RDGED 3305
Foundations of Reading

Instructor: Dr. Novella Washington
Class Schedule: Mon 5:30 p.m. – 9:00 p.m.
Office Hours: By appointment
Office Phone: 832-771-1986
Email: washinn@stthom.edu


Course Description: This course is designed to prepare you to teach reading in a variety of classroom settings. In this course you will learn about various research-based approaches to teaching reading, components of a reading program, and leaders in the literacy field. Upon successful completion of the course, you will have an understanding of the fundamental concepts of an effective reading program.

Course Objectives: Students will be able to understand that reading is a meaning-making process. Students will also be able to determine the advantages and disadvantages of various reading approaches, as well as describe the developmental, corrective, and remedial components of a reading program. Similarly, students will be able to describe the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language. Students will also recognize different stages of literacy development and understand the goals that are specific to the different stages. Students will also gain knowledge with regard to the cognitive and motivational aspects of literacy acquisition. Finally, students will be able to develop, organize, and manage an effective reading program for their respective students.

INTERNATIONAL READING ASSOCIATION (IRA) STANDARDS
1. Candidates have knowledge of the foundations of reading and writing processes and instruction.
2. Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
5. Candidates view professional development as a career-long effort and responsibility.

Methodology: Each class will include a brief lecture given by the instructor. A large portion of the class will include large and small group discussion and activities. These discussions and activities are designed to apply, analyze, and synthesize, and reflect upon the queries, concepts, strategies, techniques, and any other information relating to literacy that teachers may encounter in their classrooms.

Assignments: Late assignments will be counted off by 10% and will not be accepted after one class period.

Exams (30%): There will be one exam given within the semester. The final exam will consist of material covered in the lecture, textbook, and any other supplemental readings posted. It will include multiple-choice questions, short answer prompts, and an essay.
**Reaction Paper (30%)**: Students will complete two papers (15% each) that are reactions to or applications of two of the peer-reviewed articles posted for the course. The reaction paper is more than a summary of the article; it is an application of the most important information presented in the article. Each paper will be unique in that each student will apply the information to their own classrooms and learning experiences. On the other hand, it is not a narrative paper either. It is a critical analysis of the information that prompts examples and opinions of the writer. So, I would expect that any opinions or examples will be anchored by that which is presented in the article. Each paper should be two pages in length and APA format.

**Group Presentation (25%)**: Each group will present information that is specific to a particular reading program. The student will do an overview of the program, review it (advantages and disadvantages), and discuss how the program is implemented in a classroom setting. The program can include anything from the following: Open Court Basal, Embedded Phonics, Superkids, The New Jersey Writing Project, Whole Language, the Montessori Method of Teaching Reading, or etcetera. The information can be presented using power point slides, a Prezi, or similar. Plan for a 15 minute presentation and be prepared for questions. How you present the information will be as important as the content that you include. Consider presence, organization, eye contact, clarity, etc. as you plan.

**Participation (15%)**: Students are expected to come to class prepared to participate in activities and discussions related to the assigned readings. As professionals, students are expected to participate meaningfully and respectfully. That is, each student should contribute to both the small group activities and large group discussions in a meaningful way that reflects their preparation and understanding. It may occur that there is a difference of opinion among students. This of course is not unusual and may contribute to the students finding a deeper level of understanding in regards to the topic that is being discussed. These differences should be handled in a respectful manner that is reflective of professionalism and consideration. In-class activities will also be given points that will contribute to your overall participation grade. In-class activities can only be completed in-class and should you be absent there will be no make up for those points missed. Pop quizzes may be given from time to time, and they will generally happen in the first few minutes of class. If you are absent or tardy, you will not be able to make up the points for the quiz taken.

**Grading:**

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<th>A</th>
<th>100-95</th>
<th>C+</th>
<th>79-77</th>
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<tbody>
<tr>
<td>Final Exam:</td>
<td>30%</td>
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<tr>
<td>Reaction Papers:</td>
<td>30%</td>
<td>A-</td>
<td>94-90</td>
<td>C</td>
<td>76-74</td>
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<tr>
<td>Presentations:</td>
<td>25%</td>
<td>B+</td>
<td>89-87</td>
<td>C-</td>
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<td>Participation:</td>
<td>15%</td>
<td>B</td>
<td>86-84</td>
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<td>B-</td>
<td>83-80</td>
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**Attendance**: Students are expected to adhere to the University of St. Thomas attendance policy. Tardiness is considered unprofessional, as is early exit from a course meeting. Please notify the professor if you have job-related issues that will cause you to be absent from attending the class. Illnesses, family issues, or unforeseen circumstances should be handled in a professional manner. Assignments are still due on or before the due date despite an absence. Three tardies will be considered one absence. More than 3 unexcused absences will result in the lowering of the final grade by one letter. In the compressed track format, more than 1 unexcused absence may have similar consequences. Please make arrangement with a classmate to receive handouts and class notes.

**Inclement weather procedure**: Please be aware of University procedures due to inclement weather.
Stay tuned to radio and news, and the professor will make a reasonable attempt to contact students by blackboard or email if class is cancelled.

**Classroom Disruptions:** Cellular phones should not be used during class time. Texting and conversing on the telephone during and in class is forbidden. Any unprofessional, inappropriate, or negative behavior will result in a referral to the office of student affairs and possibly dismissal from class. Your participation grade will also be reflective of any disruptive behavior.

**Academic Honesty:** Academic honesty is taken very seriously by the University. Any instances shall be documented and reported to the dean. Academic dishonesty includes but is not limited to cheating on an examination, plagiarism, or knowingly assisting another student in these endeavors. Students may receive an “F” for the project or entire course. For further information refer to the Undergraduate catalog.

**ADA Statement**

*The University of St. Thomas maintains a policy for students with disabilities in accordance with the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Under these federal guidelines, the University is obligated to:*

1. Protect the civil rights of students with disabilities.
2. Protect the confidentiality and privacy of students with disabilities.
3. Provide reasonable accommodations and services to students with known disabilities, who are qualified to meet the requirements of the academic program, apart from the handicapping condition.

*The burden of proof is on the student to demonstrate the need for requested accommodations. If you feel you are qualified to receive services, please contact the Office of Counseling and Disability Services on the Second Floor of Crooker Center.*

**Course Schedule**

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<tr>
<th>June 6</th>
<th>Course Introduction, Syllabus Becoming an Effective Teacher of Reading Teaching the Reading and Writing Process Assessing Students’ Literacy Development</th>
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<tr>
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<td>Chapter 1</td>
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<td>Chapter 2</td>
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<td>Chapter 3</td>
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<td><strong>Discussion 1 (online)</strong></td>
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<td><strong>Assignment 1 due by midnight</strong></td>
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<td>June 13</td>
<td>Working with the Youngest Readers and Writers Cracking the Alphabetic Code Developing Fluent Readers and Writers</td>
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<td>Chapter 4</td>
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<td>Chapter 6</td>
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<td><strong>First Reaction Paper DUE</strong></td>
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<td><strong>Discussion 2 (online)</strong></td>
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June 20
Expanding Students’ Knowledge of Words
Comprehension:
Student and Text Factors
Organizing for Instruction
Second Reaction Paper DUE
Assignment 2 due by midnight

June 30
Differentiating Reading and Writing Instruction
Reading and Writing in the Context Areas
Presentations

Chapter 7
Chapters 8
Chapter 9
Chapter 10
Chapter 11 & 12