

EDC&I 530
Approaches to Literacy Instruction
Autumn 2004
Dr. Sheila Valencia

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Hours: Monday 2-3 pm or by appointment
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Course Description:

This course is about different models of teaching one aspect of literacy: reading. Because this is 2004 rather than 1980, any study of models of reading instruction requires an exploration of what is taught as well as how, why, to whom, and under what conditions. Consequently, we will examine different models in terms of 1) their philosophical, psychological, and pedagogical perspectives; 2) the immediate and long-term goals of the instruction; and 3) the types of materials used. The purpose is not to determine the best method--that was tried long ago and obviously failed--but rather to understand the various approaches that have held center stage in our recent history and that continue to be part of many classrooms today.

We will study these different models in three ways: You will: 1) read background and research articles on these different approaches; 2) do research and present analyses of both assigned materials and an instructional program/material of your choice; and 3) conduct a mini research project on a teacher's approach to teaching reading.

Readings:

Reading packet – 222 Miller (Dean's office)

Expectations:

- *Attend every class. You are expected to attend, participate, and come to class on time and prepared. You will be docked points for any class missed.
- *Carefully read all assigned articles before class and be prepared to discuss them and ask questions.
- *Clarify readings, activities, projects, papers, and lectures as needed. It is your responsibility to let me know if you need additional information or help.
- * As part of your homework, you will need to review the readings and material covered in class the week before so that you are prepared to participate in a panel discussion and question review at the beginning of the next class (see Panel participation below).
- * Bring your reading packet to class.

Assignments:

1) Review of Two Basal Reading Programs

Two of the most popular basal reading programs will be presented to our class by the publishers (Nov 1 & Nov 8). Prior to the presentations we will read/study about pedagogical approaches that are related to basal readers as well as perspectives on basal programs themselves. You will complete a data retrieval chart in which you analyze the two programs in terms of attributes from our readings. You will hand in your chart and a 3-5-page analysis.

2) Critical Review of a Reading Program/Material/Strategy

You will research one of several instructional programs we identify in class. Your goal is to understand the program and its underlying approach(es) to instruction. You should read at least two studies/articles related to the program/material/strategy or to the research base for it. You should analyze the dimensions of the program in light of the models we will study. In other words, you should use the instructional models we will study as analytic tools for your evaluation of the program. You will present your analysis in a poster session and hand in a paper (3-5 pages).

3) Research Project

To understand what instructional models of reading look like in real classrooms, you will observe and interview a practicing teacher. In class, we will develop observational strategies and teacher interview questions that we will use as we observe elementary teachers teaching reading. Our goal will be to try to characterize classroom instruction in terms of the beliefs, models, and instructional strategies that teachers use.

You will need to arrange to observe and interview a teacher, write up your findings, interpret your findings in light of your readings, and then be prepared to contribute your data to a class synthesis. You must observe in a classroom that is using an approach that you are not currently using or that your cooperating teacher is using. The point is to gain insight into approaches about which you are NOT familiar.

4) Panel Discussant/Questioner:

We will begin each class with a review of the previous week's readings and class work in the form of a "panel." The purpose of the panel is to revisit the key ideas from each class session and related readings so they sink in, get processed, and are retained. Each class, 3 of you will be selected at random to comment on interesting or problematic ideas in the prior week's content. Each person will have 2 minutes to comment so the ideas must be well formulated before class. In addition, 2 students will be selected to raise questions for the panel that are meant to clarify or extend ideas from the class or from the panel's comments.

Grades:

Basal review	25
Program Review	30

Research Project	25
Panel participation	10
Attendance & Class Participation	10
TOTAL	100

Note: You will receive more detailed guidelines on each of the assignments as we go along. All writing assignments should be typed, double-spaced, spell-checked, and carefully edited. Use Times New Roman, 12 font. Print on one side of the paper only and staple your assignments. Your name and page number should appear on every page. When you cite references (Project 2 & 3), always attach full references in APA format.

Calendar

- Oct 4 Introduction
Definitions & Dimensions: Instructional models for teaching reading
- Oct 11 Whole Language/Direct Instruction
Carnine et al. (Chapters 1,2 & 4)
Goodman
Pearson
- Oct 18 Explicit Instruction/ direct instruction
Baumann
Roheler, Duffy, & Meloth (Chapter 5)
Duffy (Chapter 3)
- Oct 25 General Frameworks: DRA, DRTA, Guided Reading, SRE
Tierney et al.(General Frameworks – Chapter 5)
Fountas & Pinnell (Chapter 1)
Graves & Graves (Chapter 2)
- Nov 1 Basal Readers - Open Court
Reutzel & Cooter
Teachers & Materials at work – draft of interview and observation
protocols due
- Nov 8 Basal Readers- presentation Houghton Mifflin
- Nov 15 Strategy Instruction/Cognitive Apprenticeships
Basal analysis due
Palincsar & Brown
Pressley et al.
- Nov 22 Literature-based /discussions

Eeds & Wells
Daniels (Chapter 2 & 4)
Raphael (Chapter 1); Raphael & McMahon
Waggoner, Chinn, Yi, & Anderson

Nov 29 Socio/cultural models
 Posters presentations and papers due
 Au
 Lee
 Moll & Diez

Dec 6 What is this thing called “balanced reading instruction?”
 Pearson & Raphael
 Wharton-McDonald, Pressley, Hampston
 Allington & Johnston (Chapter 8)
 Classroom analysis due

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