

**California State University San Marcos**  
**EDUC 606**  
**Comprehension and Fluency**  
**Summer 2004**

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*Students with Disabilities Requiring Reasonable Accommodations.* Students are approved for services through the Disabled Student Services Office, located in Craven Hall 5205. Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

***College of Education Mission Statement***

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

*(adopted by COE Governance Community October, 1997)*

**Course Description:** EDUC 606 is an overview of theories and practices that affect reading and writing instruction and assessment for the English-speaking and LEP student. This is a course designed to develop the concepts of the reading and writing connections in a literate environment. The reading and writing workshop will be a focus of the language arts curriculum design with specific lessons as the vehicle for skills development. Varying intelligences, Bloom's taxonomy, language arts standards, and cultural appropriateness will be infused throughout the curriculum. We will become a community of readers and writers, so you can expect to read and write each session and in between.

Following is the alignment of this course with the California Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential:

***Standard 2: Developing Fluent Reading***

***The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction is: linguistic elements (including phonemic awareness and the phonological and morphological structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.***

***Standard 6: Areas of Study Related to Reading and Language Arts: Certificate Level***

***In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn how to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading and writing; and psychological and sociolinguistic aspects of reading and writing.***

***Standard 8: Application of Research-Based and Theoretical Foundations***

***Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language, assessment and evaluation.***

**Required Textbook:**

*Conversations* by Reggie Routman

**Essential Questions:**

1. How do you create and maintain a literate environment for yourself?
2. How do you create and maintain a literate environment for your classroom?
3. What are the essential elements of balanced reading and writing programs?

**Overall Evaluation/Assessment Scoring Rubric:**

**A=Exceeds Expectations:** The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations and classroom implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**B=Adequately Meets Expectations:** The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

**C=Minimal Performance:** The graduate student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

## Requirements:

### Attendance and Participation

You will be asked to participate in a variety of group activities, many of which will have direct applicability to your teaching in the classroom. Please plan on being an on task group participant.

#### Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

1. Successful completion of all reading and writing assignments, written lessons, and presentations on time. All written work should be word-processed. You will not receive full credit for late work. (You may resubmit work with improvements when warranted and negotiated with the instructor, and still receive full credit when the original was submitted on time.)
2. **Personal Narrative**—The purpose of this assignment is to give you experience as a writer. Teachers of reading and writing should be readers and writers themselves. Writing personal stories is the best way to start your own students' writing, so that they are writing about something they know. You will go through the writing process, confer with a writing group as you revise, assess yourself on the rubric, and eventually publish your piece. You may choose to write a literacy autobiography or focus on some other event that you will be able to share with your students as an example of your own writing and writing process.
3. **Journal Article Reader Responses:** Two to three times this semester, we will read additional journal articles pertaining to our scheduled discussions or an area of interest that has emerged from the group. We will use a form of literature circle roles for the responses for the journal articles. These typed responses are due on the date of the readings.
  - List at least three questions you would like to discuss with your group.
  - Pick at least three of your favorite or most puzzling quotes.
  - Make at least three connections with something that has happened in your teaching experience.
  - Find at least four interesting words or passages that are new or have special meaning to you.
  - Create a visual of your favorite part of the reading
4. **Chapter assessments.** Periodically, throughout the semester, we will engage in a variety of assessments with regards to the text readings. We will use these assessments as a way to talk about the readings as well as to model and discuss strengths and weaknesses in different assessment strategies. It is important to keep up with your reading so that you are prepared for the class discussions and the assessments. You will hand in the assessment at the end of the class.
5. **The Reading Minute.** As a part of our literate environment, you will sign up for a date to share, through reading a personal choice selection to the class. You can bring a brief news article, a favorite poem, and excerpt from the novel you are currently reading, etc. The idea is to present a variety of genres and to model the habits of good readers.

6. **Oral presentations and active engagement of ideas from** *If you're Trying to Teach Kids How to Write... You've Gotta Have this Book* and *Nonfiction Craft Lessons*, or some other book you like. This lesson demonstration will not be a "full blown" lesson. Think of it as a 10 min. mini lesson.
7. **Report or Research Paper.** The report of research paper will be a model of one you will be assigning to your students in the coming semester. This is your opportunity to practice the writing for yourself in order to better design the assignment for your students. If you are teaching primary grades, this research paper will probably not be one you assign to your students. Rather, it is your opportunity to "find out more" about a non-fiction topic in your unit.
8. **Outline of a unity of study including a Webquest.** More details to come in class.

**Calendar:**

<b>Date</b>	<b>Topic</b>	<b>Homework</b>	<b>Assignment Due</b>
7/6	<i>Creating and Maintaining Your Own Literate Environment</i>		
7/8	<i>Journal Writing and the Writing Process</i> Components of the Writing Workshop	Ch. 7, 8 Draft of personal narrative to share with writing group	
7/13	Emergent Literacy and Interactive Writing	Ch. 1, 2, Begin developing non-fiction unit	Personal Narrative
7/15	Using Literature to Promote Literacy.	Ch. 3	
7/20	Reading Reasons Mid Point Review	Ch. 4 Bring draft of unit outline to share with grade level group	
7/22	The Reading Writing Connection	Ch. 5 Develop non-fiction writing assignments. Bring ideas to class	
7/27	More on Writing	Ch. 6 Bring updated draft of unit outline to share with grade level group	
7/29	Reading and Writing Across the Curriculum	Ch. 9 Bring draft of report or research paper to share with writing group	
8/3	Teaching Skills in context	Ch. 10,	Final copy of Research paper or report
8/5	Reading, Writing, and Critical Thinking	Ch. 11, 12, 13, bring draft of video-taped teaching analysis to share with writing group	
8/10	Assessment	Ch. 15	
8/12	Topic determined by interest and need	Ch. 14	
5/3	The energy to teach		

Name: \_\_\_\_\_ e-mail: \_\_\_\_\_

Phone: (h) \_\_\_\_\_ (w) \_\_\_\_\_

Grade level and subject currently teaching: \_\_\_\_\_

Years of experience: \_\_\_\_\_

What are your expectations of the course?

What are your expectations of the professor?

**Projects and Assignments**

**Points**

Attendance (10) \_\_\_\_\_

Personal Narrative (20) \_\_\_\_\_

Research Paper or Report (20) \_\_\_\_\_

Nonfiction reading and writing unit outline (30) \_\_\_\_\_

Journal Article Reader Responses \_\_\_\_, \_\_\_\_, \_\_\_\_ (5) \_\_\_\_\_

Mini lesson demonstration (5) \_\_\_\_\_

Chapter assessments (10) \_\_\_\_\_

- 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_
- 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_