Originating Course Information

Offering of Education: Teaching & Learning 8427: Reading Comprehension
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Workshop
Term of Offering Summer 2012 - Seven Week Summer Session
Level/Career Graduate
Rationale for proposing this offering O&E offering for Columbus City Schools contract
Description for this offering Designed to provide experienced teachers the opportunity to extend and update their knowledge of reading and writing development and the strategies and best practices underlying effective reading and writing instruction in grades PreK - 3.

Attachments

- 8427 Syllabus.docx
  (Syllabus. Owner: Mercerhill, Jessica Leigh)
- 8427 OneTimeSupplement (2).doc
  (One Time Form Supplement. Owner: Mercerhill, Jessica Leigh)

Comments

- Approved by GSC. (by Mercerhill, Jessica Leigh on 05/09/2012 09:39 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Mercerhill, Jessica Leigh</td>
<td>05/09/2012 09:39 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>05/09/2012 09:39 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achtermberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul</td>
<td>05/09/2012 09:39 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. One-time Request Information (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) ________________

2. Enrollment Capacity  30 ________________

3. Waitlist Capacity ________________

4. Final Exam:
   □ Yes    X No
   □ Last Class (Note: per faculty rules, this option is NOT available for the Undergraduate career)

   a. Exam Seat Spacing ________________

5. Special Instructions or Additional Information

   ____________________________________________________________

   ____________________________________________________________

Class Search Title (18 character limit)  AdvancedTeachRead ________________

6. Display in Class Search :
   □ Yes    X No

8. Credit Hours  3 ________________

9. Course Components (check all that apply):

   [  ] Clinical   [  ] Field Experience   [  ] Independent Study
   [  ] Laboratory [  ] Lecture [  ] Recitation

10. Graded Component (check one):

    [  ] Clinical   [  ] Field Experience   [  ] Independent Study
     [  ] Laboratory [  ] Lecture [  ] Recitation

11. Campus of Offering (check all that apply):

    [X  ] Columbus   [  ] Marion   [  ] Newark
    [  ] Lima   [  ] Mansfield   [  ] Wooster (ATI)
12. Prerequisites and Exclusions

13. Permission to Enroll in this course: □ No Consent needed □ Department Consent
□ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date     June 25-29

2. Previous quarter(s) of offering and enrollment     unknown

3. Expected enrollment for proposed quarter of offering     30

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site     Columbus City Schools

6. Will course be taught in distance learning format: □ Yes □ No

7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grad 3 hours</td>
<td>Grad 3 hours</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td>42 hours</td>
<td>5 days, 8 hours/day</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>X Letter □ S/U □ Progress</td>
<td>X Letter □ S/U □ Progress</td>
</tr>
<tr>
<td>Number of Hours out-of-class preparation required:</td>
<td>□ □</td>
<td>□ □</td>
</tr>
<tr>
<td>Total hours of class meetings:</td>
<td>□ □</td>
<td>□ □</td>
</tr>
<tr>
<td>Length of each class:</td>
<td>□ □</td>
<td>□ □</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

This will be a compressed course in 1-week workshop format
Instructor               Jill Pentimonti                                             Rank post-doc

Qualifications (explain any difference in rank/qualification from on-campus instructors)

Explain differences in teaching arrangements from on-campus offerings

Student Services (explain how they will be provided to off-campus students):

Registration  Coordinated through exchange of services agreement

Office Hours

Academic Advising

Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [X] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [X] In Person
   - [ ] Video Taught
   - [ ] Flexibly Scheduled

3. Meeting Pattern

4. Meeting start time:   5. Meeting end time: ____________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name.n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pentimonti, Jill</td>
<td>Primary</td>
<td>Instructor of Record</td>
<td>Yes</td>
</tr>
</tbody>
</table>
7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

9. Notes: ______________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
EDUTL 8427 Advanced Study in the Teaching of Reading
3 hours Graduate Credit

Instructor: Professor Jill Pentimonti
Email: jpentimonti@ehe.osu.edu
Office Hours: by appointment
Class Time: Summer 2012
(1-Week, All-Day)

COURSE DESCRIPTION
Designed to provide experienced teachers the opportunity to extend and update their knowledge of reading and writing development and the strategies and best practices underlying effective reading and writing instruction in grades PreK - 3.

COURSE OBJECTIVES
After thoughtful reading of the texts and related research, active participation in class, conscientious completion of assignments and other specified requirements, participants in this course will have:

1. Knowledge of theories and perspectives related to the development of reading and writing.
2. Knowledge of methods to enhance all aspects of reading and writing at each stage of development.
3. Understanding of current research supporting best practices in the instruction of reading and writing.
4. Knowledge of current issues regarding the developmental perspective on reading and writing learning.
5. Understanding of how to develop lesson planning structures that account for standards and the needs of students as they read and write texts.
6. Understanding of assessments used to determine reading and writing competence.

REQUIRED TEXTS

Additional course articles and reference materials will be distributed to students in advance and will be posted to the class site.

COURSE REQUIREMENTS AND EVALUATION

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and participation</td>
<td>Participation and contribution to class discussion at every class. Students will also be asked to complete end of the day reflection questions to be discussed the following day in class.</td>
</tr>
<tr>
<td></td>
<td>Points</td>
</tr>
<tr>
<td>------------------------------------</td>
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<tr>
<td><strong>Reaction Papers</strong></td>
<td>5 points</td>
</tr>
<tr>
<td>Completion of 4 reaction papers (2-3 pages) based upon supplemental articles. Rubrics for reaction papers will be provided in class.</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>In class group work on classroom applications – presentation and product</strong></td>
<td>15 points</td>
</tr>
<tr>
<td>Completion of small group work on applications of daily session content to classroom instruction and assessment. Rubrics for group presentations and products will be provided in class.</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>In class group work on links to Common Core Standards – presentation and product</strong></td>
<td>15 points</td>
</tr>
<tr>
<td>Completion of small group work on links between standards, research, and best practices. Rubrics for group presentations and products will be provided in class.</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Final Portfolio Project</strong></td>
<td>50 points</td>
</tr>
<tr>
<td>Creation of a profile synthesizing information learned relevant to one of the major construct areas discussed (e.g., oral language development, concepts about print, phonemic awareness, alphabetic principle, phonics and decoding, fluency, vocabulary development, comprehension, English Language Learners). Rubrics will be provided in class.</td>
<td>15 points</td>
</tr>
<tr>
<td><strong>Due one week after final class session</strong></td>
<td>100 total points required</td>
</tr>
</tbody>
</table>

**Grading Scale**

- A 93-100% A- 90-92
- B+ 87-89 B 83-86 B- 80-82
- C+ 77-79 C 73-76 C- 70-72
- D+ 67-69 D 60-66 E 59% or less

S/U graded courses: Recommend 83% (B) for graduate level; 73% (C) for undergraduate level.
## TOPICAL OUTLINE

**SCHEDULE OF TOPICS, READINGS, ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Session Topics</th>
<th>Daily Course Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Session 1: | Intros/overview to the course & materials  
Oral Language Assessment and Development  
Children’s Concepts about Print | Discussion of articles (provided in advance) and of Chapters 3 & 4 from Reutzel’s book | **Reading Due:** Session 1 articles and Reutzel Chapters 3 & 4.  
**In class work due:** Small group work on classroom applications and links to standards for daily topics.  
Answers to reflection questions. |
| Session 2: | Phonemic Awareness and Alphabetic Principle  
Phonics and Decoding Skills | Discussion of articles (provided in advance) and of Chapters 5 & 6 from Reutzel’s book | **Reading Due:** Session 2 articles and Reutzel Chapters 5 & 6.  
**Assignment due:** Reaction paper on Session 2 readings.  
**In class work due:** Small group work on classroom applications and links to standards for daily topics.  
Answers to reflection questions. |
| Session 3: | Reading Fluency  
Teaching and Assessing Vocabulary Development | Discussion of articles (provided in advance) and of Chapters 7 & 8 from Reutzel’s book | **Reading Due:** Session 3 articles and Reutzel Chapters 7 & 8.  
**Assignment due:** Reaction paper on Session 3 readings.  
**In class work due:** Small group work on classroom applications and links to standards for daily topics.  
Answers to reflection questions. |
<p>| Session 4: | Reading Comprehension: | Discussion of articles (provided in advance) and of Chapters 9 &amp; 10 | <strong>Reading Due:</strong> Session 4 articles and Reutzel |</p>
<table>
<thead>
<tr>
<th>Session 5: Writing English Language Learners</th>
<th>Discussion of articles (provided in advance)</th>
<th>Reading Due: Session 5 articles Assignment due: Reaction paper on Session 5 readings. In class work due: Small group work on classroom applications and links to standards for daily topics. Answers to reflection questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Mandatory Office Meeting: Lingering Questions about the teaching of reading and the Final Project</td>
<td>Sign-Up for a time to meet with me after the one-week course is over to discuss questions and to share reflections as you continue to work on your final project.</td>
<td>Due: Final Project Draft (the final version is due one week after the final class session)</td>
</tr>
</tbody>
</table>

**Attendance and Participation:** Attendance and participation is critical. It is impossible to make up the dynamics of co-constructed knowledge that results from classroom discussion. Students should let me know, in advance when possible, if they will not attend on any particular day. Messages may be left 24 hours a day e-mail at: jpentimonti@ehe.osu.edu. Only students with excused absences will be allowed to turn in assignments late.

**Caveat:** Aspects of this course, its policies, and its schedule of assignments may be altered if circumstances dictate. Students will be notified in advance if such changes should occur.

**Disability Services:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students
will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Cell Phones:** So as not to disrupt our class, please turn your cell phone off during class time. Cell phones should not be out in the classroom at any time. Students may use cell phones outside of class only.

**Academic Misconduct:** The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf).

**Grievances and Solving Problems:** According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity:** The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.