EDU 620 Reading Development and Instruction
Fall 2014
Tuesdays, 4:10-6:40
Bailey 202 and Online

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Office Phone: (207) 780-5971
Office Hours: Tuesdays, 2:00-4:00 in 503 Bailey, and by appointment via phone, email, or in person/Skype (Skype name: andrea.stairs1)

Contacting the Instructor: Please use email as your primary method to contact me. I check email many times each weekday, but not often during weekends and holidays. I generally reply to messages within 24 hours or the next workday. Please communicate with me via your University of Maine System email account (maine.edu hosted by Gmail). You can expect to receive all emails from me at your maine.edu account; please check this account daily or forward to your personal email account.

Course Description
Becoming a reader is a developmental process. Although literacy acquisition is continuous throughout a person’s life, distinct stages of growth may be discerned as students become accomplished readers. This course provides a theoretical framework for sound literacy instruction based on this perspective. Current issues in the teaching of reading and writing will be examined with an emphasis on K-12 classroom applications. Effective instructional methods and authentic assessment tools will be modeled and practiced. Readings represent contemporary research and practice, and assignments are intended for purposeful application. Through class sessions, classroom practice, and professional reading, students will be expected to synthesize information and generate implications for literacy instruction.

Expected Outcomes
Upon completion of this course, students will be able to:
- describe the developmental nature of literacy acquisition;
- demonstrate familiarity with student characteristics and instructional goals for the stages of reading development;
- design instructional strategies and programs based upon students’ stages of literacy as determined through authentic assessment;
- conduct and interpret informal, ongoing literacy assessment;
- recognize the conditions of language learning and their applications in the classroom setting;
- describe techniques and instructional strategies for implementing literature-based instructional programs;
- recognize some of the major contributors in the field of literacy education and discuss their research in practical and theoretical ways.
USM School of Education and Human Development Mission: We seek to foster respectful and collaborative learning communities, well-informed decision-making, valid reasoning, and a concern for equity and social justice in the fields of education and human development.

Core Commitments
• Democracy—to enact and elicit inclusive dialogue, freedom of expression, and participatory decision-making that includes respect for and consideration of multiple views and perspectives.
• Civility and Caring—to attend to the health of our learning and working communities through maintaining constructive communication, protecting individual dignity, and exhibiting empathy, compassion, and openness.
• Equity and Diversity—to seek understanding about, engage inclusively with, and foster the voice and visibility of individuals of all identity groups and perspectives.
• Social Justice—to speak for and empower people who are disenfranchised and work towards a more just society.
• Ethical Practice—to engage in and insist on the highest level of professional practice.
• Scholarship—to gain, create, teach, and apply knowledge and skills using methods of research and inquiry that reflect the diverse range of accepted practices within our various academic and professional disciplines.
• Professional Learning and Continuous Improvement—to engage ourselves and our various external partners as learners in our respective fields, use formative feedback, and adjust our practices for mutual and continuing professional growth.

Required Texts

2. One Professional Text: Each student will self-select one professional text that focuses on reading development and instruction. Students must have selection approved by instructor mid-way through the semester. Good publishers of professional texts in literacy include Guilford, Heinemann, International Reading Association, Scholastic, and Stenhouse.

Other assigned readings may be found on Blackboard and/or at websites listed in the Course Outline.

Course Requirements and Grading
For successful completion of this course, students must effectively meet the following course requirements and not miss three or more class sessions online or on-campus (170 points possible):
- Readings and web activities as assigned in the course outline below
- Online Discussion Board participation: 60 points (5 discussions, 1 Book Review forum)
- Synthesis Paper on self-selected topic (5-7 pages): 40 points
- Assessment Paper, Parts I and II (5-7 pages): 40 points (20 points for each part)
- Double Entry Journal (30 points) on self-selected professional text

Final grades will be assigned within two weeks of our last class session (accessible on Mainestreet) using the following scale:
159-170 points=A
153-158 points=A-
149-152 points=B+
142-148 points=B
136-141 points=B-

Preparedness and participation in class can positively influence final grades.

Assignments should be submitted only as Word Documents (.doc or .docx). Assignments are to be submitted via email to the instructor: astairs@usm.maine.edu. Please save each document with the following file name: Your Last and First Name The Assignment Name. For example, Andrea’s Double Entry Journal would be saved as follows: Stairs Andrea DEJ. Late assignments will lose one point for each day late. If you need an extension on an assignment, please email me ahead of time to negotiate the due date/time; students granted an extension on an assignment will not lose points. Graded assignments typically will be returned within one week. You may revise individual papers that have been graded; please resubmit within one week of receiving the initial grade. The initial and revised grades are averaged for a final grade on the assignment.

**Attendance**
Attendance is extremely important as a great deal of material is covered in each class and the success of a graduate course depends upon collegiality and participation. Please contact me before class by phone or email if you will be absent. Students are responsible for obtaining handouts and notes from classmates if they are absent. Please consult the Cancellation Line (780-4800 Portland/Gorham or 753-6595 LAC) or the University’s web site (www.usm.maine.edu) if weather conditions may cause us to cancel class. No student may pass the course with three or more absences from the online or on-campus class meetings.

**Academic Support**
If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. At any point, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with me. Help is also available through the Counseling Center, 105 Payson Smith and 110 Upton Hall (780-4050), and the Office of Academic Support for Students with Disabilities, 242 Luther Bonney (780-4706).

**Technology Support**
Please contact the USM Help Desk, helpdesk@usm.maine.edu, 780-4029.

**Library Support**
Please contact the USM Libraries by visiting their website: [http://library.usm.maine.edu/index.php](http://library.usm.maine.edu/index.php). Click on the right-hand button Ask Us to send an email, IM/Chat, or call a campus library.
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 9/2</td>
<td>Introduction to the Course and Introduction to Theories of Literacy Development</td>
<td>Introduce yourself to classmates in the Blackboard Discussion Forum titled “Introductions” by Thursday, 9/4 at 11:59 p.m.</td>
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<tr>
<td>3</td>
<td>T 9/16 ONLINE</td>
<td>Oral Language Development</td>
<td>R&amp;C Ch. 2</td>
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<td>4</td>
<td>T 9/23</td>
<td>Assessing Literacy Development</td>
<td>R&amp;C Ch. 10</td>
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<td>Bring at least three possible articles for Synthesis Paper to class today</td>
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<td>5</td>
<td>T 9/30</td>
<td>Assessment, con’t Early Reading Instruction</td>
<td>Synthesis Paper due today (email to professor)</td>
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<td>R&amp;C Ch. 3</td>
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<td>6</td>
<td>T 10/7 ONLINE</td>
<td>Phonics and Word Recognition</td>
<td>R&amp;C Ch. 4</td>
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<td></td>
<td>T 10/14</td>
<td>NO CLASS: Fall Break</td>
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<tr>
<td>7</td>
<td>T 10/21</td>
<td>Reading Fluency</td>
<td>R&amp;C Ch. 5</td>
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<td></td>
<td>Assessment Paper, Part I due today (email to professor)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Reading Comprehension Source</td>
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<tr>
<td>8</td>
<td>10/28</td>
<td>Increasing Reading Vocabulary</td>
<td>R&amp;C Ch. 6</td>
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<tr>
<td>9</td>
<td>11/4</td>
<td>Teaching Reading Comprehension</td>
<td>R&amp;C Ch. 7</td>
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<td></td>
<td>ONLINE</td>
<td></td>
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<td></td>
<td>11/11</td>
<td>NO CLASS: Veteran’s Day</td>
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<tr>
<td>10</td>
<td>11/18</td>
<td>Comprehension, con’t Organizing Classroom Reading Instruction to Support ALL Learners</td>
<td>Complete Assessment Paper, Part I (revised) and Part II due today (email to professor)</td>
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<td></td>
<td></td>
<td></td>
<td>R&amp;C: Choose either Ch. 11 (gr. K-3) or Ch. 12 (gr. 4-8)</td>
</tr>
<tr>
<td></td>
<td>ONLINE</td>
<td></td>
<td>Newkirk, T. (2013). Postscript: Speaking back to the Common Core (online chapter). In T. Newkirk’s <em>Holding onto good ideas in a time of bad ones</em> (2009), Portsmouth, NH: Heinemann. Retrieved from <a href="https://heinemann.com/shared/onlinerources%5CE02123%5CNewkirk_Speaking_Back_to_the_Common_Core.pdf">https://heinemann.com/shared/onlinerources%5CE02123%5CNewkirk_Speaking_Back_to_the_Common_Core.pdf</a></td>
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<td>Conclusion to the Course: Review of Key Concepts</td>
<td>Double Entry Journal on self-selected professional text due today (email to professor)</td>
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Directions for Discussion Board (DB)
The Discussion Board presents an opportunity for us to develop a community of learners and share our thinking with each other. The introduction to each online session (found at the Content button on Blackboard) will provide an overview of the topic and explain how you will interact with your classmates and professor during the unit, including the discussion prompts. Some weeks you will participate in a whole class discussion; some weeks you will participate in a small group discussion. I will assign you to an appropriate group based on the information you provide in your Introduction, so be sure to share your teaching area of interest (grade, class, subject).

Discussion Board posts should be about 250 words. This works out to be about 10-12 sentences. You will make an initial post in response to the discussion prompt for the week by creating a thread on the DB, and you are responsible for facilitating the discussion in your own thread. You will also engage in discussion in at least 3 other classmates’ threads. You should create a thread and make your initial post on Tuesdays before midnight (11:59 p.m.), and discussion with classmates (in your own thread and at least 3 others’ threads) must be completed on Sundays by 8:00 p.m. The rubric for evaluating your DB participation is included below.

Tips for Effective Discussion Board Participation
Review the Rubric: Pay close attention to how you will be evaluated on your participation by reviewing the rubric before each online discussion. For example, to earn 3 points for your initial post, be sure to directly quote the course reading (citing the page number) and refer to other readings and experiences that help you make your point. To earn 3 points for participation in the discussion, respond to classmates who are kind enough to comment in your thread, and join the threads of at least 3 other classmates, providing them with thoughtful comments and questions. To earn 2 points for professionalism, write carefully, making each post about 250 words (up to about 350 is fine; more than that and you may lose points for being too wordy). To earn 2 points for timeliness, make your initial post on time, and participate across the week (beginning, middle, and end).

Check Spelling and Grammar: Use capitalization, punctuation, and properly constructed and grammatically correct sentences in the same way that you would in any other written, graduate-level document. It’s usually best to construct your post in a word processing program, then copy and paste it into Blackboard. Sending an email or posting electronically in all UPPERCASE is the equivalent of shouting in someone’s ear. ONLY use uppercase words when trying to make a point (such as I just did). I might add that typing the entire message in bold may be interpreted the same.

Beware Flames: Flaming is a virtual term for venting emotion online or sending inflammatory emails to a person that has caused that person to respond in not-so-nice words, defensively, or
“flamingly.” It’s basically a verbal attack in electronic form. Tone is sometimes difficult to assess in online communication, so ask yourself these questions before venting electronically:

- Would I say this to the person’s face?
- Am I putting the reader(s) in an awkward position?
- How would I feel if I got this online message?
- Might I be misinterpreting the author’s tone or original intent?

The best thing to do is to wait 24 hours before responding in anger or frustration.

**Be Involved and Keep Track**: No matter which threads you join and which posts you respond to, it is your responsibility to read through all the threads and posts to get a sense of the direction the class or your small group has taken with the discussion. This is just like listening attentively to all comments made in a face-to-face class discussion and contributing appropriately when you have something to say. You should also keep track of the threads that you choose to participate in. You may make notes of classmates’ names when you participate in their threads as a reminder the next time you log in that week, or you may use the “Search” function at the top of the DB forum’s screen to search your own name and see where you have been participating. This allows you to stay involved with classmates appropriately.

**Have Fun!** The beauty of online, asynchronous class sessions is that you can put the kids to bed on a weeknight or be sitting in your pajamas drinking coffee on a weekend morning (been there, done that) and “talk” with your classmates. It should be enjoyable and extend your learning, so have fun!
## Discussion Board Rubric, 10 Points Possible

Name:  

Dates for Unit:  

Score: _____/10

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<thead>
<tr>
<th>Expectation</th>
<th>Exceeds Standard 3 points</th>
<th>Meets Standard 2 point</th>
<th>Below Standard 1 points</th>
<th>No Evidence 0 points</th>
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<tr>
<td><strong>Quality of Initial Post</strong></td>
<td>Post responds to all discussion prompts thoroughly and thoughtfully; refers to relevant course readings, outside readings, and personal experiences to effectively support position; and stimulates and opens discussion. Student clearly understands the unit concepts.</td>
<td>Post responds to some discussion prompts; may lack substance/depth of ideas; may refer to relevant course readings, outside readings, and personal experiences to support position; and may stimulate and open discussion. Student understands the unit concepts.</td>
<td>Post lacks substance/depth and reflection; does not refer to readings; does not stimulate discussion. Student does not show evidence of understanding unit concepts.</td>
<td>No initial post.</td>
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<tr>
<td><strong>Quality of Discussion with Classmates</strong></td>
<td>Manages own thread very effectively; carries on discussion in 3 or more different classmates’ threads; posts are relevant and reflective and extend the conversation.</td>
<td>Manages own thread somewhat effectively; carries on discussion in 1-3 classmates’ threads; posts are somewhat thoughtful but may lack depth or connection to other posts in the thread.</td>
<td>Ineffectively manages own thread; carries on limited discussion in 1-3 classmates’ threads; posts are irrelevant or brief comments lacking substance.</td>
<td>Does not manage discussion in own thread and/or carry on discussion in classmates’ threads.</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Entries are concise (~250 words); free of misspellings and grammatical errors; and respectful in language, tone, and content.</td>
<td>Unnecessarily wordy or undeveloped posts with spelling and grammatical errors and/or disrespectful language, tone, or content.</td>
<td>No participation during the assigned unit.</td>
<td></td>
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<tr>
<td><strong>Timeliness</strong></td>
<td>Participant is central to the discussion, posting and replying by required due dates/times; participation is spread throughout the unit allowing for authentic discussion.</td>
<td>Presence is barely noticeable—may post and respond on only one day during the unit leaving no room for conversation.</td>
<td>No participation during the assigned unit.</td>
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Directions for Synthesis Paper

1. Choose a topic of personal interest that relates to reading development and instruction. It should be narrow enough for the brief scope of this paper. Conduct a search of professional journals about the topic. Consult the University library staff for assistance in using search engines such as ERIC to locate articles.

2. Select 3 articles from professional journals about your topic that have been published in the last 10 years (2004+). Print and online resources are acceptable as long as they are peer reviewed. You may find it helpful to limit your search to key words or particular journals (i.e. The Reading Teacher, Journal of Adolescent and Adult Literacy, Language Arts, etc.)

3. Read the articles. Think about how they address your topic, relate to each other, or offer differing views. Then, construct a 5-page paper with the following headings and format:
   a) Introduction. Why did you select the topic? Why is it significant in the field of reading development and instruction?
   
   b) Summaries. Write a 1-paragraph summary of each article in which you name the article and explain its key points.
   
   c) Reaction. Construct your response to the articles in the form of arguments where you compare and contrast the three articles and explain points of convergence and divergence. Synthesize their messages with your own knowledge and experience in literacy education. Use direct quotations from each article with page numbers cited to support your arguments. This is the heart of the paper and where you should spend the most time.
   
   d) Application. How might what you’ve learned from these three articles impact your teaching? Explain how you would apply what you’ve learned.

4. Format appropriately: Please use Times New Roman 12 point font, double space, and edit for grammar and mechanics. Use APA format (6th edition) to cite the references for the articles within the body of your paper and on a References page at the end. For more on APA format, see our course text, where it is modeled for you, or visit http://www.apastyle.org/learn/index.aspx for a great, short tutorial (“Basics of APA Style,” esp. slides 13-26). Here are examples of an in-text citation and a citation for the References list at the end of the paper:

   Neuman and Dwyer (2011) assert, “The earlier children can acquire a large and rich structured vocabulary, the greater their reading comprehension is likely to be in the later grades” (p. 104).


Your Synthesis Paper will be evaluated holistically on how well you met the criteria outlined above for the assignment (#3 a-d).
**Directions for Assessment Paper**

1. Conduct a reading assessment with a student, such as the Qualitative Reading Inventory, 5th edition, the Developmental Reading Assessment, or any other reading assessment with which you are familiar or would like to learn more about.

2. Analyze the results. Consider what the student has already learned and what he/she needs to learn next.

3. Determine the student’s stage of reading development and state the student’s reading level based on the assessment you used (grade level equivalent, Lexile, etc.).

4. Create an instructional program that will suit the needs of your student. Refer to your prior experience and knowledge, as well as our current coursework, readings, and research to frame your design. (If possible, apply your instructional plan and keep track of your student’s progress. Make adjustments as you see fit.)

5. Create a paper with the following format:

   **Part I**
   a) Briefly introduce your student (~1 page).
   
   b) Summarize the results of the reading assessment (student’s stage of reading development, reading level, and any other information your assessment provides) AND describe in-depth and reflect upon your successes and challenges implementing the assessment (~2 pages).

   **Part II**
   c) Briefly describe your student’s strengths and needs (what he/she has already learned and does well, and what he/she needs to learn next and improve upon) (~1-2 pages).
   
   d) List and provide reasons for the kinds of instruction you would provide for your student in an instructional plan. If you have been implementing the plan, summarize your student’s progress OR if you have not been implementing the plan, explain why you think this plan will effectively address your student’s literacy needs (~1-2 pages).

Your Assessment Paper will be evaluated holistically on how well you met the criteria outlined above for the assignment (Part I a-b, Part II c-d).
Directions for Double Entry Journal and Book Review

You will create a Double Entry Journal (30 points) about your self-selected professional text citing quotations that were meaningful to you and sharing your reflections on the quotations. The Double Entry Journal should include a minimum of 10 quotes from the text with corresponding reflective responses. How does the passage relate to our class readings, assignments, and/or discussions and your teaching practice? Your Double Entry Journal will be evaluated holistically on how well you reflected personally and professionally on the information presented in the text.

The following format should be used (Using Microsoft Word, you may choose the Insert tab and then select Table):

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Response</th>
</tr>
</thead>
</table>

Here is an example I’ve created using Chapter 1 of Teaching Children to Read:

<table>
<thead>
<tr>
<th>Quotation</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>“Another important aspect of providing effective reading instruction is recognition of cultural diversity. Students bring to school differing cultural experiences that, when recognized by the teacher, can be used as strengths to leverage learning of the school curriculum” (p. 19).</td>
<td>This quotation resonated with me for a few reasons. First, I am a major proponent of inviting students’ cultures into the classroom as the norm, not as occasional events around holidays. Students’ cultures should be central to curricular choices we make as teachers on a daily basis. In addition, viewing students from an asset rather than a deficit perspective is important in my teaching and research. It reminds me of the work of Moll and Gonzalez. I find their theory about ‘funds of knowledge’ helpful in looking at students from an asset rather than a deficit perspective. These researchers provide evidence that students bring many resources learned from their families and in their home lives that teachers may draw upon to improve their learning in school. It is important to me that all cultures are valued and represented in the classroom, and that students are recognized for their strengths alongside their areas for growth.</td>
</tr>
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In addition to creating a Double Entry Journal, you will also write a Book Review of your professional text. This book review will be posted online in the Discussion Board Forum titled “Book Reviews.” The purpose of this assignment is to share your professional text with your classmates. In about 250 words, please summarize and evaluate the quality of the text, including key points that you have learned and plan to apply in your classroom, as well as who may be interested in reading this text. For more information on how to write an effective book review, please visit the following website: [http://library.concordia.ca/help/howto/bookreports.html](http://library.concordia.ca/help/howto/bookreports.html)

You will earn 10 points by posting your book review and commenting on 3 classmates’ reviews.