

   The description should assume a knowledgeable teacher as audience but must be inclusive enough that someone else could read your description and do the activity with your students. The evaluation should indicate how you will evaluate student learning for each component. The rationale should clearly state what you hope the students will learn from the activity (about the content area and about reading/writing). The rationale is not an objective. The strategies selected should build on text strengths and address areas of text weakness. Instructional activities must demonstrate awareness of the needs of diverse learners either
through the selection of the specific activities or through provision of alternative activities for different learners.

c) **Sharing and Demonstration**

You will share your text set and lesson ideas with others in the class. Your group will have approximately **20 minutes** to present your topic and ideas from your lesson plans. Make sure to point out:

- literacy strategies you will teach
- materials you will use for the lesson (including handouts)
- how you will integrate technology
- how you will actively engage students

After feedback from your peers, you will carry out one lesson with the students in K-8 settings.

You will reflect on the lesson by evaluating its strengths and weaknesses and highlight what you have learned from teaching the lesson in one page.

5. **Exam**

You are responsible for all material in assigned chapters although class lectures will not necessarily focus on that specific material. There will be one departmental exam at the end of the semester. It is expected that all students will take the exam on the scheduled exam date. In case of an emergency, a make-up can be provided at the instructor’s convenience. Students must notify the instructor in advance of the exam to be eligible for a make-up. The exam will consist of multiple choice, short answer and essay questions.

**Evaluation and Grading**

**College of Education Grading Policy**

“The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post-degree students, C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. For graduate students, B grades will be awarded for satisfactory work, and A grades will be awarded for outstanding performance. Please note that there will be a distribution of grades from A-E within the College of Education.”

Please note that completion of work makes one eligible for a grade. It is the quality of the work that determines what that grade is. Completed work of very poor quality will result in a failing grade. Satisfactory completion will result in a grade of B. Grades of B+ and A are reserved for work that goes beyond “acceptable” or “satisfactory”, with A grades reserved for outstanding work.

All assignments are due on the date indicated. Assignments will be lowered by **2 points** for each class that they are late. That means that if your assignment would have earned **15 out of 15**, and it is one class late, it will earn a score of **13**.
1. Journal
   Metacognitive Journal  10%
   Paper 10%

2. Picture Book and Strategy  15%

3. Inquiry Project
   Text Set  15%
   Lesson Plans  20% (10+10)
   Demonstration  10%

4. Final Exam  15%

5. Participation/Attendance  5%

A = 94-100  B+ = 87-89  C+ = 77-79  D = 60-69
A- = 90-93  B = 84-86  C = 74-77  F = below 60
      B- = 80-83  C- = 70-73

Criteria
Metacognitive Journal
   Journals will be graded using a rubric from 0 to 3 based on the extent to which you
demonstrate your metacognitive awareness:
   3= significant awareness of strategies used and/or problems as well as possible
   solutions
   2= some awareness of strategies used and/or problems and solutions
   1= few strategies or problems and solutions discussed.

Reflective Paper
   * Identification of strategies (number and depth of discussion)
   * Identification of your strengths/weaknesses (number and depth of discussion)
   * Identification of changes (number and depth of discussion)
   * Implications for teaching
     * specificity
     * relation to your own strategies
     * depth of discussion
   * Form/format

Lesson Plans
   * Appropriateness of amount of time
   * Clarity of description
   * Clarity & logic of content rationale
* Clarity & logic of strategy rationale
* Clarity & Appropriateness of evaluation
* Clarity and appropriateness of differentiation
* Form/format

**Class Policies**
You are expected to attend all classes and are responsible for material covered in all classes whether or not you were present. Since much of the class will consist of group work and discussion, your attendance, participation, and preparedness are necessary. You are expected to engage in professional/respectful behavior at all times. Any absences that total more than two classes will result in a reduction in the final grade. Portions of classes missed (arriving late, leaving early) will also be recorded and contribute to total absences. Thus, a student who is late for class by 15 minutes five times is considered to have missed 75 minutes of class or approximately ½ of a class period. **Cell phones and beepers are to be turned off during class.**

All formal papers are to be computer generated, double spaced, using 12 point font. Journal entries and assigned reading strategies may be hand written.

**Religious holidays**
Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

**Student Disabilities Services**
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.
Academic Dishonesty -- Plagiarism and Cheating

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (http://www.doso.wayne.edu/student-conduct-services.html).

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

Plagiarism: To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully
understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/pdf-policies/students.pdf

**Student services**

The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).

The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit http://clasweb.clas.wayne.edu/writing to obtain information on tutors, appointments, and the type of help they can provide.
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| Week 1 Jan 9 | What makes reading easy/hard?  
Examining our Beliefs |                                 | Journal 1                        |
| Week 2 Jan 16 | Content Area and Close Reading  
Text Sets | Close Reading: Ch. 1               | Journal 2                        |
| Week 3 Jan 23 | Evaluation of Students & Texts | Close Reading: Ch. 2               | Journal 3 Bring a text to evaluate its readability |
| Week 4 Jan 30 | Informational Texts: Power of Inquiry | Comprehension: Ch.3  
Close Reading: Ch. 4 | Journal 4 Picture Book/Strategy |
| Week 5 Feb 6 | Prior Knowledge/Preparing for reading | Comprehension: Ch.2  
Close Reading: Ch. 5 | Journal 5 Picture Book/Strategy |
| Week 6 Feb 13 | Focusing on Meaning  
Metacognition and Organization of Information | Close Reading: Ch. 6               | Journal 6 Picture Book/Strategy |
| **Week 7 Feb 20** | Literature Discussions and Comprehension  
**Meet at WSU Campus** | Comprehension: Ch.4               | Journal 7                        |
| Week 8 Feb 27 | Determining Importance in Texts | Close Reading: Ch. 7               | Journal 8 Picture Book/Strategy |
| Week 9 March 6 | Writing and Comprehension | Comprehension: Ch.5               | Journal 9 Picture Book/Strategy |
| **Week 10 March 13** | **SPRING BREAK—NO CLASS** |                                   |                                  |
| Week 11 March 20 | Integrating Literature Technology and Content Literacy | Comprehension: Ch.6  
Article on Technology | Reflective Paper due Picture Book/Strategy |
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<tr>
<th>Week</th>
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<tr>
<td>Week 12</td>
<td>March 27</td>
<td>Inquiry Projects</td>
<td>Text Set and Lesson Demonstration</td>
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<td>Week 13</td>
<td>April 3</td>
<td>AERA Conference</td>
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<td>Week 14</td>
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<td>Inquiry Projects</td>
<td>Text Set and Lesson Demonstration</td>
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<td>Week 15</td>
<td>April 17</td>
<td>Inquiry Projects</td>
<td>Text Set and Lesson Demonstration</td>
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<td>Week 16</td>
<td>April 24</td>
<td>Final Exam</td>
<td>(Meet in Education Building)</td>
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