

California State University San Marcos
EDUC 606
Comprehension and Fluency
Fall 2002

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Office Hours:
Monday 12:00-1:00
Wednesday 4:00-5:00
and by appointment

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)

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.

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.

2. Reader Responses

(20 points)

Write a *one page* typed response for each chapter. Please **do not summarize**, but rather **respond** to the content of the reading in terms of how the issue(s) will affect your role as teacher, teacher-leader, parent, etc. These are due the same day as the readings.

3. Journal Article Critiques

(40 points)

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

4. Discussion Leader

(30 points)

Sign up to be a discussion leader of the readings for one night of class. The presentation should be about 75 – 90 minutes long and include a chapter organizer type of handout that your peers can use *to take notes and follow the presentation*. It is recommended that you use the Table of Contents as your outline. Include in your discussion at least one activity or small group discussion related to the chapter *using the reader responses* your peers have written. You will not be able to cover all the details of the chapter, so you must pick key terms and concepts that you think are important for your peers to understand.

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 as of Sept. 11
EDUC 606
Fall 2002**

Date	Topic	Due	Presenters
9-4	Course Overview		* Powell
9-11	Reading & Writing Theory		* Powell
9-18	Teacher as Professional A Comprehensive Literacy Program	Ch. 1 & 2	* Diego Ochoa
9-25	The Literature Program	Ch. 3	* Hugh McGrane
10-2	Library – Class will not meet formally, but you are expected to go to the library no later than 10-2 to obtain journal articles.		
10-9	Teaching Children to Read	Ch. 4	* Margie Demarco
10-16	Literature Conversations	Ch. 5 Journal Critiques	* Tricia Kelly
10-23	No Class		
10-30	Journal Writing	Ch. 6 & 7	* Erin Meyer * Ana Ramirez
11-6	Organizing for Writing	Ch. 8	* Tara Phillips
11-13	Writing in Multiple Genres	Ch. 9	* Erika Bermudez
11-20	Spelling and Word Study Reading Nonfiction	Ch. 10 & 11	* Megan Offenbecher
11-27	No Class		
12-4	Curriculum Inquiry Critical Resources for Curriculum Inquiry	Ch. 12 & 13	* Stacey Gagnon

12-11	Developing Collaborative Communities Evaluation as Part of Teaching	Ch. 14 & 15	* Misty Johnson
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