

**University of Detroit Mercy**  
**College of Education and Human Services**

**CLASS:** EDU 443 TEACHING READING IN THE ELEMENTARY/MIDDLE SCHOOLS  
Sections: D1

**TIME & LOCATION:** Tuesday 4:00– 6:40 Beaubien Middle School

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**INSTRUCTOR:** Nancy Gibney, Ph.D.  
Office Phone: 313-578-0490  
Office: 217 Reno Hall  
Office Hours: M 12:30-3:30  
TH 3:30-6:30 or by appointment

**TEXT:** TEACHING READING IN TODAY'S ELEMENTARY SCHOOLS  
SIXTH EDITION, BURNS - ROE-ROSS  
HOUGHTON MIFFLIN COMPANY, 2002  
Teaching Every Child to Read – Frequently Asked Questions  
Hiebert, S. Paris, D. Pearson, V. Richardson, B. Taylor. CIERA, 2002.

**COURSE DESCRIPTION:**

This course is designed to help you understand the important aspects of reading instruction as a dynamic, complex, interactive and constructive process. It will prepare you to develop students' phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing skills as well as fostering their enjoyment of reading. Included will be the theoretical and practical knowledge necessary for fully understanding the reading process. This course will provide teachers with an abundance of strategies for improving students' reading performance *before, during and after* reading.

The content of the course aligns with the Michigan Curriculum Framework's English Language Arts standards and benchmarks and the NCTE International Reading Association Guidelines. The scientifically based research in reading instruction that the National Reading Panel reviewed will also be examined in depth.

**COURSE OBJECTIVES:**

1. Develop a knowledge of the components of the reading act, theories related to reading and principles of teaching reading.
2. Understand current beliefs regarding emergent literacy and their implementation.
3. Develop an ability to utilize skills for teaching word recognition and meaning vocabulary.
4. Describe metacognitive strategies for improving comprehension and critical thinking skill before, during and after reading.
5. Understand the major approaches and materials for reading instruction.
6. Understand various types of assessments, and the issues and procedures related to using them.
7. Describe strategies for teaching literacy and study skills for various content areas.
8. Identify students with special needs and be able to adapt instruction so that they experience success.

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- factors influence classroom instruction.
10. Understand the importance of using a wide variety of print throughout the curriculum including high quality literature and diverse expository material appropriate to the age and development level of the learners.
  11. Recognize the importance of literacy as a mechanism for personal and social growth.
  12. Recognize that literacy can be a means for transmitting moral and cultural values within a community.
  13. Develop the ability to interact and participate in decision making with teachers and other specialists and play an active role in schools, classrooms, and the community.
  14. Understand that reflective thought leads to professional excellence (and personal growth) and adopt its use as a habit in teaching reading to improve instruction.
  15. Describe various ways students can respond to literature.
  16. Understand that students read and write for different purposes and audiences.
  17. Learn how to recognize students' reading disorders and how to provide instructional support for them.
  18. Understand and be able to integrate the Michigan Curriculum Framework's English Language Arts content standards and benchmarks when planning lessons.
  19. Understand the five essential research based components of reading instruction: phonemic awareness, phonics, reading fluency, vocabulary development, and comprehension strategies.

**ATTENDANCE & OTHER POLICIES:**

1. It is expected that students will attend each class session unless the absence is approved in advance by the instructor or if ( in the event of illness or emergency only).
2. Students are expected to come to class on time and to stay *until the class has ended*. Failure to do so will lower your grade. The professor reserves the right to give unannounced quizzes over the reading as deemed necessary during the first or last 15 minutes of class. The quizzes will not be able to be made up.
3. More than one unexcused absence and/or excessive tardiness will lower your grade.
4. Young children will not be permitted to attend class with you. Please make arrangements to have your children attend the child care center.
5. Cell phones are to be turned off during class.
6. Class handouts will be brought only one time to class. Ask someone to pick up copies for you if you are going to be absent.

**CONCEPTUAL FRAMEWORK**

The content of this course will revolve around the education department's Mission and Conceptual Framework which addresses the following dimensions of the role of the educator:

- A *scholar* who uses the research-knowledge base for teaching integrated with the liberal arts and sciences disciplines;
- An *inquirer* who is skilled decision-making and in ethical, critical, and reflective thinking; and
- A *moral agent* whose values reflect those of the University of Detroit Mercy and the Department of Education's Professional Code of Ethics.

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**ASSIGNMENTS:**

All assignments are to be submitted on the date indicated. **All assignments must be typed** or they will not be accepted. The submitted assignments **may not be done over**; they may only be **submitted once**. Late assignments will be accepted up to one week after the assigned due date but will result in a "C" grade or lower. No assignments will be accepted if more than two weeks late. Throughout the semester there may be additional assignments given in class. The professor will announce whether the assignments are to be graded when they are given. **Any student submitting work as their own which is determined to have not been written by that student will receive a grade of "F"**. The instructor encourages students to consult with her whenever necessary during the semester if assistance is needed.

**GENERAL METHODOLOGY:**

- Lecture
- Discussion
- Strategy demonstrations
- Individual/small group activities and presentations
- Outside speakers
- Technology/AV
- Hands on activities

**COURSE REQUIREMENTS:**

The following are the requirements due this semester. The specifics of the assignments will be discussed in class. Please proofread your work for spelling and grammatical errors. Such needless errors will adversely affect your grade. (Each error beyond five will lower your grade by one-half a letter grade). Presentations need to be shared the day you sign up to present them. Failure to do so will result in 10 points taken off from the assignment.

1. USING STRATEGIES FOR INCREASING COMPREHENSION OF STUDENTS' FICTION/NON-FICTION TEXT - Using a textbook/tradebook you will teach and actively involve the class in using a Literacy strategy that will help increase students' understanding of the text. (Details to be provided)  
DUE : 10/12  
POINTS: 30
2. LITERACY UNIT PROJECT – Students will be responsible for writing and developing a Literacy Unit using a children's tradebook. Literacy units will be presented in class. (Details to be provided).  
DUE : 12/07  
POINTS: 50
3. TEACHING EVERY CHILD TO READ – FREQUENTLY ASKED QUESTIONS  
Reflections and summaries to be written in journal format for 10 literacy topics. How information learned can be used to improve and enhance your classroom instruction will need to be explored.  
DUE DATES: TBD  
POINTS: 50
4. PARTICIPATION  
POINTS: 10
5. OPEN COURT READING SURVEY  
DUE: 10/26  
POINTS: 20

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6. **MICHIGAN CURRICULUM FRAMEWORK VIGNETTE ANALYSIS**  
Students will analyze vignettes using the MCF standards and benchmarks. Details to be provided.  
DUE: 11/09  
POINTS: 30
7. **TERM PAPER (Grad Students Only):** A five to ten page paper on a current topic in the area of reading/ language arts instruction. Find five to ten different references dealing with the topic. The majority of these references are to be from professional journal articles. References must be no earlier than 1995. You are to present a scholarly investigation of the topic. Basic outline of paper:
- a. state the key ideas the paper will deal with and why you chose the topic.
  - b. state what your sources have to contribute. In some cases it will make sense to completely deal with one source before introducing the others. In other cases you may wish to compare and contrast the two sources. In either event, it must be made clear (by referencing/context) which source is the basis for which conclusion: tell what you have learned about the topic in question; in most cases it will make sense to talk about how the sources add to the textbook, class notes, etc. Weaknesses or shortcomings of the articles may also be discussed. Practical implications may be drawn.
  - c. You are required to give a brief, informal report to the class summarizing what you have learned in doing the term paper, and what your main sources contributed to your knowledge of the topic.

DATE: 12/14  
POINTS: 30

- ∞ **PROFESSIONAL ORGANIZATIONS TO JOIN/PUBLICATIONS TO READ**
- ∞ Students are encouraged to become members of professional organizations
  - Michigan Reading Association
  - International Reading Association
  - National Council of Teachers of English
  - Association for Supervision and Curriculum Development
  - Wayne County Reading Council
  - Detroit Metropolitan Reading Council

THE FOLLOWING GRADING SCALE WILL BE USED:

**Undergraduate**

A 171-190  
B 155-170  
C 136-154  
D 117-135  
F 116-below

**Graduate**

A 202-220  
B 180-201  
C 158-179  
D 136-157  
F 135-below

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**TENTATIVE CALENDAR/READING ASSIGNMENTS**

The calendar and the following reading assignments are subject to various adjustments which will be announced in class. The professor reserves the right to alter/add readings and or assignments to the syllabus to provide the best learning opportunities for students.

**TUES**

9/07	Introductions; Course Requirements Interactive Model of Reading
9/14	Chapter 1: The Reading Activity Principles of Teaching Reading <b>Topic 4 due</b>
9/21	Chapter 2: Emergent Literacy <b>Topic 1 due</b>
9/28	Chapter 3: Word Recognition Modeling of word recognition strategies Phonemic Awareness activities <b>Topic 2 due</b>
10/5	Chapter 4: Meaning Vocabulary Group Activity - Probable Passages Modeling of meaning vocabulary strategies Guest speaker: Michigan Curriculum Framework MiClimb
10/12	Chapter 5: Comprehension 1 Prior knowledge, Schema, Metacognition <b>Comprehension strategy due/presentations begin</b> <b>Topic 3 due</b>
10/19	Chapter 6: Comprehension 2 Questioning Techniques
10/26	Chapters 7&8 Major Approaches-Reading Instruction Language and Literature <b>Topic 10 due</b>
11/02	Chapters 9&10 Content Reading/Study Techniques <b>Topic 8 due</b>
11/09	Chapter 11 Technology for Literacy Learning Writing in the content areas <b>Michigan Curriculum Vignette assignment due</b> <b>Topic 5 due</b> <b>Guest Speaker: Newspapers in Education</b>
11/16	Chapter 12 Assessment of Student Progress Video – <b>Topic 6 due</b> <b>MCF presentations</b>

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11/23	Chapter 13&14 Classroom Management/Readers with Special Needs/Instruction for Diverse Students <b>Topic 7 due</b>
11/30	Continue with Chapter 14,etc. <b>Topic 9 due</b>
12/07	<b>Literacy Units due/Presentations</b>
12/14	Finish Literacy Unit presentations <b>Grad papers due – presentations</b> Class closure activities