REED 523 - Analysis of Instructional Techniques in Reading
Fall, 2012
Dr. Mary Beth Allen Stroud 112
Email through D2L (use this first)
518-424-7752 (use text if you need to contact me during class time)

Course Description:
Students will examine the role of literacy and literacy development within the curriculum. An analysis of methods, strategies, and materials within literacy instruction will be explored. An understanding of effective practices for assessment and the delivery of literacy instruction will be developed.

Purpose and Prerequisites:
This course examines the methods of assessment and instruction of literacy. Specific focus is on curriculum and instruction, assessment, teaching diverse learners, and establishing a literate environment.

IRA Standards for Reading Professionals:
Standard 1 - Foundational Knowledge
Standard 2 - Curriculum and Instruction
Standard 3 - Assessment and Evaluation
Standard 4 - Diversity
Standard 5 - Literate Environment
Standard 6 - Professional Learning and Leadership

Master Educator Outcomes:
Candidates in the East Stroudsburg University of Pennsylvania Graduate Reading Program will:

1. employ the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of subject matter meaningful for diverse learners.
2. articulate, apply and adapt theoretical constructs of learning and development, assessment and effective instruction.
3. implement a cycle of quantitative and qualitative research that leads to improved student achievement.
4. model critical and creative thinking skills in all areas of his or her professional life.
5. employ effective verbal, nonverbal, and technological communication techniques to foster active inquiry, collaboration, and guided interaction in a positive learning environment.
6. perform as a reflective and ethical practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community).
7. engage in professional growth and serve as an advocate for the profession.
8. take a leadership role in developing partnerships and collaborative relationships with colleagues, parents and agencies in the larger community.

**Student Learning Outcomes:**
The outcomes of this course support the development of the International Reading Association (IRA) Standards for Reading Professionals and Master Educator Outcomes and are indicated in parentheses following each outcome.

In this course, the student will demonstrate:

- An understanding of current literacy theories and practices and the ability to use this understanding to make deliberate decisions about instructional methods and processes to meet specific instructional goals related to phonics, phonemic awareness, fluency, vocabulary, comprehension, and motivation. (IRA Standards 1, 2, 4, 5) (MEO 1, 2, 6)
- An understanding of and the ability to implement authentic assessment techniques as diagnostic, formative, and summative data that guides in the planning of meaningful literacy instruction that addresses individual student’s needs. (IRA Standards 2, 3, 5) (MEO 1, 2, 5)
- Knowledge of techniques and structures for incorporating technology in the literacy classroom. (IRA Standards 2, 3, 5) (MEO 1, 5)
- The ability to investigate, reflect, evaluate, and share knowledge related to contemporary reading issues and practices, working productively in a collaborative setting. (IRA Standards 1, 2, 4, 5, 6) (MEO 4, 5, 7)

**Learning Experiences and Assessments:**

1. **Class Attendance and Participation:** Discussions (oral and written) are the centerpiece of instruction in this class. They provide avenues to clarify thoughts, and share information and insights. Read the assigned text chapters and articles, and work through the class powerpoints prior to class. Keep track of key ideas and points for clarification. Attendance and class participation – 15% - this includes your oral and written contributions to the live classroom discussions; Written responses to topic prompts – 10 % - you will be responsible for posting a response to the prompt and for posting at least one reaction to your classmates' responses. (Excessive lateness and/or absences will result in a lower grade for the course. More than one absence will be considered excessive.)

2. **Tutoring:** Tutor one student for a minimum of eight one-hour sessions. Start with authentic assessments discussed in class and/or the book. Use an oral reading assessment to identify an instructional and independent reading level. Use this assessment to assess comprehension and fluency and use of strategies. Use an authentic writing sample and score it with a WRITING rubric (the writing may be related to the oral reading-ex. Write a summary about what you just read). After the initial assessments, write a 1-page summary of strengths and needs and list at least 2 specific learning goals - one for reading and one for writing - that emerge directly
from your assessment data. Plan a series of 6 lessons for the student, based on the assessed needs. Use the required lesson plan format and plan lessons using nonfiction texts. Complete a tutoring plan and reflection for each tutoring session. Use the same or similar assessments at the end of tutoring. Write a summary of the progress the student has made throughout the sessions, including your observations about the student’s learning. In addition, write a final personal reflection of the tutoring experience. (See project description for a more complete explanation of this project) (50%) (IRA Standards 2, 3, 4, 5) (MEO 1, 2, 3, 5, 6)

3. Group Project - Hot Topic Research: Choose a contemporary reading issue or practice from the suggested list (ex. Differentiated Instruction in Reading, Teaching English Language Learners, Adolescent Literacy, Early Interventions in Reading, Teaching with Multicultural Literature, New Literacies/Digital Literacies, Motivation and Reading). Create a 10-15 slide powerpoint presentation to provide information related to the topic. Within the powerpoint, provide descriptions of or links to five effective instructional strategies to support your topic. Additionally, include links to 4 key articles and 5 important websites. Post the powerpoint and articles or email to each class member at least 3 days before the class discussion. (15%) (IRA Standards 1, 2, 4, 5, 6) (MEO 4, 5, 7)

4. Portfolio: Create an electronic portfolio to document your learning journey throughout the semester. Refer to class assignments, readings, discussions, websites, etc. to document those experiences that helped you work toward each course outcome. Choose 4 artifacts (readings, powerpoints, projects, etc.) that helped you work toward each outcome and list the outcomes that are supported by that experience. Provide a rationale describing why you chose that artifact and identify the outcome it helped you meet. In addition, write a 1-2 page summary of your learning from this class experience. (This is not a summary of the artifacts you chose; it is a summary of what you have learned or thought about related to the course outcomes - the artifacts are the processes or activities that sparked that thinking.) Email the artifact organizer and summary of learning in one document by the due date. (10%)

Textbooks:

Required:

Optional:

Grading Scale:
92-100 points A
83-91 points B
74-82 points C
(It is the policy of the East Stroudsburg University Graduate School that a grade of “D” or “E” carries no degree program credit.)

**Tentative Weekly Schedule:**

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Introduction and Course Overview&lt;br&gt;Effective Reading and Writing Teachers&lt;br&gt;Identifying baseline assessment data</td>
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<tr>
<td>September 4</td>
<td>Using the online classroom&lt;br&gt;Assessing Student Progress&lt;br&gt;T - Chapters 1, 2, 3</td>
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<td>September 11</td>
<td>Online Introductions&lt;br&gt;Hot topics in literacy&lt;br&gt;Assessing Student Progress - powerpoint and online discussion</td>
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<td>September 18</td>
<td>Planning Effective Reading Lessons&lt;br&gt;Emergent Literacy - powerpoint and online discussion&lt;br&gt;T - Chapter 4</td>
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<tr>
<td>September 25</td>
<td>Emergent Literacy and Word Identification - powerpoint and discussion&lt;br&gt;T - Chapter 5&lt;br&gt;Part I of Tutoring Project due</td>
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<td>October 2</td>
<td>Guided Reading - View video, powerpoint, and online discussion&lt;br&gt;T - Chapter 6</td>
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<tr>
<td>October 9</td>
<td>Vocabulary Development - powerpoint and online discussion&lt;br&gt;T - Chapter 7&lt;br&gt;1 Tutoring Lesson due</td>
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<tr>
<td>October 16</td>
<td>Comprehension - view video, powerpoint, and online discussion&lt;br&gt;T - Chapter 8, 9</td>
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<td>October 23</td>
<td>Comprehension - view video, powerpoint, and online discussion&lt;br&gt;T - Chapter 12&lt;br&gt;Reading in the Content Areas-view video, powerpoint and discussion&lt;br&gt;1 Tutoring Lesson due</td>
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<td>October 30</td>
<td>No Class - work on group project&lt;br&gt;1 Tutoring Lesson due</td>
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November 6  
Managing and Organizing Literacy Classrooms – powerpoint and discussion
T - Chapters 10, 11
1 Tutoring Lesson due

November 13  
2 Group Presentations
1 Tutoring Lesson due

November 20  
2 Group Presentations
1 Tutoring Lesson due

November 27  
2 Group Presentations
Final Assessments and Write-ups for Tutoring Project due

December 4  
TBD

December 11  
Wrap up and Summary, Course Evaluation
Final Portfolios due –
outcomes' organizers and summaries of learning

Other Information:

All assignments will be submitted through the assignment drop box using D2L. Make sure your name is on the actual assignment. In addition, save your assignments in the following way: your last name, initial, and the assignment – no spaces Example: allenmbtutorlesson1. Assignments not saved this way and assignments turned in late will yield a lower grade. All powerpoints are the property of Mary Beth Allen and may not be used in other courses or for other purposes unless written permission is obtained.