

Florida A & M University
The Florida Agricultural and Mechanical University



College of Education
 Tallahassee, Florida 32307

Course Outline

Course Number	Course Title	Credits	Clock Hours Per Week
RED 5116	Foundations of Reading	3	3 - Lecture
Department: Elementary Education		<u>Prerequisites:</u> None	
<u>Required Textbook(s):</u> Creating Literacy for All Students, Gunning, Thomas			

Faculty Name: Robert Lemons				Term and Year: Fall 2006		
Office Location: 204A – GEC-C Building				Office Telephone: (850)561-2670		
Office Hours (Others by Appt.)	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00 – 8:30	3:30 – 5:30	3:30 – 5:30	3:30 – 5:30			
Before & after each class	8:00 – 8:30	8:00 – 8:30	8:00 – 8:30			

Course Description

3 Credits, Prerequisites: RED 3013, RED 4519 or their equivalents with permission of instructor or advisor. Psychological, physiological and so logical factors affecting the developmental reading process. Identification of the components of reading and familiarization with the trends and issues in reading education. Upon completion of this course, students will understand the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process.

Philosophy Rationale

This course will address a number of key themes that can be seen as critical links related to helping children develop high quality reading skills. They are: communication, collaboration, cumulativity, convergence and comity (social harmony). This course has as its goal to provide in-service teachers and researchers a clear explanation of the methods used for reading research that can provide solid, convergent evidence on which to base practice in the classroom. Additionally, this class covers actual findings that have direct applicability in the classroom,

brain research that shows changes attributable to reading instruction, and information about how policies get made and the role that research can play in that arena.

The ability to read is both necessary and crucial for children's academic success. The importance of success in reading for life long success must not be underestimated; how well a child learns to read may determine future opportunities, including not only career possibilities but also his/her ability to accomplish the basic activities of daily life.

One of the most critical components of implementing effective reading instruction is using an approach that is based on scientific evidence, that is, using programs and approaches that are proven to be successful. Using scientific research in teaching children to read and write is essential for ensuring the best academic life opportunities for our children.

Professional Education Unit Conceptual Framework

The Conceptual Framework in the Professional Education Unit at Florida A & M's University College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of several activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term "exemplary" refers to the kind of graduates the unit strives to produce. The Educational Leadership Program has identified the professional content and experiences of the Educator Accomplished Practices specified by the Florida Standards Commission, the Florida Essential Teaching Competencies identified by the Florida Department of Education, the competencies and domains identified by the Florida Council for Educational Management and the standards identified by the National Council for the Accreditation of Teacher Education. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework. A list of the specific competencies is provided in the appendix.

FIGURE 1

Overall Goals of the Course

This course has as its goal to provide in-service teachers and researchers a clear explanation of the methods used for reading research that can provide solid, convergent evidence on which to base practice in the classroom. Additionally, this class covers actual findings that have direct applicability in the classroom, brain research that shows changes attributable to reading instruction, and information about how policies get made and the role that research can play in that arena.

Specific Behavioral Objectives

1. Students will be able to show knowledge of the reading process. This includes defining the reading process and identifying its components. Additionally, they will be able to apply knowledge of models and theories to instructional practices.
(FSAC 1.1, 1.2) (IRA 1.1, 1.3, 4.3, 4.8, 5.1, 5.2, 5.3, 5.4, 6.5, 9.2, 17.1)
(ELEM 1.1, 3.4, 4.2) (EAP 2, 8) (ACEI 6.2, 13.1)
2. Students will show knowledge of the factors that contribute to readiness for beginning reading.
(FSAC 2.1, 2.2, 2.3, 2.4, 2.5) (IRA 4.7, 4.8, 5.1, 5.4, 6.8, 9.1, 12.9, 17.1)
(ELEM 2.1, 2.2, 2.3) (EGTC 1) (EAP 7) (ACEI 13.6)
-Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse. (ESOL 10)
3. Students will show knowledge of word identification/word recognition including phonics and structural analysis.
(FSAC 3.1, 3.2, 3.3, 3.4, 3.5, 3.6) (IRA 4.8, 6.6, 12.5, 12.6, 17.1) (ELEM 5.1, 6.1)
(EGTC 4.3, 5.1, 5.2, 6.1) (EGTC 11, 12, 13) (EAP 8) (ESOL 10)
4. Students will show knowledge of meaning vocabulary including the use of syntax and semantics.
(FSAC 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7) (IRA 4.8, 6.1, 6.6, 6.7, 9.1, 9.2, 10.2, 11.1, 11.2, 12.1, 12.2, 12.9, 17.1) (ELEM 4.3, 5.1, 5.2, 6.1) (EGTC 11, 12, 13) (EAP 8)
(ACEI 13.4, 13.5) (ESOL 10)
5. Students will show knowledge of comprehension including use of syntax and semantics.
(FSAC 5.1, 5.2, 5.3, 5.4) (IRA 4.8, 6.1, 6.6, 6.7, 9.1, 9.2, 10.2, 11.1, 11.2, 12.1, 12.2, 12.6, 12.9, 17.1) (ELEM 4.3, 5.1, 5.2) (EGTC 11, 12, 13)
6. Students will show knowledge of oral and silent reading.
(FSAC 7.1, 7.2, 7.3) (IRA 4.8, 17.1) (ELEM 4.3, 5.1, 5.2, 6.1) (EAP 8)
7. Students will show knowledge of various approaches to reading.
(FSAC 8.1, 8.2, 8.3) (IRA 4.8, 17.1, 17.2, 17.3) (ELEM 4.3, 5.1, 5.2, 6.1) (EAP 8)
8. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes. (ESOL 5)
9. Evaluate, design, and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon. (ESOL 13)

10. Students will show knowledge of attitudes and interests in the broad aspects of reading education.

(FSAC 12.1, 12.2, 12.3) (IRA 3.1, 4.3, 4.5, 4.8, 5.3, 7.2, 9.1, 9.3, 11.3, 17.1)

(ELEM 2.2, 5.8) (EGTC 1, 2) (EAP 5, 7) (ACEI 13.11)

Topical Outline/Course Calendar

Week I. The Nature of Literacy and Today's Students

Week II. Evaluation

Week III. Fostering Emergent Literacy/ Early Literacy

Specific Indicator A: Phonemic Awareness

2a Identify explicit, systematic instructional plans for scaffolding development of phonemic analysis of the sounds of words (e.g. phonemic blending, segmentation .etc.)

Week IV. Teaching Phonics, High Frequency Words, and Syllabic Analysis

Specific Indicator B: Phonics

2b Identify explicit, systematic instructional plans for scaffolding development from emergent through advanced phonics with words from both informal and academic language(e.g. orthographic skills, phonetic and structural analysis; rules, patterns, and generalizations)

Specific Indicator C: Fluency

2c Identify explicit, systematic instructional plans for scaffolding fluency development and reading endurance (e.g. rereading, self-timing, independent reading materials, Readers Theater, etc.)

Week V. Building Vocabulary, Comprehension: Theory and Strategies

Specific Indicator D: Vocabulary

2d Identify explicit, systematic instructional plans for scaffolding vocabulary and concept development (e.g. common morphological roots, morphemic analysis, system of word relationships, semantic mapping, semantic analysis, analogies, etc)

Week VI. Comprehension: Text Structures and Teaching Procedures

Specific Indicator E: Comprehension

2e Identify explicit, systematic instructional plans for scaffolding development of comprehension skills and cognition (e.g. key questioning strategies such as reciprocal teaching, analysis of relevant details, prediction; "thinking-aloud" strategies sentence manipulation, paraphrasing, etc.)

Week VII. Reading and Writing in the Content Areas and Study Skills

2f4 Identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interests and independent reading proficiency

Weeks VIII, IX, XI

Specific Indicator F: Integration of the major reading components

- 2f.1 Identify comprehensive instructional plans that synchronize the major reading components (e.g. a lesson plan: structural analysis. Morphemic analysis, reciprocal teaching, rereading, etc.)*
- 2f.2 Identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills (e.g. morphemic analysis, semantic analysis, reciprocal teaching, writing to learn, etc.)*
- 2f.3 Identify resources and research-based practices that create both language rich and print rich environments (e.g. large and diverse classroom libraries; questioning the author; interactive response to authentic reading and writing tasks, etc.)*

- Week VIII.** Approaches to Teaching Reading
- Week IX.** Diversity in the Literacy Classroom: Adapting Instruction for English Language and AT-Risk Learners
- Week X.** Creating and Managing a Literacy Program
- Week XI.** Simulated Teaching Exercises
- Week XII.** Final Examination and Simulated Teaching Exercises

Teaching Methods

This class will be delivered in a cooperative learning format. Everyone in the classroom is responsible for everyone else's learning. The Professor will serve as the Instructional Leader and Facilitator. Much of your work in class will be done in small groups. You will be randomly assigned to a group. After three chapters have been covered, groups will be reformed. You will be given study guides before each chapter. You will be required to complete each guide outside the class. Upon arrival to class, you should immediately get into your groups and begin working. Work in the group should consist of comparing responses to the study guide, helping each other with problems that they may have had if any, making sure that each individual in the group understands each item on the study guide, deciding who will represent the group for each item in the whole group discussion.

At the beginning of each class period, the professor will lead a short discussion on topics related to literacy, children, their families, schools, teachers and learning. You will be expected to take an active role in the discussions by contributing when appropriate.

There are five broad topics that you will be required to prepare a critique from one of major literacy journals. You may consult journals from the list provided earlier. The critiques should be done in the American Psychological Association (APA) format. After you prepare a detailed summary of the article's contents, provide a thoughtful personal reaction. Give your overall impression of the article, its strength and weaknesses, how does this information conform with what you knew before, tell how you would use its contents, and finally, would you recommend this article for your colleagues.

Nearing the end of the semester, we will begin our simulated teaching exercises. You are to plan a thirty minute lesson on a topic agreed upon by both of us. Develop a lesson plan in the format shown on the attached sheet. You may volunteer for a scheduled time to teach your

lesson. If there are no volunteers, then we will proceed down the role in alphabetical order. Before beginning a lesson, read your objectives to the class, and provide any orientation to your lesson as you feel appropriate. At the end of your lesson, you will be asked to read each of your behavioral objectives to the class again, one by one. The class will be asked if the objectives have been achieved. They will provide explanations of why they think the objectives were achieved or not. Next the students will be asked to tell you what the strengths of the lessons were. Next they will tell you what the weaknesses were and how the lesson could have been improved.

Next, the class will be asked if they would like for you to teach their child this lesson. Finally, the Professor will provide an oral evaluation of the lesson. Your grade for this activity will consist of a combination of the quality of your lesson plan and the quality of your teaching presentation. What your classmates say about the quality of your lesson will have no bearing on the grade that you receive for the lesson. The professor's opinion is the one counted toward your grade for this activity.

Methods of Evaluations

Attendance and Participation	30%
Presentation of Journal Articles	30%
Major Project	20%
Final Examination	<u>20%</u>
Total	100%

Standards

Competencies

Florida Subject Area Competencies: Reading-- (FSAC)

Florida Subject Area Competencies: Elementary Education -- (ELEM)

orida Subject Area Competencies: ESOL-- (ESOL)

Association for Childhood Education International-Elementary Education-- (ACEI)

International Reading Association Guidelines-- (IRA)

NCATE Recommendations for Technology in Teacher Education-- (NCATE-tech)

Essential Generic Teaching Competencies: Professional Skills-- (EGTC)

Florida Educator Accomplished Practices-- (EAP)

Use of Technology

Technology to be used in this course will consist of: compact disk players, overhead projectors, televisions, LCD players, laptops, etc. Blackboard will be used to communicate with students regarding instructional issues and materials required for the delivery of high quality classroom instruction. Students will gain access to Blackboard through the professor's website.

Class Policies and Rules (Disabilities Statements)

Regular and punctual attendance is required for this course. Your level of participation in the course discussions and activities will count heavily in the computation of your grade for the course. It would follow then, that you cannot participate if you are not present and on time. Please turn off all cell phones, and bring no food, drinks, or children to class.

References

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75% of undergraduate students at Florida Agricultural and Mechanical University received grants or loans in 2017. This represents a decline of 2.6% with respect to 2016, when 77% of undergraduate students received financial aid. This chart compares the average award discount at Florida Agricultural and Mechanical University (in red) with that of other similar universities. The average award discount is the ratio between the average grant or scholarship value, and the cost, which is the sum of out-of-state tuition, room, board, book, supplies, and other expenses. This chart compares the acceptance rate of Florida Agricultural and Mechanical University (in red) with that of other similar universities. View Data. Save Image.