Course Syllabus: RLL 6120 Developmental Reading Comprehension Prepm - 8

DIVISION: Teacher Education
COURSE: RLL 6120
TERM/YEAR: Winter, 2017
COURSE CREDITS: 3
DAY/TIME: Monday 5:00 PM – 7:30 PM
LOCATION: Old Main 0168
INSTRUCTOR: Annena Z. McCleskey
Phone: 248-821-0070
E-mail =AM4592@wayne.edu
Office hours: By appointment

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 Outcomes:
Students will:

1. View themselves as readers, reflective educators and professionals. (MRS: 1)
2. Understand theories of reading comprehension and writing development across languages and how they apply to instruction and evaluation. (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. (MRS: 3, 4, 13) (MEES 1.1.14)
4. Understand the social, cultural and dynamic nature of language and the impact of these factors on literacy development. (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. (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. (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
8. motivation and to identify the strengths/weaknesses of those texts. (MRS: 26, 32) (MEES 1.1.20, 1.1.8, 1.1.10, 1.1.11)

9. Employ a variety of strategies for developing vocabulary and spelling through reading and writing. (MRS: 30, 36) (MEES 1.1.6)

10. 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). (MRS: 27)

11. Be able to demonstrate their ability to evaluate their teaching. They will reflect on their own teaching including evaluating lessons taught and discussing revisions that will make instruction more effective.

12. 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. (MRS: 31, 38, 39, 40, 41) (MEES 1.1.7, 1.8)

13. Understand and be able to integrate process writing across the curriculum for a variety of purposes and diverse learners. (MRS: 35, 37, 42) (MEES 1.1.8, 1.1.9, 1.1.13, 1.8)

14. Be able to implement strategies to include parents as partners in the literacy development of their children. (MS: 44)

15. Use digital resources for professional development and instruction. (MEES: 1.1)

Required Text/s:


Frey, 50 Instructional Routines to Develop Content Literacy, Pearson, Third Edition

Assess To:

Michigan K-12 Standards English Language Art, Social Studies & Science

Additional References


*It is important that you check your Wayne State email on a regular basis for updates and important announcements regarding this course.*

**Class Assignments**

<table>
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<tr>
<th>Reading Response Reaction Log (3R) Maximum 5 Points each</th>
<th>25 Points</th>
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You are to select one student in grade 1-6 that you will tutor during this course to implement suggested assessments, instructional mini-lessons applying various reading and writing strategies and reflect and record your outcomes. Plan to spend approximately 12-15 hours working with your tutee.

All formal papers are to be computer generated, double-spaced using 12-point font. Be sure to save and back up ALL class work. All work handed in must be stapled to ensure papers are secure.

You are responsible for all material in the text, whether or not it is discussed in class. Class activities will focus on topics similar to those in the text but will provide information that adds to what is in the text. Unless you ask questions about material in the text, it is assumed that you have read and understood the chapter/s.

Lessons and instructional focus must always include addressing the various techniques, strategies and insights that incorporate and support multiculturalism, special needs, and English Language Learners.

**PART I Strategies That Work Weekly Reading (The Foundation of Meaning)**

Reading is fundamental to your success. You are to read each week’s assigned chapter/s. After reading, you are expected to write your thoughts / reactions about the chapter’s content. Be prepared to share our 3R with the class before submitting it to the instructor.

**3R summary of the reading** (250-400 words)
1. What are the important ideas expressed and what did I learn from this reading? (understanding)
2. How is it related to what I’ve learned or experienced in the past? (Reflection and Synthesis)
3. How does it relate to what I’ve observed? (Synthesis and Application)
4. How does it relate to what I will do in my own classroom? My rationale is… and the benefits to students are…(Application)
5. What surprised me, worried, me, or excited me about what I’m learning? Why? (Affect)
6. What question do I have? What more would I like to know? (Understanding and Inquiry)
7. At the end of your 3R Log include the computer-generated word count.

(2) Active Literacy Lesson Instruction /Try-Outs Maximum 10 Points each - 60 Points

Research documents we learn:
10% of what we read,
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we say and discuss
80% of what we personally experience
90% of what we teach others.

William Glasser

PART II Strategies That Work + 50 Instructional Routines to Develop Content Literacy (IR)

Try-Outs = Teaching Try-Outs. (100 points). Throughout the semester you will learn about various teaching strategies. In order to get a feel for these strategies you will try them out, and reflect on them. Try-Outs will include: 1) interactive read aloud (Monitoring Comprehension) 2) Noticing & Thinking About New Learning 3) Questioning 4) Visualizing & inferring 5) Determining Importance in Text 6) Summarizing & Synthesizing Information

You are to develop and instruct six (6) strategy assigned “Try-Outs” mini lessons, one per chapter (chapters 6-11) of Strategies That Work, and combine with a strategy routine Before Reading” or During Reading or After Reading found in the text, 50 Instructional Routines to Develop Content Literacy.

- Select any before reading routines Before Reading” or During Reading or After Reading from IR that you feel “fits well” with the assigned strategy from chapter 6-11 of Strategies That Work
- Try-Out both in a 20-30-minute lesson to your tutee.
- Following your “Try-Out”, write a reflection of the experience noting strengths and
weaknesses, successes or failures, and ways to improve. Include student behaviors, your communicative exchanges with the student and student understanding/learning. Include examples of student work.

(3) **Comprehension Across the Curriculum / Content Literacy Maximum Points 15**

**PART III Team Lesson Presentation**

You and two members of the class will form a literacy team of three (3). Your team will develop a highly engaged hands-on 5-day lesson plan in the content area of Science or Social Studies for primary grades (1-2) or early elementary grades (3-4) or later elementary grades (5-6).

Lessons should contain an introduction, content and Common Core standards. Five-day lesson plans should be detailed and in an instructor-approved lesson plan format with supporting materials, and references. Lessons will be presented in class and are due at the end of the semester. Further information about this assignment will be provided by the instructor. Create a handout for your peers.

**Consider the following when presenting:**
1. If using a PowerPoint, do not read verbatim what is on the slide (paraphrase)
2. What are the key points from your presentation do you wish to share and for others to remember?
3. How will you engage the class?
4. What materials will you present that are memorable, doable and unique?
5. What handouts will you prepare for the class?
6. Be prepared to answer concerns and questions from class members after presenting.

**Final Reflective Paper (Maximum 15%)**

A Reflective Paper is like any academic essay. It needs a thesis statement, a sentence placed near the beginning that gives an overview of what you'll be discussing. One way to structure your thesis is by reviewing your experiences thought your Reading Response Reaction Logs, Lesson Plans Reflections, class discussions, notes and educational videos. Assess how you have added to your professional repertoire of instructional practices due to these experiences and exposure. In addition, you may share your personal changes. This reflection should be 4-6 pages, double-spaced, in 12-point font with 1 inch margin.

**Include:**
1. **Effective Educator** How does what you have learned fit or will fit into your role as an effective educator?
2. **Student Benefits** what benefits will your students receive due to you taking this class?
3. **My Professional Growth** What professional growth have you experienced in the following four (4) areas:
   (a) Planning / Preparation? (explain)  (b) Classroom Environment? (explain)  (c) Instructional Strategies? (explain)  (d) Professional Responsibility? (explain)
4. **Highlights of My learning**  Share two highlights of your learning? Any disappointments?

5. Highlight **four educational** techniques, strategies, or concepts you will you use in your teaching? Why?

6. Briefly explain a **Parent Component** you will develop/implement based on experiences, techniques, strategies, skills or concepts gained from class discussions, readings, and presentations.

**CLASS POLICIES**

Students are expected to (1) inform the instructor of lateness or absence due to illness prior to class via email, text, or phone, (2) be prepared for each class with materials, (3) arrange to obtain handouts and notes from another student when absent, (4) participate in class discussions and activities, (5) submit assignments on time, (6) submit original work and (7) refrain from use of technology (phones, computers) for tasks unrelated to class activities.

This is an intense seminar class with a good amount of required reading, writing and participation. It is essential that you attend all class sessions, **be on time and actively participate**. If extenuating circumstances cause you to miss a class, please discuss this with me **as soon as possible and preferably before you miss class**. If you are not in class, you will not have the opportunity to make up class projects and discussions, so it is important that you attend all class sessions AND remain until class is dismissed. **If absent, it is your responsibility to have a classmate gather any handouts, update you on class session or hand in your work. Exchange phone numbers or e-mail addresses with a few class members.**

**No Laptops or iPads.**

Do not take pictures or video during this class.

Cell phones must be on vibrate or turned off during class. NO Texting during class.

**ATTENDANCE**  If you do NOT sign in and out for every class, you are considered ABSENT. You are not to sign out or in for others.

As an educator or potential educator, you are or will be working with students, colleagues and the community or are preparing to work with students, colleagues and the community. It is expected that you will conduct yourself in a **professional responsible and courteous manner at all times.**

**Methods & Procedures**  Class Lectures - Large and Small Group Discussions - Cooperative Learning Activities - Reading - Listening - Questioning - Research - Use of Multi-Media (i.e., Videos, Computer Programs and Software, the Internet - Student Presentation - Critical Thinking - Reflective Inquiry - Decision Making - Problem-Solving - Individual/Group Evaluation

**Professional Commitment (Preparation, Participation, and Attitude)**  This course has been designed on the belief that learning occurs best with the support of others. Active participation and discussion are vital features of a community of learners. The class will benefit collectively and as individuals if each member:
a. attends class regularly and is present for the full class period. (More than 2
absences will result in grade reduction, including attendance at the first class,
whether or not you are registered at that time.) Absences of parts of class, e.g. late
arrivals/early departures, will be recorded and will contribute to your total number
of absences)
b. is willing and able to discuss the week’s assignments (readings complete,
assignments).
c. maintains a mind open to the ideas and perspectives of others.
d. is willing to share knowledge and ideas.
e. refrains from using digital devices for personal use during class.

**Academic Dishonesty / Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of
academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/codeofconduct.pdf].
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or
presenting outside information as if it were your own by not crediting authors through citations.
It can be deliberate or unintended. Specific examples of academic dishonesty, including what
constitutes plagiarism, can be found in the University’s Undergraduate Bulletin
([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)), the Undergraduate Student Handbook
([http://comm.wayne.edu/files/undergradhandbook.pdf](http://comm.wayne.edu/files/undergradhandbook.pdf)), and in print and online versions of the
Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading
“Student Ethics.” It is every student’s responsibility to read these documents to be aware which
actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the
course involved, probation and expulsion, so students are advised to think carefully and
thoroughly, ask for help from instructors if it is needed, and make smart decisions about their
academic work.

**Class Schedule**

**KEY**

**STW** = Strategies That Work

**IR** = 50 Instructional Routines

**3 R** = Reading Response Reaction Log

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Topic/s</th>
<th>Reading for Class</th>
<th>Assignment/s DUE</th>
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</thead>
<tbody>
<tr>
<td>1/9</td>
<td>Introductions, Course Overview, Syllabus “Walk-Thru”, Data &amp; Presentation Forms, Background Building</td>
<td>STW Chapters 1 &amp; 2, IR Front Matter &amp; Introduction</td>
<td>Select student to tutor during this course.</td>
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<td>3R STW</td>
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<td>1/16</td>
<td>Holiday Dr. Martin Luther King Jr.</td>
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<td>Date</td>
<td>Discussion</td>
<td>Chapter Review 3R</td>
<td>Presentation Team Selections</td>
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<td>1/23</td>
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<td>1/31</td>
<td>Discussion</td>
<td>Chapter Review 3R</td>
<td>Literacy Strategies</td>
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<td>Team Presentation Planning Meetings</td>
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<td>2/6</td>
<td>Discussion</td>
<td>Chapter Review 3R</td>
<td>Instructional Video</td>
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<td>2/13</td>
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<td>2/20</td>
<td>Independent Study</td>
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<td>2/27</td>
<td>Discussion</td>
<td>Try-Out Reflections</td>
<td>Instructional Video</td>
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<td>Team Presentation Planning Meetings</td>
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<td>3/6</td>
<td>Discussion</td>
<td>Try-Out Reflections</td>
<td>Instructional Video</td>
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<tr>
<td>3/13</td>
<td>SPRING BREAK</td>
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<td>3/20</td>
<td>Team Presentation</td>
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<td>3/27</td>
<td>Team Presentation</td>
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<tr>
<td>4/3</td>
<td>Team Presentation</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
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<td>4/10</td>
<td>Team Presentation</td>
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<td>4/17</td>
<td>Team Presentation</td>
<td>Final Course Reflection</td>
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<tr>
<td>4/24</td>
<td>Course Review Discussion</td>
<td>Paper</td>
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Participation inserted into final Grade

- Reading Response Reaction Log 3R = 25 Points
- Active Literacy Try-Out Mini Lesson = 60 Points
- Team Presentation 5 Day Lesson = 15 Points
- Reflective Paper = 15 Points
- Total = 115 Points

It is the discretion of the instructor to mark students down more than the course point schedule above due to lack of participation and / or turning in assignments late and / or not turning in an assignment(s).

**Grading System**

**Please note that completion of work makes one eligible for a grade. It is the quality of the work that determines what grade you have earned. 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.**

**Evaluation and Grading: MAT Grading Scale:**

- Undergraduate: Your final grade will be determined by your points earned on assignments, attendance, class participation and professionalism.

- Graduate: Your final grade will be determined by your points earned on assignments, attendance, class participation and professionalism.

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<tr>
<th>Undergraduate Grading Scale</th>
<th>Graduate Grading Scale</th>
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<tr>
<td>95 - 100 points A</td>
<td>94 - 90 = A</td>
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<tr>
<td>90 - 94 points A-</td>
<td>89 - 87 = B+</td>
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<tr>
<td>87 - 89 points B+</td>
<td>86 - 83 = B</td>
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<td>83 - 86 points B</td>
<td>82 - 80 = B-</td>
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<td></td>
<td>79 - 77 = C+</td>
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<td>76 - 73 = C</td>
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<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>100 - 95 = A</td>
<td>89 - 87 = B+</td>
<td>79 - 77 = C+</td>
</tr>
<tr>
<td>94 - 90 = A-</td>
<td>86 - 83 = B</td>
<td>76 - 73 = C</td>
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<tr>
<td>69-67 points D+</td>
<td>66-63 points D</td>
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<tr>
<td>62-60 points D-</td>
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**Enrollment / Withdrawal Policy**
Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade
- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately. See the university webpage for full details: http://reg.wayne.edu/students/information.php

**Attention students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only).

Once you have your accommodations in place, I will be glad to meet with you privately during my office hours 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.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Resources:**

**The Writing Center** (2nd Floor UDL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is **not** an
editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.

Professional Organizations:

Michigan Reading Association (MRA = 1-800-READ)

International Reading Association (IRA) = International Literacy Association

Council for Exceptional Children (CEC)

Michigan Council of Teachers of English (MCTE)

National Council of Teachers of English (NCTE)

*Syllabus is subject to change. Changes, if any, will be announced in class. Students will be held responsible for all changes.

1/2017