

Course Syllabus

Course:	EDZU 9958 <u>Enhancing Your Reading Instruction</u>
Credit Hours:	3.0 credits / 45 hours
Instructor:	Patricia Anzalone-Fuerst

Course Description

Reading is an important skill that needs to be developed in children. Not only is it necessary for survival in the world of schools, but in adult life as well. If your looking for ways to motivate your reluctant readers or want to bring your struggling readers up to grade level than this course is for you! This course is designed to provide teachers with a wide variety of resources to help their lower level readers. Participants will be exposed to assessment tools and strategies used to improve decoding, fluency, vocabulary and comprehension. This class will also explore interactive and instructional websites that will enhance reading instruction. Now is the time to make reading more enjoyable!

Course Goals

To Know

1. why reading is so important for children and what research has to say about motivating students to read.
2. what struggling readers really need.
3. the principles and components of effective reading instruction.
4. what good readers do before, during and after.
5. how to aid their students in choosing appropriate text.

To Understand

1. the effectiveness of fluency, readers' theatre and vocabulary instruction.
2. that wide varieties of reading programs/assessment tools exist and preview a few.
3. the difference between emergent, progressing, transitional and fluent readers.
4. the negatives of "Round Robin Reading."

and To Be Able To

1. identify and discuss current instruction/strategies that enhance reading instruction.
2. make use of a wide variety of interactive websites that exist to support reluctant readers.
3. discuss the implementation of the strategies

Course Outline

- I. Participants will elicit ways in which they utilize technology for reading purposes in the classroom.
- II. Discuss Gardner's theory which identifies visual and kinesthetic intelligences.
- III. Discuss the relevance of the New York State Learning Standards to daily reading assignments.
- IV. Participants will view a variety of websites and discuss the pros and cons of each and how it would be applicable to their daily practices.
- V. Participants will explore websites that they can use to support their reading instruction and discuss its usage in the classroom.
- VI. Participants will review articles on the pros of utilizing technology to support reading instruction.
- VII. Participants will review articles on metacognitive strategies used to enhance reading comprehension.
- VIII. Participants will explore reading tools and strategies to help their struggling readers.
- IX. Participants will develop two formal lesson plans on how they will integrate technology to their reading lessons.

Methods of Instruction

Teachers enrolled in the course will review and analyze assessment tools and strategies used to improve decoding, fluency, vocabulary and comprehension. Teachers will communicate with other teachers to share successful strategies for helping struggling readers. They will review lesson ideas which are used to promote literacy. Teachers will read and review articles related to literacy while reflecting on their own teachings strategies and formulating ideas for the best practices for their very own classroom instruction.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to earn an A in the course, a student must complete all of the assigned assignments, participate in all forum discussions, complete lesson plans directly related to literacy and research, review and summarize articles related to enhancing reading instruction.

In order to earn a B in the course, a student must complete all of the assigned assignments, participate in all forum discussions, and complete lesson plans directly related to literacy and research.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation

Assignment	Time (in hours)
Students will review resources outlining the importance of reading. Students will view documents that teach about the importance of read alouds.	2.00
Students will read and review the components of reading instruction. Students will carefully review the components to determine which are most and least touched upon in their classroom setting. Students will formulate teaching ideas to integrate the components least used.	3.00
Students will review the principles of reading instruction and discuss the importance of these elements.	1.00
Students will obtain information regarding the importance of reading in a series. Students will explore a series that would be suitable for their population and discuss the relevance.	3.00
Students will read resources discussing how to choose a just right book. Students will formulate their own bulleted points defining what makes an easy, just right or hard level text.	2.00
Students will study the effectiveness of vocabulary instruction and explore activities that correlate.	2.00
Students will read articles on paired reading and create a pamphlet for parents for open house or other parent meetings.	3.00
Students will complete an effective literacy checklist. Students will reflect and respond to the checklist.	1.50
Students will review the four types of assessment. Students will analyze placement, formative, diagnostic and summative assessments. Students will discuss which assessments they use to drive instruction.	3.00
Students will explore and discuss their literacy teaching goals.	1.00
Students will explore three quotes that can be unpacked in their classroom. Students will touch upon the analytical discussion that will present itself upon the use of the quotes.	1.50
Students will view resources outlining the benefits of graphic organizers and making connections when reading. Students will review a book list displaying various connections. Students will create a lesson plan on connections with texts and self.	3.00
Students will explore educational websites used to enhance reading. Students will discuss the pros and cons of such websites and research a website suitable for their population.	3.00
Students will read and review articles on fluency building. Students will summarize key points discussed and include a synopsis of what methods they will implement to enhance fluency.	2.00

Students will review a PowerPoint on what good readers do from A-Z. Students will create the ABC's of Reading anchor chart to display in their classroom.	3.00
Students will view correlation charts and questions to ask about reading at all grade levels. Students will review the common core related questions and formulate their own question types to stimulate student learning.	2.50
Students will compare and contrast school wide reading initiatives and discuss their benefits.	0.50
Students will synthesize learning from the course by creating and submitting a series of lesson plans which enhance reading instruction.	8.00
Total Time	45.00