

LUBBOCK CHRISTIAN UNIVERSITY
EDU 5314 – Seminar in Reading
Fall Term

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Day/Time: Tuesday evenings, 6:00-9:45 PM

University Mission Statement

The mission of Lubbock Christian University is to teach students the spiritual dimension of life, provide a quality education, and impart a system of values for living and for service to family, community and church.

College of Education Mission Statement

The mission of the Teacher Education Program at Lubbock Christian University is to prepare creative and innovative professional educators with high moral and ethical standards who view themselves as agents of change and who are committed to the welfare of children and have the understandings, attitudes, and skills necessary for effective teaching.

Core Ethical Value

Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

Course Description:

A study of reading as both a process and a product, including a study of emergent literacy, reading in the content areas, comprehension, and various major approaches to reading instruction, including those that deal with readers having special needs.

Course Goals/Objectives:

The student will

1. examine early literacy, beginning reading, and beginning writing instruction as they apply to elementary reading programs.
2. examine a variety of techniques/approaches for teaching reading in the primary and intermediate grades.
3. participate in process writing and articulate the steps and benefits of implementing process writing in the classroom
4. examine reading assessment options and classroom organization models as they affect individual student reading needs.
5. review current research in the effectiveness of teaching reading.
6. demonstrate an understanding of effective read aloud strategies for use in the classroom.
7. develop enrichment activities for use with selected poems and stories.
8. observe and identify effective instructional strategies in the teaching of reading.
9. conduct a case study of a child examining the child's process of learning to read and analyze the child's strategies and reading proficiency.
10. utilize various forms of assessment during the case study to gain a multi-faceted view of the child's reading ability and plan future instruction for the case study child based on all the forms of assessment used within the case study.
11. accurately administer and interpret the Woodcock-Johnson III Diagnostic Reading Battery with the case study child.
12. demonstrate proficiency with the WJIII Diagnostic Reading Battery by administering and interpreting this standardized test on three individuals throughout the duration of this course.

Teaching Methodology:

Classes will be taught utilizing cooperative learning, peer teaching, class presentations, creative manipulation of educational materials, lecture, and projects.

Required Text:

Heilman, A.W. (2006). *Phonics in Proper Perspective* (10th Ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.

Honig, B., Diamond, L., & Gutlohn, L. (2000). *Teaching Reading Sourcebook*. Novato, CA: Arena Press.

Routman, R. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.

Course Requirements:

1. Read Aloud Demonstration – Using a picture book appropriate for children in kindergarten through 2nd grade, each student will demonstrate proper read aloud technique. Criteria for critique will be presented in class.
2. Mini case study—Each student will compile a mini case study of a young reader. This will include an interest inventory/interview, at least 5 sessions where the child reads, an activity presented along with a read aloud, several forms of informal and formal assessments including the administration and interpretation of The Woodcock-Johnson III Diagnostic Reading Battery, and a plan for future instruction based on the culmination of information gained throughout the case study. The outline for this project will be given in class.
3. Three Individualized Reading Assessments using the WJIII Diagnostic Reading Battery – Each student will administer this standardized test to three elementary school students. The assessment will be administered, scored, and turned in with the protocol and a summary/reflection of each assessment.
4. Readability Assessment – Each student will complete a Fry readability assessment on three selected pieces of text – a) student novel/textbook, b) magazine or newspaper article, and c) a recent personal writing sample or letter. A one-page summary on the results of the readability assessment and a personal reflection concerning the activity will be turned in for credit. The pieces of text used must be included with the paper.
5. Abstracts –Each student will prepare a one-page abstract on five separate scholarly journal articles related to topics in reading/language arts. Recommended sources include: *The Reading Teacher*, *Language Arts*, and *Reading Research Quarterly*. Only one article may be from an Internet source. The abstract will consist of a summary and personal response. Include a copy of the article with the abstract.
6. Novel Unit – Each student will prepare a novel unit appropriate for a grade of his/her choice. The unit will include vocabulary, skill reinforcement (comprehension, sequencing, summarizing, etc.) and extension activities for each chapter of the book.
7. Reading Resource Notebook – Each student will create a resource notebook with at least 20 different pieces of text for reading derived from at least three different genres for use in building reading strategies.
8. Exam – This exam will address all material covered throughout the course.
9. Attendance and participation – *Active, meaningful, enthusiastic* participation is required.

Course Policies:

- Students with a documented disability are responsible for 1) ensuring that current documentation is on file in the Disability Services Office and requesting accommodations within the first week of enrollment in a long semester or by the second class day of a short term; 2) discussing the approved accommodation with each instructor within the third week of enrollment in a long semester or by the fourth day of class of a short semester.
- Students are responsible for tracking their academic progress in this class throughout the semester. Therefore, students with questions about grades are encouraged to contact the instructor. Final grades will be posted on IQ Web at the conclusion of the semester.
- Students should refer to the Student Handbook for information regarding the academic integrity policy.

Attendance:

Students are required to attend class. Students are responsible for work accomplished during class time. Students should notify the instructor if he/she will be absent from class. It is the student's responsibility to make up class work that was missed due to an absence. Seven points will be subtracted from the student's grade for each unexcused absence, four points for each excused. Students are required to be on time. Three points will be subtracted for each tardy. If a student arrives for class fifteen minutes after class has begun will be counted absent. Excessive absences will be taken into account when participation points are awarded since a student cannot participate when he/she is not in class. Absences are excused only for school-sponsored trips, illnesses that are verified by a doctor, or a death in the family. A student absent, excused or unexcused, for more than 25% of total class time is subject to being dropped with a grade of "F" .

Grading Scale:

All assignments are expected on the due dates. *Ten percent of the points will be deducted from assignments for every class period after the due date that an assignment is late.* Late assignments will only be accepted within two weeks after the due date. No late assignments will be accepted after that time period has elapsed. Students are responsible for contacting the instructor regarding make-up work. Make-up work will be accepted within 2 days of an excused absence with no penalty. Make-up tests must be completed within one week of the missed exam due to an excused absence. All required work must be turned in to receive credit for the class.

Dress:

Students should attend class wearing modest attire. Students wearing clothes that are inappropriate will be asked to leave. Shorts, short shirts, and other inappropriate clothing **should not** be worn.

Only LCU email accounts will be used by the instructor for this course.

Any student distracting from the effectiveness of the learning environment will be asked to leave the class to address the problem.

Cell phones and pagers should be turned off for the duration of class, unless permission has been given for extenuating circumstances by the instructor.

All assignments and due dates are tentative.

Tentative Schedule

Week (T 6-9:45)	Topic	Readings (to be completed prior to class)	Assignments (due at the beginning of class)
1	Syllabus/Intro Theory/Statistics	**SB ch 1-2	
2	Personal student connections/Phonics	RE ch 1-3	Abstract #1
3	Phonics	Heilman ch 1-7 SB ch 5-8	
4	Spelling/Writing	SB ch 12-13	Abstract #2
5	Comprehension/Fluency	SB ch 11, 16 RE ch 8	
6	Vocabulary	SB ch 9-10, 14-15	Abstract #3
7	Models of teaching reading	RE ch 4, 9-10	Rdg Resource Notebook
8	Assessment—General Overview; Demo of Woodcock-Johnson III Diagnostic Reading Battery	SB ch 21 RE ch 7	Abstract #4
9	Assessment – Practice administering WJIII DRB	SB ch 21 RE ch 7	Abstract #5
10	Narrative/Expository texts Frye Readability Assess.	SB ch 17-18	Novel Unit
11	Reading and Responding Organization	SB ch 19-20, 22 RE ch 5-6, 12	3 Ind. Rdg Assessment with WJIII – DRB; Readability Assessment
12	Conclusion Final Exam		Case Study