

Chaminade University of Honolulu
ED 415 Teaching Reading in the Elementary School Fall, 2001
Dr. Margaret A. Donovan
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GOAL

The goal of this course is to develop competence in teaching reading at the elementary level using an integrated model which links reading to the other literacy processes of writing, listening, speaking and thinking. In order to meet this goal the following objectives have been established:

OBJECTIVES

1. Students will identify the interrelationship of the literacy processes of reading, writing, listening, speaking, and thinking and how these processes relate to and support instruction.
2. Students will engage in learning and applying different instructional approaches, materials and models to facilitate reading instruction in the elementary school.
3. Students will become familiar with literature based reading programs and with using literature to **enhance** instruction across the curriculum.
4. Students will learn strategies to teach reading comprehension, writing, word analysis and vocabulary development to enhance elementary reading instruction.
5. Students will become versed in the issues and trends in elementary reading instruction through class discussion and sharing of various instructional approaches and strategies.
6. Students will become acquainted with educational journals, resource books and other professional materials relating to elementary reading instruction.
7. Students will learn how to develop study skills and research skills to support content area instruction.
8. Students will examine issues in reading instruction related to classroom organization, assessment and evaluation.
9. Students will observe and participate in an elementary classroom during reading and language arts instruction for twenty hours during the semester.

3. Grading

Basic Learning Experiences	Points
Attendance and participation in each class	20
Reading Journal	1
Observation and Participation	20
Personal Reading Autobiography	5
Literacy Portfolio	10
Final Exam	20

Selected Learning Experiences*

Report on instructional approach to teach vocabulary	5
Report on instructional approach to teach comprehension	5
Report on instructional approach to integrate literature into reading instruction	5
Abstract professional journal articles. Share findings with class.	5
Review a professional resource book and share findings with class.	5
Review on an instructional approach to teach study skills.	
Report on instructional approach to break the alphabetic code.	5
Independent Project (Prior approval required)	5

* Choose three of the eight activities. The remaining four activities may be done for extra- credit if you choose to do so.

Grading Scale

93-100	A
85-92	B
77-84	C
69-76	D
68 and below	F

4. Administrative Requirements

A. Attendance:

University policy requires students to attend all class meetings of courses for which they are registered. If an emergency prevents attending, the **instructor should be informed.**

B. Incompletes:

Incompletes may be given if the student is unable to complete a portion of the work due to circumstances beyond their control. The incomplete contract must be signed by the student and the instructor. It will specify when the work must be completed. Usually the work must be completed in 90 days, if it is not the incomplete will revert to the grade the student would have earned that is specified on the incomplete form.

SYLLABUS: ED 415
TEACHING READING IN THE ELEMENTARY SCHOOL

Week 1: Aug.29	Introduction Orientation: <ul style="list-style-type: none">• Preview Course Requirements• Preview Course Syllabus• Preview Textbook Assignments: <ul style="list-style-type: none">• Read Preface and Chapter 1
Week 2: Sep.5	Discuss Chapter 1 <ul style="list-style-type: none">• Becoming An Effective Teacher of Reading Assignments: <ul style="list-style-type: none">• Personal reading autobiography• Read Chapter 2
Week 3: Sep.12	Discuss Chapter 2 <ul style="list-style-type: none">• Teaching the Reading and Writing Processes Due: Personal reading autobiography Assignments: <ul style="list-style-type: none">• Read Chapter 3
Week 4: Sep.19	Discuss Chapter 3 <ul style="list-style-type: none">• Assessing Students' Literacy Development Presentations: Reports on Journal Articles Assignments: <ul style="list-style-type: none">• Read Chapters 4 & 5
Week 5: Sep. 26	Discuss Chapters 4 & 5 <ul style="list-style-type: none">• Working With Emergent Readers and Writers• Breaking the Alphabetic Code Presentations: Reports on Strategies to Break the Alphabetic Code Due : Reading Journal (first review) Assignments: <ul style="list-style-type: none">• Read Chapters 6 &7

- Week 6:**
Oct. 3
- Discuss Chapter 6 & 7**
- Developing Fluent Readers and Writers
 - Learning about the Meanings of Words
- Presentations: Reports on Strategies to Teach Vocabulary**
- Assignments: Read Chapter 8**
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- Week 7:**
Oct. 10
- Discuss Chapter 8**
- Facilitating Students' Comprehension
- Presentations: Reports on Strategies to Teach Comprehension**
- Due: Literacy Portfolio Review**
- Assignments:**
- Read Chapter 9
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- Week 8:**
Oct. 17
- Discuss Chapter 9**
- Becoming Familiar with the Structure of Text
- Presentations: Reports on Resources for Teaching Reading**
- Assignments:**
- Read Chapters 10
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- Week 9:**
Oct. 24
- Discuss Chapters 10**
- Literature Focus units
- Due: Reading Journal (second review)**
- Presentations: Reports on Using Literature to Teach Reading**
- Assignments:**
- Read Chapter 11
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- Week 10:**
Oct. 31
- Discuss Chapter 11**
- Literature Circles
- Presentations: Reports on Independent Projects**
- Assignments:**
- Read Chapter 12
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- Week 11:**
Nov. 7
- Discuss Chapter 12**
- Reading and Writing Workshop
- Presentations: Reports on Independent Project**
- Assignments:**
- Read Chapter 13

- Week 12:**
Nov. 14
- Discuss Chapter 13**
- Basal Reading Textbook
Presentations: Reports on Strategies for Teaching Study Skills
Assignments:
- Complete Literacy Portfolios
- Week 13:**
Nov. 21
- Discuss Chapter 14**
- Reading and Writing in the Content Areas
Due: Due: Reading Journals Final Review
Presentations: Complete all Presentations
Assignments:
- Complete Literacy Portfolios
- Week 14:**
Nov. 28
- Discuss Literacy Portfolios**
- Compendium of Instructional Processes
Due: Literacy Portfolio
Assignments:
- Review for Final
- Week 15:**
Dec. 5
- Final Exam
- Course Evaluations

Syllabus will be adjusted to meet the needs of the class.

Office Hours: Kieffer Hall Cubicle P
Tues. & Thurs. 2:00-5:00 p.m.
Others by Appointment
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