Term Information

Effective Term: Spring 2017
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Update prerequisite from: Prereq: Early Childhood, Middle Childhood and Intervention Specialists students must take 2368.

To:
Prereq of concur: 2368 or 3356
except for TESOL and World Languages majors

What is the rationale for the proposed change(s)?
To accommodate new Youth and Child Studies majors and to make appropriate requirements clear to all students.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
Allow correct students to register for the course.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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, Undergraduate
Course Number/Catalog: 5468
Course Title: Reading Foundations
Transcript Abbreviation: ReadingFoundations
Course Description: Introduction to basic concepts about the reading process, learning to read, social/cultural factors affecting literacy development and effective literacy instruction.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
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: Never
Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: Pre-major or major in Early Childhood Education and pre-major or major in Special Education students must take 2368.  
Prereq: Pre-major or major in Middle Childhood Education and pre-major or major in Early and Middle Childhood Studies students must take 2368 or 3356  
Prereq: none for all other majors

Exclusions

Not open to students with credit for Edu T&L 668

Cross-Listings

Subject/CIP Code

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

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

• Articulate knowledge of emergent literacy and the kinds of experiences that support literacy
• Understand the relationships of phonemic, morphemic, syntactic, and lexical systems of language to the reading process
• Recognize the importance of teaching reading as a process rather than a discrete series of skills to be taught through unrelated activities and/or exercises
• Perceive reading as a process of constructing meaning through the interaction of the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation
• Understand models of language and how these models influence reading as a social process
• Understand how various factors, such as readers’ prior experiences, content, purpose, tasks, and setting influence the reading process
• Understand cultural, ethnic, and linguistic diversity and their positive contributions to reading
• Develop awareness of individual differences among readers and the need to meet these readers’ needs in flexibly designed reading programs
• Develop an awareness of the research that grounds understandings of literacy and demonstrate the ability to use research to support arguments about appropriate literacy instruction
Content Topic List

- Reading and prior knowledge/ Comprehension
- Psycholinguistic and historical perspectives on reading
- Language structure (phonemic, syntactic, and semantic systems)
- Reader response theory
- Gender and reading
- Functions of language/ Oral language and literacy
- Phonics and word identification
- Literacy standards and testing/ Standards of professional organizations
- Reading programs
- Literate practices in communities/Multiple Literacies
- Cross-cultural perspectives on literacy
- Relationships between reading and writing
- Understanding and perceiving literacy development K-8
- Classroom-based practices supportive of literacy instruction

Attachments

- 5468 general syllabus.docx: Syllabus
  (Syllabus. Owner: Clark, Caroline Taylor)

Comments

- Submitting this due to confusion regarding prerequisite for this course. Please feel free to adjust at the Unit level.
  Should major and/or pre-major be listed? (by Odum, Sarah A. on 04/17/2014 04:52 PM)

Workflow Information

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Reading Foundations  
EDU T&L 5468/2468

Instructor:       Email:
Phone:        Office:
Mailbox:       Office Hours: By appointment
Course Meeting time:
Course meeting location:

Course Description:
This course introduces you to the theories and practices of teaching and learning of reading for children aged 3-14 years. This course presents a cognitive-constructivist view of the reading process and a social-constructivist view of teaching and learning. Accordingly, the child is regarded as an active agent in his/her own learning, and teaching and learning are regarded as socially situated activities that occur in a community of practice or culture. Major themes of the course are a child-centered philosophy of the teaching of reading and the importance of ‘diversity awareness’ – the need for teachers to be aware of the diversity of backgrounds and abilities that children bring to the classroom and of strategies for dealing with that diversity.

Course Objectives:
Upon completion of this course, students will be able to:

• Display an in-depth knowledge of the reading process.
• Articulate knowledge of a social-constructivist view of teaching and learning and apply this knowledge to a range of teaching-learning situations in reading.
• Display knowledge of a range of instructional and assessment approaches for fostering and promoting children’s reading development.
• Demonstrate an awareness of the needs of children for whom reading presents many challenges.
• Explore and use technology based instructional strategies in the teaching of reading.

Statement of Student Rights:
Disability - Any student with a documented disability who may require special assistance should self-identify to the instructor as early as possible in the quarter in order to receive effective and timely accommodations.

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 conduct. If I suspect that a student has committed academic misconduct, I am obliged to report it.

Grievances and Solving Problems – According to University policy, if you have a problem with the class, “you should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor. If this does not work, contact the supervising instructor.”

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. 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.

Required Texts:

**Supplementary Readings:**
The instructor will provide additional reading throughout the quarter.

**Rationale:**
This course is premised on a CHILD-CENTERED PHILOSOPHY of teaching and it is structured around a cycle of assessing, teaching, and learning depicted below:

As depicted, a child-centered approach to the teaching of literacy hinges on the teacher’s knowledge of the reader, acquired through initial assessment of children’s literacy development. Based on this knowledge, as well as knowledge of resources, the teacher sets up structures and activities in the classroom or ‘frameworks’ to support or scaffold children’s learning. These structures and activities provide contexts in which the teaching of reading in the different phases of reading development occurs. The teacher’s monitoring of children’s progress in reading, through various forms of assessment, provides information that contributes further to the teacher’s knowledge of the reader. Based on this updated knowledge, the teacher may re-orchestrate classroom frameworks and the cycle continues.

**Requirements:**
All written work should be typed (double-spaced, 12pt. font). Use APA format (6th edition) for all papers and carefully proofread and edit. Failure to abide by these guidelines will result in point reduction. http://owl.english.purdue.edu/owl/ is a great online reference for APA style. Points will be deducted for work that is turned in late. Please consult the course calendar for due dates. (Late assignments are deducted 10% for each day not turned in.)

**Student Reading Attitudes and Interests (20 points)**
Before you can learn about how other children read, you must first consider your reading attitudes, history and interests. Please respond to the following questions. You may choose to present this in a creative way (poem, newspaper, journal, cartoon, digital story etc…).

- Do you like to read? Why or why not?
- Are you reading anything for fun at this time? What is it? Why do you like it?
- Do you have any favorite authors or titles? Why are these favorites?
- Is there a certain kind of text that you prefer – books, magazines, fiction, nonfiction, etc?
- How do you choose what to read when you go to a library or a book store?
- What do you do if what you are reading is too hard or too easy for you?
- What makes a good reader?

**Case Study - analysis of a child’s reading with recommendations for instruction (40 points)**
There are two parts to this assignment. Following the running record instruction during several class periods, you will be given the running records of one child’s reading performance. You will use these to fill in a table, describing your interpretations of the student’s reading performance based upon your emerging understanding of the reading process. We will complete this table in class.

Throughout the semester will revisit these attitude surveys, running records data, comprehension assessments, and completed charts that include information about the child’s error patterns and what you now know about reading. This information will be used to write a 3-5 page paper describing what you think would be appropriate classroom practice for this child, giving a rationale and using the text and readings to support your claims. The final paper should incorporate your emerging understanding of reading theory and the reading process, and reflect a scholarly diagnosis. Answer the following questions:

- What patterns/trends do you see emerging?
- What is the child’s reading strengths/weaknesses?
- What has the child mastered?
- What does the child need support with?

Furthermore, assuming that you have observed and assessed the child’s reading, generate a plan for future reading instruction.

- What suggestions do you have for the child’s future reading instruction?
- What is the next instructional step to specifically improve the child’s:
  - Reading attitude
  - Reading fluency
  - Reading level
  - Reading comprehension
  - Vocabulary development
  - Higher order thinking
  - Word study instruction
  - Motivation

(Note: MAX length is 5 pages double-spaced NOT including references) Reference needs to be made to the theory and information gleaned from class readings/discussion throughout.

**Reading Response Inquiry (RRI) (5 @ 15 points each)**

You are expected to read the assigned readings and complete an activity, chosen from the list below, pertaining to those particular readings. The reading response inquiries should focus on key aspects of the reading process covered in the readings. **Embedded in your activity, you must provide evidence of connection to theory.** During class, we will be discussing the readings (small group/whole class) as prompted by your assignments. Please bring all texts to each class. At the end of the semester, these RRI’s will serve as an excellent way to recall the readings. Activities should NOT be repeated.

1. **Double Entry journal** – In the left-hand column - write a phrase, sentence, quote or passage from your text (minimum 5). In the right-hand column - write your questions, comments and/or thoughts regarding the chosen passage. Make sure you parenthetically cite each quote. (A reference list is not necessary).
2. **Web site** – Develop a web site to be used by other pre-service teachers that presents the material in an interactive manner. You may include links, examples and activities within your web site.
3. **Picture/art** – make a sketch or drawing of the key concepts from the readings. This drawing may represent an abstract or concrete representation of a concept. Underneath the picture, you may want to include a quote or caption from the reading that really sums up what you are addressing in the picture.
4. **Make a 3-D model or diorama** depicting key concepts from the readings.
5. **Song** – Create a song that highlights key points in the readings. The song may be an adaptation of a song or an original. A written copy of your song must be turned in as well as the option to perform for the class. This song must cover both the key elements of the readings and discuss application of these elements.

6. **Quiz** – create a quiz that you will administer to a small group about the readings due for that class period. Photocopying is not necessary for this assignment. Keep in mind that a quiz written from the cognitive constructivist viewpoint would NOT rely heavily on multiple choice type questions; application of concepts is a better representation of understanding than recall. A copy of the quiz with answers must be turned in.

7. **Word wall** – create a word wall representing key terms from the assigned chapter(s). Each vocabulary word must be presented on a 8 ½ x 11 sheet of paper with terms clearly identified, defined and illustrated through the use of an example. (minimum 10 words)

8. **Choice** – If you have another idea for a way to showcase and display your deep understanding of the text, please write out a detailed (which doesn’t necessarily equate with long) description and present it to the instructor prior to the due date for approval.

9. **Comic Strip** – Make a comic of at least 8 frames that provides insight to a class topic.

10. **Crossword Puzzle** – Using an online tool or by hand, create a crossword puzzle with key words from class and include clues that reflect your knowledge of the key words. Be sure to include a key.

11. **Digital Story** – Includes the following components: 1) Told in 1st person (either your voice or voice of another); 2) Must include music; 3) Must include voice over; 4) Must include some text; 5) Does not have to but can include imbedded video; 6) Must be related to a topic covered in class; 7) Must be between 2.5 and 5 minutes in length. Note: Completing a digital story that includes each of the components listed here may result in extra credit for the assignment.

### Professional Presentation (25 points)

This will be done in groups of 2–4 students. Students will sign up in class. As a group, you will browse journals (either academic or teacher-friendly periodical/journals: Reading Research Quarterly, the Reading Teacher, Language Arts, etc.) to get a sense of their features and to become aware of recent research regarding literacy practices/instructions. Choose one article related with the weekly assigned topics (i.e. motivating readers, fluency, comprehension, etc.) to share with the class. You will lead the class in an activity regarding the topic.

This informal presentation will be comprised of three parts: (a) article presentation, (b) classroom/instructional activity and (c) informational handout. This informal presentation should last no more than 15 – 20 minutes.

During this presentation, you should:

- Give a rationale for your choice of article
- Connect the article to course content
- Discuss the major points of the article
- Engage class members in a classroom/instructional activity (10-15 minutes)

The goal of this assignment is to make sure our class discussions are informed by the most current information in the field and we explore different classroom activities regarding the topic we cover in class. Create a 1-page handout to distribute to the class members. The handout should contain:

- The full bibliographical information of the article (APA style)
- Summary of main points (these can be bulleted or outlined)
- Short description of your informed reaction to the ideas presented by the author (as it pertains to your learning in this class)
- Brief explanation of the activity related to your topic (i.e. fluency, reading, comprehension strategies, vocabulary instructions, etc.)
**Online Discussion: (10 points)**

Each student should (a) post 3 questions (we will practice writing good discussion questions earlier in the semester) and (b) post replies to 3 other students’ questions. All questions and replies should be posted by 5:00 pm on due date. You will be graded by your participation. On Carmen, I can see how many posts each student has made and how long they spent on Carmen. Your grade will be based on that information as well as the quality of posts. I will participate in the discussion that evening after everyone is done posting.

**Blogs or Apps Assignment: (10 points)**

Write a 1-page description of 5 teacher blogs or education apps (or any combo of the two) that can be used in the classroom by teachers and/or students. You will create a handout for distribution in the class. The handout should include the link, or the relevant information for acquiring/accessing the app and a 1 paragraph summary to describe why this is a useful blog or app. Note if there is a cost associated with the app.

We will present these to the class (time permitting). Refer to course calendar for due date. Please come with handouts or email me an electronic copy, which I will make available on Carmen.

**Attendance and participation (minimum 10 points)**

Due to the nature of this course, regular attendance and participation is required. Credit will be given for class participation. Unexcused absences will result in a deduction of 5 points each.

**Grading:**

Your final grade will be determined according to the guidelines in the University Course Bulletin. Grades will be assigned based on the instructor’s judgment as to whether the student has satisfied the stated objectives of the course. It should be noted that grades of A and A- are only used where the work is of an excellent standard.

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Grades of A and A- are only used where the work is of an excellent standard.