Term Information

Effective Term: Spring 2014

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7427
Course Title: Advanced Study of the Development of Reading and Writing
Transcript Abbreviation: AdvStdDevRdgWrtg
Course Description: Designed to provide experienced teachers the opportunity to extend and update their knowledge of reading and writing development and the principles underlying effective reading and writing instruction in the early and late childhood years.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session)
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.1315
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral

Quarters to Semesters
Quarters to Semesters
New course

Give a rationale statement explaining the purpose of the new course
This course meets the new state Reading Endorsement requirements.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

Content Topic List

• Writing development (narrative and informational writing) PK through middle school
  Introduction to Developmental spelling
  Primary Grades: Writing workshop and mentor texts, developmental spelling and coordinated direct instruction in phonics,
  |
• Intermediate grades: Writing workshop and mentor texts, developmental spelling, writing assessment using 6 trait assessment
  Middle grades: Writing workshop and
  mentor texts, developmental spelling, multimodal writing
• Pros and Cons of leveled books in K and 1 for reading instruction
  progression of phonemic awareness and phonics instruction, teaching sight vocabulary, scaffolding in guided reading instruction
• Transitional readers in grades 2-5
  Characteristics, supports they need, and a look a series chapter books
  fluency, vocabulary, comprehension
  Using nonfiction and graphic novels
  organizing for instruction, grouping patterns
• Reading in the middle school grades 6-8, why not whole group novel studies?
  What are Miller’s three developmental stages of reading,
  Presentations of alternative texts
  reading in middle school continued
• Miller’s instructional strategies, organization, and schedule: 40 books per year for everyone, genre studies
  Discussion of books suggested in Miller, comprehension and close reading activities
• Technology and literacy
  reading and creating e books
  features of ebooks, and supporting reading of e books.
COURSE REQUEST
7427 - Status: PENDING

Last Updated: Mercerhill, Jessica Leigh
04/16/2013

Attachments

- 7427 Advanced Study in the Teaching of Reading and Writing.docx
  (Syllabus. Owner: Mercerhill, Jessica Leigh)

Comments

- Approved by GSC April 16, 2013. (by Mercerhill, Jessica Leigh on 04/16/2013 11:00 AM)

Workflow Information

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<td>02/26/2013 08:38 AM</td>
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<td>04/16/2013 11:00 AM</td>
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