

**American University Of Beirut
Faculty of Arts and Sciences
Department Of Education**

Edu 231: Reading Instruction In The Elementary School

1. Course Learning Outcomes:

Students will:

1. develop a philosophy about and an understanding of how children learn to read;
2. understand the nature of the reading act;
3. examine traditional as well as current approaches to teaching reading;
4. understand and describe the concept of emergent literacy and its applications to teaching practice and assessment.
5. acquire and apply a repertoire of instructional techniques to teach word recognition and vocabulary.
6. explain the factors that influence comprehension. Define the types of comprehension and apply various techniques to teach each type.
7. Discuss and apply some pre-reading, during reading and post-reading activities.
8. Understand and practice a variety of reading/study techniques.
9. Be able to determine the difficulty level of written material;
10. understand and use techniques for helping students read content area material;
11. understand and practice the features and procedures of authentic and traditional assessment.
12. acquire and apply classroom organization and management techniques in reading instruction.

2. Resources Available to Students

Required Readings:

- Burns, P.C., Roe, B.D. & Ross, E.P. (2002). *Teaching Reading in Today's Elementary Schools*. 8th Ed. Boston: Houghton Mifflin Co.
- Rhoder, C. & Huerster, P. (2002). *Use dictionaries for word learning with caution*. *Journal of Adolescent and Adult Literacy*, 45, 8, pp. 730-735.
- Rhoder, C. (2002). *Mindful reading: Strategy training that facilitates transfer*. *Journal of Adolescent and Adult Literacy*, 45, 6, pp. 498-512.

Recommended Journals:

- The Reading Teacher (1-6 grades)
Journal of Adolescent and Adult Literacy (4-12 grades)
Educational Psychologist
Reading Research and Instruction
Scientific Journal of Reading
Journal of Learning Disabilities
Exceptionality

Internet Sources:

Remember that many Internet sources are not subject to the same evaluative procedures as the print and on-line journals of national and international professional organizations. Therefore their accuracy and comprehensiveness will vary. Further, students sometimes have a tendency to locate marginally relevant material. You are encouraged to use Web-based sources, but be focused, selective and discriminating. Make sure the information you find is from a reputable source, and be sure to use print and on-line journals published by professional organizations primarily in your independent term project. The following web sources are recommended:

<http://reading.org>

<http://aera.net/>

<http://www.apa.org>

<http://ericecece.org>

3. Grading Criteria

Attendance/ preparation/ participation	20%
Mid term exam	25%
Term Project (see directions below)	30%
Final exam	25%

- I will give you feedback as to your attendance/ preparation/ participation with your midterm exam. Attendance is taken at every session of this course.
- If you miss an exam you will lose that percentage of your final grade

4. Schedule

<u>Week of</u>	<u>Topic</u>	<u>Assignments</u>
1	Introduction	Chapter 1
	Models of reading	
	Emergent literacy	Ch 2
	Word recognition	Ch 3
	Meaning vocabulary	Ch 4 & Rhoder & Huerster article
	Comprehension	Ch 5
	Comprehension	Ch 6
	Methods and materials for instruction	Ch7
MID TERM EXAMINATION	Day, Date, Time. There will be no makeup exam scheduled	
	Language and literature	Ch 8
	Reading/studying in the content area	Ch 9
	Strategy training	Ch 10&Rhoder article
	Technology and literacy learning	Ch 11
	Assessment	Ch 12
	Assessment	Assessment materials will be provided
	Organization &management	Ch 13
	Reading and learning disabilities	Ch 14
	Summary and Review	

FINAL EXAM as scheduled by the University

5. Course Policy

Term projects should be prepared according to American Psychological Association (APA) guidelines for citation and bibliography.

Faculty and students of EDUC 231 are expected to abide by the University's policies regarding academic freedom and academic integrity, as described in the Student Handbook, including the policy on plagiarism, which states:

“Plagiarism exists when students claim as their own the work of others. Students who fail to credit properly ideas or materials taken from another, commit plagiarism. Putting your name on a piece of work—any part of which is not yours—constitutes plagiarism, unless that piece is clearly marked and the work from which you have borrowed is fully identified. Plagiarism is a violation of the University's academic regulations and is subject to disciplinary action.”

EDUC 231 TERM PROJECT

This assignment will involve you working directly with elementary school children on case studies. You may work alone on this project, or with one other person. Each person will submit a separate report. You may want to submit a paragraph or two describing your intended project at any time during the semester, particularly if you would like advice on it. We will discuss specific projects in class.

Choose one topic.

1. Make a language experience chart with a group of children. First provide them with a common experience. Then write the chart. Teach a follow-up lesson (or lessons) based on the chart. Write a report describing the experience; copy the chart onto your paper; and describe your follow-up activities.
2. Make a semantic map in connection with a lesson or unit you are teaching. Introduce the topic, have students brainstorm items that relate to the topic, and cluster them. Use the resulting map as a basis for further developing your lesson or unit. Write up the lesson you used to introduce the map, a copy of the map, and any follow-up activities.
3. Plan and teach a unit based on a comprehension skill or a word recognition skill. Hand in a statement of objectives and a brief outline of each day's activities. A unit is not simply a series of practice activities. Check with the classroom teacher to be sure that your unit topic is appropriate.

Some possible unit topics include the following:

- Understanding figurative language
- Using the newspaper to develop reading skills
- Distinguishing between fact and opinion
- Reading maps and other graphic aids
- Using the dictionary

Developing awareness of sequence
Combining reading and writing for developing comprehension
Following directions

4. Keep a portfolio of at least 10 samples of your work and ideas for teaching. Present it with a full description of each activity and related research.
5. Teach a literature unit based on a theme. Involve the children in activities and have them help you create a display or bulletin board. Take a picture of the bulletin board to include with your unit plan. Be sure to use good quality children's literature each day.
6. Develop a project of your own, on an area of interest to you. Submit a brief proposal describing what you wish to do before you begin your work.