



EDUC 572 The Teaching and Remediation of Reading

Term: fall 2019

Dates: By ARR

Time:

Location:

Professor Contact Information

School of Education – Graduate Studies

Professor: Dr. Camy Davis

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Office Hours:

Preferred Method of Contact: text or email

Course Description

Designed to examine current research, assessment, materials, and methods as related to the teaching of reading. The elements of phonics are studied. This course presents the foundations of reading skills as well as the study of developmental reading and the essential reading skills in the content areas. It is also designed to assist academically challenged children in attaining essential reading skills. Included are both qualitative and quantitative assessment procedures. Experiences are incorporated to assist the pre-service educator in developing teaching of reading skills and working with children with reading difficulties. 3 credit hours

Prerequisite Studies

None

Diversity in the Oakland City School of Education

The School of Education is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifests
- Respect for the individual and deviating perspectives that challenge us
- Collaboration
- Creativity in thought and action

To further the mission of diversity in the School of Education, SOE has a primary goal that: Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

Course Objectives/Learner Outcomes

Upon successful completion of the course the student will:

1. determine that all students acquire reading skill at different rates and in a variety of different ways.
2. identify the wide range of assessment tools and practices including formative, summative, formal, and informal which are available to them.
3. recognize the use of phonics and how it can be implemented into the classroom to help students become better readers.
4. differentiate evaluation approaches to make decisions on which textbooks are written most effectively for students learning the reading process.
5. design and carry out lessons with remediation strategies in order to improve students reading skills and abilities in the following areas: emergent/beginning literacy, word analysis, vocabulary, fluency, text comprehension, study skills, affective areas, and specialized approaches.
6. become familiar with reading remediation methods and materials.

Instructional Design

Students will explore early childhood education through a variety of instructional methods. The following techniques may be employed: lecture, discussion, lesson preparation and presentation, materials development and role playing.

Online Learning Center

The Online Learning Center (OLC) at oakland.learninghouse.com provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the OLC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html.

Required Course Materials

Textbooks

Crawley, S. J. (2012). *Remediating Reading Difficulties, 6th edition*. New York : McGraw Hill.

Tompkins, G. E. (2017). *Literacy for the 21st Century 7th Edition*. Boston: Pearson.

<p>Unit 4: <i>Literacy for the 21st Century:</i></p> <p>Chapter 9- Promoting Comprehension: Text Factors</p> <p>~~~~~</p> <p>Unit 5: Students will utilize the <i>“Remediating Reading Difficulties”</i> <i>Textbook by Crawley for this portion</i></p>	<p>Text Factors</p> <p>~~~~~</p>	<p>Read 9 Power point chapter 9</p> <p>Assignment: page 321, #5- Read the vignette describe and analyze and reflect upon the instruction 20 pts.</p> <p>~~~~~</p> <p>Assignments: <u>Mini-lesson</u>-Students will teach mini-lessons assigned from the textbook to demonstrate reinforcement of literacy concepts. <i>This will only occur in face to face class sessions.</i> 50 pts.</p> <p><u>Study Guide:</u> Students will complete the study guide by utilizing the concepts and ideas for the text. 120 pts.</p>
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Follow up and Reflection Work Assignment:

Students will write a reflective paper which should include the following ideas:

- your general philosophy of literacy instruction and your thoughts about your role as a Reading teacher.
- Reflect upon what you have learned through the text, lectures, assignments and mini lesson experiences. Use academic terms (when possible) that relate to the strategies and processes you have learned about regarding to be an effective Reading teacher.
- Describe how you are going to use this new information in your future classroom. How will this information effect the learning environment? How will you link planning, instruction and assessment? What tools will you use to help your students be competent and successful readers?

Papers should be double spaced and 12 pt. font.

Final Thoughts:

In order to be successful on the licensure test it is recommended you utilize all aspects of both texts from this class. Learning vocabulary and strategies by utilizing the study guides will be most helpful in this process.

Standards**InTASC**

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ACEI

Standard 1: Development, Learning, and Motivation- Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 2.1: Reading, Writing, and Oral Language- Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

Standard 3: Instruction: 3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

Standard 3: Instruction: 3.2 Adaptation to diverse students: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Standard 3: Instruction: 3.3 Development of critical thinking and problem-solving: Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Standard 3: Instruction: 3.4 Active engagement in learning: Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

Standard 5: Professionalism: 5.1 Professional growth, reflection, and evaluation: Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

Graduate Grading System		
Grade	Value	Definition
A (97-100%)	4.0	Superior
A- (93-96%)	3.7	Excellent
B+ (89-92%)	3.3	High Average
B (83-88%)	3.0	Average
B- (81-84%)	2.7	Low Average
C+ (77-80%)	2.3	Below Average, Counting as Graduate Credit
C (73-76%)	2.0	Below Average, Counting as Graduate Credit
F (Below 73%)	0.0	Failure
I		Incomplete
WE		Instructor Withdrawal Excessive Absences
AU		Audit
EC		Education Continuing, Ed. D
GP		Graduate in Progress 3-years limit, Ed. D
W		Withdrawal Official Approval

Course Policies

The following policies apply to anyone participating in this course.

- Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from

discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for class he/she should contact the Office for Campus Life at (812) 749-1421 or visit www.oak.edu/campus-life/student-services.php.

- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter ([@ocu47660](https://twitter.com/ocu47660)).
- **Document Formatting** – Assignments must be formatted according to the current edition of the style manual used in the program of study. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.
 - * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
 - * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Late Work** – Assignments are due by the date indicated. If you do not submit the assignment by the due date it is counted as late and an automatic extension penalty of 10% is applied to the late assignment. All late assignments are due no later than one week after the final course session—thereafter an automatic grade of zero will be received for the assignment.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Standards for Student Behavior** – As a denomination-affiliated university, the policies and guidelines of Oakland City University mandate student behavior to be consistent with Christian principles. Some behavior that is acceptable by the general public may not be acceptable on the Oakland City University campus.

Students at Oakland City University are expected to conduct themselves in an appropriate adult manner on and off campus and to conform to standards of propriety at all times. They should act

with consideration for the rights of other students and for the reputation of the school and the community.

Inappropriate actions or activities occurring on or off-campus which may reflect upon the integrity or character of Oakland City University will be addressed based on the guidelines and policies of disciplinary action found in this handbook. The University reserves the right to dismiss a student whose conduct is detrimental to the general welfare of the school or community.

For a further explanation concerning the Christian principles which Oakland City University follows as well as the General Baptist Concepts of Morality, a copy of the General Baptist Social Principles Handbook may be obtained through the University Bookstore, or you may ask for the desk copy from any Resident Hall Director, Resident Assistant, or the Office for Campus Life.

- **Use of Electronic Devices** – Allowances and restrictions on the use of electronic devices in the classroom will be announced by the instructor as necessary. An electronic device permitted in a classroom should be used in a non-disruptive manner to the instructor and fellow students.
- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active

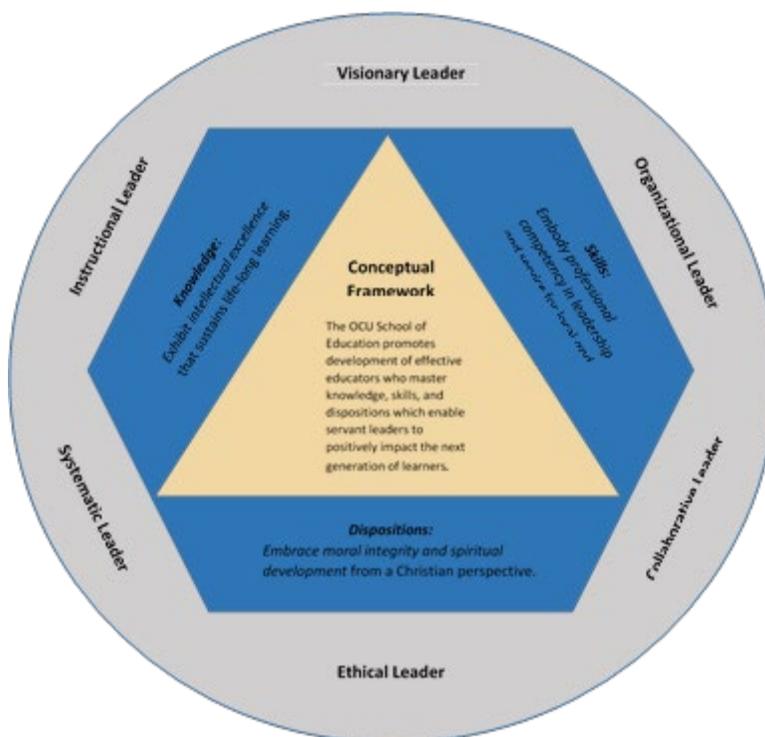
participation in professional organizations, community organizations, and community service activities; and

- serves the community and assists as a community resource person in the community in which he or she is employed.
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Conceptual Framework OCU School of Education Advanced Programs

SOE Conceptual Framework Components

1. Skills
 - 1.1 Technological Skills
 - 1.2 Pedagogical proficiency
2. Disposition
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and Collaboration
3. Knowledge
 - 3.1 Knowledge of Student
 - 3.2 Knowledge of Content



Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

No part of this course, including the syllabus, lessons, handouts, presentations, web pages, audio or video media, etc., may be reproduced or transmitted in any form by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of Oakland City University, except when used for instructional purposes during which Oakland City University and the professor is acknowledged as the source of the material.

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

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Oakland City University
 School of Education-
 Division of Graduate and
 Doctoral Studies

Candidate _____

Micro-teaching	Highly Effective 3.75, 4	Effective 3, 3.25, 3.5	Improvement Necessary 2, 2.5, 2.75	Ineffective 1, 1.5, 1.75
The lesson uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives. <i>InTASC 1 ACEI 4</i>	The lesson exceptionally uses, designs or adapts a variety of formative assessments, matching the method with the type of learning objective	The lesson uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective	The lesson randomly uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective	The lesson fails to use, design or adapt a variety of classroom formative assessments, matching the method with the type of learning objective.
The lesson uses assessment to engage learners in their own growth.	The lesson clearly engages learners in generating criteria for quality work on	The lesson engages learners in generating criteria for quality	The lesson minimally engages learners in generating criteria for quality work on a	The lesson does not engage learners in generating criteria for quality work on a

<i>InTASC 1 ACEI 4</i>	a particular assignment.	work on a particular assignment.	particular assignment.	particular assignment.
The lesson provides selection, creation and sequential learning experiences and performance tasks that support learners in reaching Reading content standards. <i>InTASC 7 ACEI 2.1</i>	The lesson clearly uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills.	The lesson uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills.	The lesson minimally uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills.	The lesson fails to use the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills.
The lesson provides selection, creation and sequential learning experiences and performance tasks that support learners in reaching Reading content standards. <i>InTASC 7 ACEI 2.1</i>	The lesson clearly provides a plan and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners.	The lesson provides a plan and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners	The lesson somewhat provides a plan and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners.	The lesson fails to provide a plan and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners
The lesson shows an understanding of and uses a variety of instructional strategies and makes learning accessible to all learners. <i>InTASC 8 ACEI 3</i>	The lesson objective(s) are explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning.	The lesson provides objective(s) are and is understandable to learners, providing a variety of graphic organizers, models, and representations for their learning.	The lesson objective(s) are vague and not clearly understandable to learners, providing a variety of graphic organizers, models, and representations for their learning.	The lesson objective(s) are not explicit nor understandable to learners, providing a variety of graphic organizers, models, and representations for their learning.
Elements	No Errors (1 or 2 pts)	Some Errors (0.5 or 1 pt)	Multiple Errors (0 pts)	
Organization of the reading lesson plan				
Clarity of Writing				
Grammar/Mechanics				
		Standards Score	/20 x 2	
		Elements Score	/6	
		Total Score	/46	