RDGED 3305
Foundations of Reading

Instructor: Dr. Theresa Martin
Class Schedule: Th 5:30p.m. – 8:15 p.m.
Office Hours: By appointment
Office Phone: 401-305-0489
Email: temartin@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 two exams given within the semester. The midterm exam will include material consistent with the information presented in the first half of the course. The midterm will be given to you the week before it is due. You will be able to complete it and bring it in on the day it is due. We will not be completing it in class. The final exam will consist of material covered in the second half of the course. The final exam will be completed in class. Both 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%): In groups, students will present an instructional procedure that is consistent with the “best practices” for teaching reading (keep in mind that we will consider exceptional students- SLD, GT, dyslexia, and behavioral issues). That is, each group will demonstrate an instructional procedure that is considered to be an effective way of teaching a particular component of reading. Each group should consist of 3 to 4 students and should not take more than 20 to 25 minutes (which is tough as we all know) to present. Each group should provide a handout for each class member that details the instructional procedure such that other class members can apply the procedure in their own classrooms. Content and delivery are both very important to the group’s final presentation grade.

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:
Final and Midterm Exams: 30% A 100-95 C+ 79-77
Reaction Papers: 30% A- 94-90 C 76-74
**Group Presentations:** 25%  
B+ 89-87  
C- 73-70  
**Participation:** 15%  
B 86-84  
D 69-65  
B- 83-80  
F 64-0

**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 (May be subject to change)**

| January 18 | Course Introduction, Syllabus  
Becoming an Effective Teacher of Reading  
Chapter 1 |
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| January 25 | Teaching the Reading and Writing Process  
Chapter 2 |
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<th>Date</th>
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<tr>
<td>February 1</td>
<td>Assessing Students’ Literacy Development</td>
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<td>February 8</td>
<td>Working with the Youngest Readers and Writers</td>
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<td>February 15</td>
<td>Cracking the Alphabetic Code &lt;br&gt;&lt;b&gt;First Reaction Paper Due (22nd)&lt;/b&gt;</td>
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<tr>
<td>February 22</td>
<td>Developing Fluent Readers and Writers</td>
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<td>March 1</td>
<td>Expanding Students’ Knowledge of Words</td>
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<td>March 8</td>
<td>Comprehension: Student Factors</td>
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<td>March 15</td>
<td>Spring Break</td>
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<td>March 22</td>
<td>Review/ Midterm</td>
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<td>March 29</td>
<td>Comprehension: Text Factors &lt;br&gt;&lt;b&gt;Second Reaction Paper DUE (5th)&lt;/b&gt;</td>
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<td>April 5</td>
<td>Organizing for Instruction &lt;br&gt;Differentiating Reading and Writing &lt;br&gt;Instruction</td>
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<td>April 12</td>
<td>Reading and Writing in the Content Areas</td>
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<td>April 19</td>
<td>Presentations</td>
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<td>April 26</td>
<td>Presentations</td>
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<td>May 3</td>
<td>Review for Final</td>
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<td>Final Exam</td>
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