

**California State University San Marcos**  
**EDUC 606**  
**Comprehension and Fluency**  
**Fall 2003**

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Office Hours:  
Tuesday and Wednesday  
4:30-5:30  
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***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 addresses the development of fluency in beginning readers. This course also addresses ways to further promote fluency for readers who have already developed fluency. The relationship between fluency and comprehension is also an integral part of this course.

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 in: 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.***

**Requirements:**

**1. Attendance and Participation (10 points)**

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.

*You cannot receive an "A" if you miss more than two classes. You cannot receive a "B" if you miss more than three classes.*

**2. Reader Responses (20 points)**

We will be using a form of literature circle roles for the reader response on each chapter (see below). These typed chapter responses are due on the date of the readings.

1. List at least three questions you would like to discuss with your group.
2. Pick at least three of your favorite or most puzzling quotes.
3. Make at least three connections with something that has happened in your teaching experience.
4. Find at least four interesting words or passages that are new or have special meaning to you.
5. On the back of the paper, create a visual of your favorite part of the chapter.

**3. Journal Article Critiques (40 points)**

Write a short summary and critique of four journal articles, two related to fluency and two related to comprehension. Cite the article in APA format, write a *short* summary, then critique the article. Write about two double spaced pages for each article.

**Grading Scale (based on the above points)**

100-94 A  
93-91 A-  
90-88 B+  
87-84 B  
83-81 B-  
80-71 C

**Textbook:**

Routman, R. (1999). *Conversations..* Portsmouth, NH: Heinemann.

**Tentative Schedule  
EDUC 606  
Fall 2003**

| <b>Date</b> | <b>Topic</b>             | <b>Due</b>          |
|-------------|--------------------------|---------------------|
| 9-3         | Course Overview          |                     |
| 9-10        | Reading & Writing Theory | Routman, Chs. 1 & 2 |
| 9-17        | Reader's Theatre         | Routman, Ch. 3      |
| 9-24        | Grouping Students        | Routman, Chs. 4 & 5 |
| 10-1        | Phonics                  | Routman, Ch. 7      |
| 10-8        | Assessing Writing        | Routman, Ch. 8      |
| 10-15       | Literature Circles       | Routman, Ch. 9      |
| 10-22       | Spelling                 | Routman, Ch. 10     |
| 10-29       | Bookmaking               | Routman, Ch. 11     |
| 11-5        | Thematic Units           | Routman, Ch. 12     |
| 11-12       | Assessment               | Routman, Ch. 13     |
| 11-19       | Journal Critiques        | Routman, Ch. 15     |
| 11-26       | NO CLASS                 |                     |
| 12-3        | Fluency                  | Journal Critiques   |
| 12-10       | Comprehension            | Journal Critiques   |