Professional Education Unit

Dept: Early Childhood, Elementary & Special Education EDEL 626:

INVESTIGATIONS IN READING

Sections 301 & 302

Internet Course

Summer Session I, 2012

INSTRUCTOR: Dr. Timothy E. Miller

Associate Professor of Education

Ginger Hall A401A Phone: 606-7776-6263

Office Hours: by Appointment during the summer t.miller@moreheadstate.edu/

Be sure to use the following in the *subject area* of your email: EDEL626

Course Description: Study of current literature and research in the study of reading.

Required Field Experience Hours: [0]

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO's): By the end of this course, the candidate will be able to:

1. **articulate** the various dimensions of current reading research.

2. **identify and explain** the Commission on Reading and the National Reading Panel through investigations of basic and applied research from multiple sources.

3. demonstrate competence in reading research through written examinations based on their readings.

4. demonstrate competence in analyzing, synthesizing and evaluating research on reading and writing through assignments.

5. **employ** expertise in one major area of reading research; produce an abstract or comprehensive bibliography and be ready to share with the class.

6. integrate technology (i.e., Smart boards, PowerPoint, United Streaming, etc. for effective reading studies instruction and student learning).

7. **evaluate and reflect** upon instructional processes that teachers must obtain in order to become an effective teacher of reading.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program:	**[program title]**		**[course title]**	
	Kentucky Teacher Standards (KYS)	**Kentucky Core Academic Standards (KCAS)**	**Education Professional Standards Board (EPSB)**	**International Reading Association/Standards for Reading Professionals 2010 Pre-K & Elementary Teacher Candidate** (IRA)
Assigned articles from the articles I give you. These will tangentially correlate to each respective chapter in *Building a*	1.3, 4.3, 4.4	Literacy Standards for K-5 Goals 1, 2, 5 & 6	Assessment literacy, achievement gap NCATE 1, 4	2, 3, 4,

Knowledge Base in Reading. The articles will be hyperlinks that should be copied and read offline. Each student will read these articles and will write two discussion questions per assigned article. These questions are not to deal with picky details but are to promote general discussion. Discussion questions will be posted on the Bulletin Board for discussion. Check the calendar in the Assignment section of Bb. CFO: 1, 2, 3, 4 SLO: 1 – 5 250 pts				
Student-selected readings. Since this is an Investigation in reading research course, this activity will give you the opportunity to examine articles and research studies pertinent to the topics of each of the chapters. Check the calendar in the Assignment section of Bb. CFO: 1, 2, 3, 4 SLO: 1 – 5 250 pts	1.1, 1.3, 2.3, 2.5, 3.2-3.5,4.1, 4.3, 4.4, 5.1, 5.4, 6.1, 7.1, 7.2	Literacy Standards for K-5 Goals 1, 2, 5 & 6	Diversity, assessment literacy, achievement gap, technology NCATE 1, 2, 3, 4	1, 2, 3, 4. 5

Area of Concentration: Beyond the text book chapters you will choose an area of literacy instruction that you wish to explore in-depth and will do an analysis of major significant research studies and articles in this particular area of interest. In this analysis, you will read at least 3 articles and 3 research studies focused on your area of interest. You will write summaries for each of these just as you do for the other readings. CFO: 1, 2, 3, 4 SLO: 1 – 5 250 pts	1.1, 1.3, 2.3, 2.5, 3.2-3.5,4.1, 4.3, 4.4, 5.1, 5.4, 6.1, 7.1, 7.2	Literacy Standards for K-5 Goals 1, 2, 5 & 6	Diversity, assessment literacy, achievement gap, technology NCATE 1, 2, 3, 4	1, 2, 3, 4. 5
Mid-term and final exams 250x2=500 pts CFO: 1, 2, 3, 4 SLO: 1 - 5	1.1, 1.3, 2.3, 2.5, 3.2-3.5,4.1, 4.3, 4.4, 5.1, 5.4, 6.1, 7.1, 7.2	Literacy Standards for K-5 Goals 1, 2, 5 & 6	Diversity, assessment literacy, achievement gap, technology NCATE 1, 2, 3, 4	1, 2, 3, 4. 5

<u>Assignment Descriptions</u>:

Program: **Masters Degree p-5 EDEL 626 Investigations in Reading**

This course is a research oriented course. It is designed to give you background into the theory and research that affects reading instruction today. It is a rigorous course!

Expect to study one additional hour for every hour that we would normally spend in a face-to-face class (f2f). During the summer a class meets two hours a day. This adds up to 10 hours a week that you would normally spend in class. You can expect to spend 15-20 hours a week on this course alone in researching reading topics and being online interacting with your peers.

M1A1-M1A7 (50 pts)

***Etiquette Guidelines for the Internet can be obtained by clicking on this sentence.**

MODULE 1 HAS SEVERAL COMPONENTS. Please be sure you

cover all of them!M1A1 "What Reading Research Says About
Literacy for the 21st Century"

Please check the calendar to see when this assignment is due. It would be helpful to print the calendar and have it with you when you are doing the assignments. You should print the assignments and write on the copy when each assignment is due and when it is sent to Bb. Also, put a date when the graded assignment is returned to you
in the grade book.

Before reading your text! "*Building a Knowledge Base in Reading" 2.ed*Before reading the Preface (pp. vi - ix) and Chapter 1 (pp. 1 - 18) in your text, sit a few moments and think about the following questions related research investigations in reading. It is permissible to print this module so you can work offline if you need to.

For maximum learning make notes on some of your thoughts; you will use them later in class discussion. The questions are as follows:

Think of the "best instructional practices "that you know. What makes these practices "the best?" Additionally, think about the following.

1. How do you think children learn to read?

2. How do think young people expand their capacity as readers to meet increasingly complex literacy demands?

3. In your own words what role does research evidence play in answering complex issues in developing literacy in children and young adults?

4. How does the National Reading Panel Report help inform important research based instructional practices? In your mind what are the current dilemmas in designing literacy instruction?

5. What do you think the books view on a particular model of reading might be? One model or several?

6. Why is it important to have a clear understanding of the nature of reading and to have a coherent model from describing the nature of reading?

Go back to the questions and think about them from the perspective of the students with whom you work. Will your responses be different in this context? Write down your thoughts related to your students' ability to read and what they do when they read. These are some of the issues we will be exploring in this course.

What to think about while reading the text "*Building a Knowledge Base in Reading" 2.ed.* The comparison on what you think with what you are about to read is important to enhancing your

	knowledge base in reading. Read the Preface (pp. vi - ix) and Chapter 1 (pp. 1 - 18). As you read, please keep the above questions in mind, and note confirmations, clarifications, and other thoughts that arise during your reading. It is assumed that you are an honest and conscientious student. You are to do module M1A1, but you do not need to submit an assignment at this time. It is assumed that you have done this assignment.

M2A1-M2A7 (50 pts)	MODULE 2 - See calendar for due date. **FOR YOUR INFORMATION!** **Print this page! This is the front page. Click on the hyperlink above to access module contents.** Module 2, and the rest of the assignments, mirrors Module 1 in a number of ways. All modules have seven assignments, and all modules require the use of the 1. Main Discussion Board and the 2. "Small Group" Discussion Board. Please read your assignments closely so you will know where to post your questions. Generally, the Main Discussion Board is used first is the module assignments, and the small group Discussion Board is utilized later in the assignments. For Module 2 the second person on the small group roster is to monitor the small group discussion group activity. Additionally, all modules require you to search and find articles on reading. You can utilize the RESEACH HELP BUTTON to ask questions on finding sources. Ms. Jennifer Little, Head Reference Librarian at the Camden-Carroll Library is available 24/7 to help you with research questions. You can visit the library personally or online, as well. References are located in the External Links section of Bb. Also you can use the COURSE INFORMATION and External Links sections of Bb (See icon on the lower left part of your screen.). Behind these buttons you will find a rich number of hyperlinks you can use for your searches. Yes, you can use articles that you find from the WWW to read and report on. Google, and the new http://scholar.google.com/ are good places to look. Search site for topics on reading research. Search for journals, artilce and abstracts (http://scholar.google.com/). Also, take some time to look at the External Links in Blackboard. Please notice that the Course Calendar gives the dates that the current discussion leader is to have small group evaluation completed. These discussion reports should be using the hyperlink at the bottom of each module. This feature is not used for Module Assignments, but it is used for reporting all other assignments. Small Group Leaders - please title your evaluation as follows: "Group Leader Evaluation of Small Group Discussion for Module X (insert the module number)." Please do not use any other title for the
	assignment. Turn the assignment in through the hyperlink at the bottom of each assignment page.

M3A1-M3A7 (50 pts)	MODULE 3 - See calendar for due date. **Print this page! This is the front page. Click on the hyperlink above to access module contents.** Module 3 mirrors the other modules in a number of ways. All modules have seven assignments, and all modules require the use of the Main discussion board, and the small group Discussion Board. Please read your assignments more closely so you will know where, and how to post your questions. Generally, the Main Discussion Board is used first, and the small group Discussion Board is utilized later in the assignments. For Module 3 the third person on the roster is to initiate and monitors the small discussion group activity. Additionally, all modules require you to search and find articles on reading. You can utilize the External Links section of Bb. In the External Links (See icon on the lower left part of your screen.) section there are rich number of hyperlinks you can use for your searches. Yes, you can use articles that you find from the WWW, particularly http://Scholar.Google.com, to read and report on. Please take some time to look at the External Links. Please notice that the Course Calendar gives the dates that the discussion leader is to have small group evaluation completed. Group leaders be sure your get you critique and summary into the Drop Box at the appropriate time. See the schedule. Group Leaders - please title your evaluation as follows: "Group Leader Evaluation of Small Group Discussion for Module X (insert the module number)." Please do not use other title for the assignment. Turn in the assignment through hyperlink at the bottom of the assignment page for this module.
M4A1-M4A7 (50 pts)	M4A1 - See calendar for due date. Read this page! This is the front page. Click on the hyperlink above to access M4A1 module contents. Please notice that the Course Calendar gives the dates that the discussion leader is to have small group evaluation completed. Group leaders; be sure you get your critique and summary into the Drop Box at the appropriate time. See the schedule. *Group Leaders - please title your evaluation as follows: "Group Leader Evaluation of Small Group Discussion for Module X (insert the module number)." Please do not use any other title for the assignment. Turn in the assignment in through the file download link at the end of the module.

	*We have added a virtual chat activity. Group Leaders, you are to contact each of your group members to arrange a time when all members can be online for a chat. This will take some effort to communicate with each member through e-mail to arrange a time. This will take place in Assignment 4.
M5A1-M5A7 (50 pts)	MODULE 5 - - See calendar for due date. **Read this page. Click on the hyperlink above to access module contents.** There are no assignments due for M5A4,5,6. However, the small group leaders still need to complete an assignment. The last person on the list in the small groups has not completed an assignment to turn in through the Drop Box. Those individuals check the small group area to see who you are. You are to peruse the Main Discussion Board while class members are adding comments. The small group leaders are not to lead a group this time. There are no assignments for small groups. They are to complete Assignment A1, A2 & A 3, as requested. Once this is done, the small group leaders are to read the comments of their colleagues and summarize, and critique what they have read on the Main Board. This assignment will be about 2 pages typed. The more pages the better the grade. If you are not the last person on the small group roster you do not need to be concerned with this assignment. You have completed your work in this area. Dr.m

INTRODUCTION TO HOW THIS ONLINE COURSE WORKS

YOU WILL WANT TO PRINT THIS SITE TO USE OFFLINE.

There will be five modules in the course (five modules in four weeks). The course modules start with an introduction and orientation on how to use Blackboard, and five modules follow – one module for each for the concepts presented in the textbook chapters. Modules will be posted in a rotation basis. Due dates for assignments will be posted in the course calendar.

The discussions throughout the course will be done mostly in small groups. After the class has read the information on your personal web page, I will place you in a small group. I feel that there will be richer discussion if you are in a group with others who teach different subjects at different levels. Each of you will bring different perspectives to the small group. Your unique interpretations and understanding of a topic should lead to lively discussions. Group members will lead group discussions on a rotating basis. You will be given direction for this.

The five modules will follow a similar format. This will help you feel comfortable with the course and what you are expected to do. To make this easy to follow, I have labeled each module and assignments within them. The modules are numbered M1-M6, and the assignments within each module are labeled A1 (for assignment)-A7. For example, M4A3 would be the third assignment in module 4.

Each module and assignment will guide your work and your thinking. Directions will be explicit in what you are to do, and dates when each assignment must be completed are located in the calendar. Each module has guiding questions to help you focus on the task at hand. These serve as your background generating activity!!!

A new feature of this class is the Wimba software that is embedded into the Blackboard courseware. The Wimba class will meet on Tuesday of every week @ 9:00P.M. Please look for further announcements on how to use Wimba. It will be launched every week, and is not a stand-alone feature.

To help you understand the format of modules 2-6, please read this overview:

A1 (assignment 1) directs you to read the textbook chapter(s). You will be given guiding questions and will need to make notes of thoughts related to these questions to use in discussion with your small group. You will not be required to submit these notes; however, you must do them. The quality of your participation in the discussion group and the quality of your discussion will depend on these notes. Good preparation will be clearly evident to me and to your peers.

A2 will involve you in posting your thoughts about what you have read in the chapter and what your responses are related to the guiding questions. The chapter and readings will be the basis for the small group discussions.

A3 will consist of small group discussion about the chapter.

A4 will direct you to read the first assigned article (s) related to each respective chapter. This will involve posting your two discussion questions for your small group.

A5 will direct you to read the second assigned article related to each respective chapter. This will involve posting your two discussion questions for your small group.

A6 will direct you to read the third assigned article related to each respective chapter. This will involve posting your two discussion questions for your small group.

A7 will consist of the articles and research studies you locate and choose to read about the topic of each respective chapter. This will involve submitting your summaries to the New Drop Box so that we may read and grade them. It will also involve small group discussion; you will share information gained in your selected readings with your group members.

Group Discussion Leader

When you are the discussion leader for your group, you will be responsible for keeping the discussion going and for seeing that all group members participate. You will also be responsible for generating a summary of your discussion and for evaluating members of your group related to their participation. This evaluation will be a statement that each member participated or identifying those who did not participate or who did so minimally. You are not to evaluate the quality of the comments made!

Grading

The percentage, for each of the components in the course, is explained in the syllabus. I know you are eager to find out how I will grade the various components. The two group discussion questions will be graded on a scale of 1-5, with 5 being the highest. Of course, I will give you feedback if you are not writing good questions. The same scale will be used to evaluate the article and research study summaries. You have models presented for you in course documents. See syllabus to see the grading guidelines.

All assignments must be completed. Those which aren't submitted, or which are submitted beyond the due date, will be deducted from the final grade.

Questions: Good discussion questions will deal with the major concepts presented in the articles and will provoke thought among your peers.

Summaries: See syllabus for the format of the class. The summaries should summarize the article or study so that I can tell what you have read. Guidelines on formatting are in the syllabus, and samples are provided in the Course Information section of Bb. There are examples of good summaries and critiques.

Summaries that are so terse that I can't gain any information will not receive a high grade. An important part of this assignment is your reaction (critique). Simply saying, "I liked it," or, "I disagree with the authors," is not adequate. You must explain your thoughts and reactions. You will want to look at the samples and note the thoroughness of the comments. If you have any questions about your grade, please ask me.

Quality of writing: since this is an Internet course, all of our communications will be in written form. Obviously, we will all make errors, including me. I do use spell checker and proof read, and I expect you to; however, I cannot catch everything. This does not mean that I will accept shoddy work or work that is full of grammatical errors from you. However, I will tolerate some typos, and hope you will give me the same courtesy!

Grading Scale:

Conversion of Scores and Percentages

1163 points - 1250 points = 94 - 100 = A = 5

1038 points – 1162 points = 86 - 93 = B = 4

987 points - 1161 points = 79 - 85 = C = 3

900 points - 986 points = 72- 78 = D = 2

899 and below 71 E = 1

Required Textbooks:

Braunger, Jane and Lewis, Jan Patricia (2006). International Reading Association.

Course Evaluation:

Building a Knowledge Base in Reading. Newark, DE:

Once the final exam is completed candidates are directed to a button on the left of the screen on Blackboard. Candidates will complete the course evaluation survey and submit to Blackboard. After grades are submitted the instructor will download the evaluation survey and analyze the data reported by the candidates.

Attendance Policy:

CLASS PARTICIPATION AND ATTENDANCE

PARTICIPATION IS AN EXPECTATION! For this online class the term attendance means that the student will attend all scheduled Wimba sessions delivered through Blackboard and turn in all assignments on time.

Since regular class participation is essential to the learning experience, it is the responsibility of the student to respond to the instructor promptly. Participation will be monitored for the whole term. For this class participation consists of being in the scheduled Wimba classes, and turning in assignments on time. Each assignment has a due date. If you cannot get the assignments done on time you will be given one additional day to get the assignment(s) done upon request. An assignment that is more three days late will be considered null and void. You will not get credit for the assignment(s). Students not responding because of legitimate reasons must consult with the instructor concerning the situation, preferably beforehand. Legitimate excuses do not excuse the student from class responsibilities. The student is

responsible for making copies of any assignments pertinent to the class. Examples of reasons to be excused by the instructor are illness, accident, personal emergency, death in the immediate family, special academic programs, or authorized work functions for which the student's presence is required.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Multicultural issues and concerns

The sources we use in this course are related to issues of diversity. Sensitivity to multicultural perspectives will be addressed through readings related to research and current classroom practices. Discussion will center on approaches, techniques, and current thought related to both dialect, and other cultural factors which affect both literacy, and classroom behavior of the linguistically and culturally diverse student populations.

Participation Policy

Participation is all aspects of the class are expected. Illness and death in the family constitute excused delay in meeting assignment deadlines; however, the instructors must be notified immediately. Failure to meet deadlines for other reasons are not excused and will result in the deduction of five (5) percentage points per day the work is not submitted.

SOURCES FOR READINGS

There are many places within the Blackboard environment where you can access these journals for your research. The important thing to remember is to decide on what you need early, and don't hesitate to call the Camden-Carroll Library, or visit your local libraries to access materials for this class. It is your planning that will determine your success in this course. Decide early what you need early in the class, because it will take some time to receive the things you want.

**Journal of Reading* *Reading Research* *The Reading Teacher* *Educational*

Quarterly /*Psychological Measurement Journal*

ERIC

Elementary English *Journal of Educational Psychology*

Language Arts

English Journal *Journal of Educational Research*

Journal of Experimental Education

Journal of Verbal Learning and Verbal Behavior

Journal of Reading Behavior *NRC Yearbook*

Reading World Theory into Practice *Primary Voices K-6*

*Recently renamed and is now the *Journal of Adolescent and Adult Literacy*

IMPORTANT *Dissertation Abstracts* cannot be used

Course Calendar: Calendar Summer Session I. 2010

The calendar is continuous - some assignments are due on Saturday and Sunday as well as week days. It has to be this way to get all assignments completed by the end of the term. Please print this calendar and refer to it often. By following this calendar closely we will get through the term in good order. You can turn in assignments early - by two days only. Assignments must be early, or on time. If they are not early or on time the grade for the assignment will be docked by one letter. Dr.m

P.S. At various places in this course the Assignment name is often linked to the term sub-modules. They are one in the same.

Jun. 6 - Jun. 12

Module 1: The assignments (A) must be completed by the following dates:
Jun. 9: A1 and A2
Jun 10: A3
Jun 11: A4, A5, A6
Jun 12 A7, Small Group Discussion Leader's Evaluation

Jun. 13. - Jun.17

Module 2: The assignments (A) must be completed by the following dates:
Jun. 13 A1 and A2
Jun. 15: A3
Jun. 16: A4, A5, A6
Jun. 17: A7, Small Group Discussion Leader's Evaluation

Jun. 17 - 18 - Test over content of Modules One through Three

(You will still need to do the daily assignments even thought you are to do the exam.)

<u>Jun. 18. - Jun. 24</u>

Module 3: Extending Literacy. The assignments (A) must be completed by the following dates:
Jun. 21: A1 and A2

Jun. 22: A3
Jun. 23 A4, A5, A6
June 24 A7, Small Group Discussion Leader's Evaluation

<u>Jun. 25 – Jun 27</u>

Module 4: The assignments (A) must be completed by the following dates:
Jun. 25: A1 and A2
Jun. 28: A3
Jun. 29: A4, A5, A6
Jun. 30: A7, Small Group Discussion Leader's Evaluation

<u>Jun 28 – Jul.01</u>

Module 5: The assignments (A) must be completed by the following dates:
Jul. 1 A1 and A2
Jul.: 25: A3 (There are no assignments for 4, 5, 6 for this module.)
Jul. : A7, Small Group Discussion Leader's Evaluation (See module for details)

<u>Jun. 29 - Jul. 1 Test over Modules 5 and 6</u>

The calendar is continuous - some assignments are due on Saturday and Sunday as well as week days. It has to be this way to get all assignments completed by the end of the term. Please print this calendar and refer to it often. By following this calendar closely we will get through the term in good order. You can turn in assignments early - by two days only. Assignments must be early, or on time. If they are not early or on time the grade for the assignment will be docked by one letter. Dr.m

P.S. At various places in this course the Assignment name is often linked to the term sub-modules. They are one in the same.