

TUSCULUM COLLEGE GRADUATE AND PROFESSIONAL STUDIES
EDUC 536-Advanced Language Arts Concepts
Course Syllabus

Instructor: Dr. Raymond Hatfield

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Course Dates: June 5, 12, 19, 26, and July 17 and 24, 2012

Times: 5:30 PM – 9:30 PM

Location: Tri-Cities Center/NESTCC, 104 Dillion Court, Gray TN

Group Number: ME174

Office Hours: I will be available to meet with candidates, if requested, one hour before class. I can meet with students at other times by request. Please call, text, or email to arrange time/date.

Note: Calls are acceptable (10:00 a.m. - 9:00 p.m. Monday through Friday and 11:00 a.m. - 5:00 p.m. on Saturday). My goal is to return e-mails and phone messages within 24 hours. In case of an emergency, please call (423) 863-0999.

Course Description:

This course is designed to assist students in designing inclusive reading/ English/ language arts cross-curricular learning experiences at all levels of instruction. Participants will make critical judgments regarding the thoroughness of curricula related to best practices in instruction, the five components of reading, state reading standards, adolescent and adult literacy, and usefulness with diverse student groups.

Course Resources

Required Material:

There is no textbook for this EDUC 536. Instead, the following resources, which can be accessed via provided website, will serve as reading resources for this course:

- *Preventing Reading Disabilities in Young Children* (Executive Summary)
- National Reading Panel (Summary of *Teaching Children to Read*)
- *Put Reading First* Booklet
- Teaching Reading Strategies ND (*An Overview of Teaching Strategies for SBRR-Scientifically Based Reading Research*)
- *Tennessee Reading Panel Report 2005*

Other required reading:

Students will read six research articles from refereed journals related to the teaching of reading.

Throughout the course, learners will read a variety of language arts resources located in a language arts resource notebook provided by the instructor. Many of the resources may be accessed at the following websites:

- **Comprehension Strategies by Multiple Intelligence**
[http://www.edprodevelopment.com/resources/presentations/reading/Comprehension%20Strats%20by%](http://www.edprodevelopment.com/resources/presentations/reading/Comprehension%20Strats%20by%20)
 - **Reading Strategies for Middle School:**
http://www.tennessee.gov/education/ci/reading/grades_6-8.pdf
 - **Marzano's Academic Vocabulary for Tennessee:**
<http://tennessee.gov/education/ci/doc/VOCABULARY.pdf>
 - **On Target: Strategies to Build Academic Vocabulary:**
<http://www.sdesa6.org/content/docs/StrategiesVocabulary-080808.pdf>
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- **On Target: Strategies to Differentiate Instruction Grades K-4:**
http://www.sdesa6.org/content/docs/StrategiesThatDifferentiateInstructionK_4-080808.pdf
 - **On Target: Strategies to Differentiate Instruction Grades 4-12:**
http://www.sdesa6.org/content/docs/StrategiesThatDifferentiateInstruction4_12-080808.pdf
 - **On Target: Reading Strategies to Guide Learning:**
<http://www.sdesa6.org/content/docs/ReadingStrategiestoGuideLearning080808.pdf>
 - **On Target: Strategies to Help Struggling Readers:**
<http://www.sdesa6.org/content/docs/StrategiestoHelpStrugglingReaders-080808.pdf>
 - **On Target: Strategies to Help Readers Make Meaning Through Inferences:**
http://curriculum.d91.k12.id.us/Curriculum%20Resources/Summer%20School%20Reading/Day%2008%20Making%20Inferences_Drawing%20Conclusions/-Making%20Inferences.pdf
 - **On Target: More Strategies to Guide Learning:**
<http://www.sdesa6.org/content/docs/MoreStrategiesToGuideLearning080808.pdf>
 - **On Target: Bringing Writing into Content Area Classrooms:**
<http://www.sdesa6.org/content/docs/BringWritingintoContentAreaClass080808.pdf>
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Other Sources of Information:

Current research in the teaching of reading/language arts: www.reading.org
Journals: *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, and *Reading Research Quarterly*.

Miscellaneous reading information: <http://www.readingrockets.org/>

International Reading Association Search Site: <http://www.readingonline.org/>

International Reading Association Site: <http://www.reading.org/General/Default.aspx>

Florida Center for Reading Research: <http://www.fcrr.org/>

National Institute for Literacy: <http://www.nifl.gov/cgi-bin/pfr/search.cgi>

National Institute for Literacy Publications:

<http://www.nifl.gov/publications/publications.html>

National Council for Teachers of English (NCTE):

<http://www.ncte.org/governance/readingresearch>

National Academies Press Publications: <http://www.nap.edu/topics.php?browse=1>

US Dept. of Education: <http://www2.ed.gov/rschstat/best-practices.html>

US Dept. of Education Resources:

http://www.free.ed.gov/subjects.cfm?subject_id=80&toplvl=78&res_feature_req=1

Learning Disabilities On-Line Resources: <http://www.ldonline.org/educators>

Center on English Learning and Achievement : <http://www.albany.edu/cela/>

Tennessee Electronic Learning Center: <http://www.tnelc.org/>

National Reading Panel: <http://www.nichd.nih.gov/research/supported/nrp.cfm>

International Reading Association Standards for Reading Professionals

Course Advanced Competencies and Objectives

Advanced Competencies:

1. **Critical Thinking**- Candidates will evaluate a curricular program for its presentation and use of research-based reading best practices for teaching reading/language arts for specific groups of children and for its thoroughness in teaching state standards.
2. **Synthesis of Information**-Candidates will complete a six (6) page research paper which requires them to synthesize information from a variety of sources.
3. **Problem Solving**-Candidates will design a “model” of reading instruction that incorporates best practices in the five areas of reading, factors that influence students’ success in learning to read, and interventions for at-risk student groups.
4. **Ethical Decision Making**- Candidates will demonstrate ethical decision making as it applies to the appropriateness of various methodologies and diverse groups of students.
5. **Data Analysis and Interpretation**- Candidates will examine the research techniques utilized by the National Reading Panel in evaluating the quality of research studies included in its national study of reading and apply similar criteria in selecting articles for examination in their weekly project.

Course Objectives:

Upon completion of this course, candidates will

1. Identify and evaluate best practice in the teaching of Reading/English/Language arts using a variety of research based sources.
2. Identify and evaluate best practice in Reading/English/Language Arts instruction for students in grades K-12 and identify it in a variety of curricula.
3. Articulate the five components of reading, and identify each in a variety of curricula.
4. Articulate unique characteristics of teaching adolescent and adult students in the area of English/Language arts.
5. Articulate the Tennessee English/ Language arts Standards as they relate to teaching and Reading/ English/Language arts assessment.
6. Evaluate critically a variety of reading curricula for thoroughness in teaching the five components of reading and state Reading/English/Language arts standards.
7. Evaluate critically a variety of English/ Language arts curricula for appropriateness in teaching to the unique needs of adolescent and adult learners.

Course Policies and Procedures

Attendance Policy: As attending class is essential for candidates to be successful learners in graduate level courses, class attendance is mandatory. Following institutional and departmental procedures, faculty members record and report candidate attendance online to the administrative office after each class session.

Attendance affects course grades assigned by faculty to candidates. An institutional policy, which is not left to the discretion of the faculty member, is that a grade of “F” be automatically assigned to any candidate who misses more than one-third of the total class meeting time. Total missed class meeting time includes absence from a scheduled class meeting, arriving late to class, or leaving before class is dismissed. Additionally, the institution allows academic departments to adopt significantly more stringent grading practices relating to attendance as detailed in syllabi. Failure to attend class results in a grade *reduction* of one (1) point from a candidate’s final average for each hour of class missed. For each class hour missed, candidates may write a two page research report in APA format on a course-related topic assigned by the instructor.

Candidates with Disabilities: Tusculum provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Candidates with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the following individuals:

Greeneville: Dr. Lisa Johnson at (423) 636-7300 ext. 5651; 1-800-729-0256; or at ljohnson@tusculum.edu

The mailing address is Tusculum College Academic Resource Center, Box 5025, Greeneville, TN 37743.

Knoxville: Mr. Ryan Otto at (865)-693-1177; 800-729-0116; or at rotto@tusculum.edu

Tusculum College Learning Centers: Candidates may arrange for additional academic assistance through the Academic Resource Center at the following sites:

Greeneville: Annie Hogan Byrd Hall, Room 112; Box 5025, Tusculum College, Greeneville, TN 37743

To make arrangements, please contact Dr. Lisa Johnson at (423) 636-7300 ext. 5651; 1-800-729-0256; or at ljohnson@tusculum.edu

Knoxville: 1305 Centerpoint Blvd., Knoxville, TN 37932

To make arrangements, please contact Mr. Ryan Otto at (865)-693-1177; 800-729-0116; or at rotto@tusculum.edu

Research Assignments and Library Resources: To ensure that GPS candidates become fluent and competent users of information, faculty develop assignments that incorporate research that requires using the information resources available in the TC Library or from the TC Library website: <http://library.tusculum.edu>. Librarians are available to candidates in their research. Several of the online resources may also be accessed from home with a username and password provided by library staff. For more information, contact the following:

Greeneville: Anne Reever Osborne, Asst. Library Director for Distance Learning,

(423) 636-7320; 1-800-729-0256, extension 5801, aosborne@tusculum.edu
Knoxville: Mary Halliburton, Knoxville Library Administrator, (865) 693-1177;
 1-(800) 729-0116, extension 5016, mhalliburton@tusculum.edu

Academic Dishonesty: Plagiarism is a violation of the Ethics of Social Responsibilities competency. As stated in the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog*, plagiarism is a form of academic dishonesty. It consists of knowingly presenting in writing or in speech the intellectual or creative work of others as if it were one's own. This includes, but is not limited to the following:

1. Failing to identify direct or word-for-word quotations by use of appropriate symbols and reference to the source
2. Restating in your own words the work (ideas, conclusions, words) of another without reference to the source
3. Presenting as your own the creative work (for instance, music or photographs) of another without proper acknowledgment.

See the *Graduate and Professional Studies Research Handbook* and the *Tusculum College Catalog* for other forms of academic dishonesty and the sanctions for dishonest performance.

Other Policies:

Candidates in EDUC 536 are required to write a six (6) page research report, synthesizing concepts from at least six professional journal articles they have read, analyzed, and reviewed.

As EDUC 536 is a graduate level course, Master's level quality work is expected of all candidates. Professional writing is required for ALL materials submitted in this course. Points will be deducted from work for grammatical and/or spelling errors.

ALL ASSIGNMENTS MUST BE TYPED in MS Word, Times New Roman, Type 12 font (exceptions for titles and headings only) using APA style. Any assignments that are due through e-mail must be sent through your Tusculum account. All work must be submitted on or before the due date. No late work will be accepted.

On-line resources for APA style (6th) edition:

<http://www.stylewizard.com/apa6index.html>

<http://owl.english.purdue.edu/owl/resource/560/01/>

<http://www.tusculum.edu/adult/downloads/pdf/GPS%20Research%20Handbook%202010.pdf>

Cell Phones:

Learners may have cell phones in class in a “silent” or “vibrate” mode. Cell phones should not be used during class time but may be used for personal reasons during any class breaks.

Laptops:

A laptop computer is not needed for this course, but, if so desired, candidates may use word processing programs in order to take notes during class. However, the use of the **Internet is not acceptable** during class unless directed by the instructor. An Internet connection can be a distraction for candidates and may influence their involvement and engagement in class.

Course Requirements and Grading**Grading Scale:**

The Tusculum College grading scale will be used and is as follows:

<i>A = 95-100</i>	<i>C+= 77-79</i>
<i>A-= 90-94</i>	<i>C = 73-76</i>
<i>B+= 87-89</i>	<i>C-= 70-72</i>
<i>B = 83-86</i>	<i>F = 0-69</i>
<i>B-= 80-82</i>	

Assignments (100 Point Total):

Learning team presentations on each of the five reading components (With your learning team, prepare a 10-20 minute presentation comparing and contrasting the information from your articles with the findings of the National Panel of Reading.) (total of 5 at 4 points each)	20%
Presentation of Reading Strategy for 4 Components of Reading (May select from strategies in teacher-provided notebook or another strategy) (5 points each)	20%
Class participation (Engage in class discussions and other activities.) (2 points per night)	12%
Individual research paper or movie *portfolio artifact*	15%
Individual research presentation (Discuss the research findings for the area of language arts for which you wrote your research paper. The presentation should be 10-15 minutes in length.)	5%
Exams	28%

E-Portfolio Project for EDUC 536

Individual Research Paper (e-portfolio project): Research and write a six (6) page paper in APA format, or create a 15 minute movie (Windows Movie Maker) on a specific area of language arts instruction. The paper or movie should include a description of research-based best practices and strategies for the selected topic as presented in refereed journals. The report or movie should synthesize findings from at least six (6) research articles.

Course Schedule and Activities

EDUC 536: Advanced Language Arts Concepts

Assignments may be found at-
http://www.dr-hatfield.com/advanced_language_concepts.htm

**Syllabus: tentative, always under construction, and subject to change*

Date Due	Activity
Before Week One	
Before Day 1	<p>Note: These activities are to be completed before our first class session.</p> <p>Print/Download Syllabus EDUC536</p> <p>Assignments to Complete Prior to 1st Class Meeting:</p> <ul style="list-style-type: none"> • Individual Assignment • Comprehension Strategies by Multiple Intelligence: Comprehension Strategies by MI • Reading Strategies for Middle School: Grades 6-8 • Marzano's Academic Vocabulary for Tennessee: Vocabulary • On Target: Strategies to Build Academic Vocabulary Grades 4-12: Strategies Vocabulary • On Target: Strategies to Differentiate Instruction Grades K-4: Strategies that Differentiate Instruction • On Target: Strategies to Differentiate Instruction Grades 4-12: Strategies that Differentiate Instruction • On Target: Reading Strategies to Guide Learning Grades 4-12: Reading Strategies to Guide Learning • On Target: Strategies to Help Struggling Readers Grades 4-12: Strategies to Help Struggling Readers • On Target: Strategies to Help Readers Make Meaning Through Inferences Grades 4-12: Strategies to Help Readers Make Meaning Through Inferences • On Target: More Strategies to Guide Learning Grades 4-12: More Strategies to Guide Learning • On Target: Bringing Writing into Content Area Classrooms Grades 4-12: Bringing Writing into Content Area Classrooms

Date Due	Activity
	<ul style="list-style-type: none"> <u>Learning Team Activity</u> Read and discuss Preventing Reading Disabilities in Young Children (executive summary) Early Recognition Of Child Development Problems / Educational Video Reading Software for Children - RocketReader Kid
Week One	
Day 1	<p>Course Overview</p> <p>Syllabus Review</p> <p>Assignments / Work Submission</p> <p>Class Discussion Topics</p> <p><u>Helen Keller Video</u> (Anne Sullivan) Epiphany</p> <p><u>Visual Thinker</u></p> <p><u>Marzano's New Taxonomy</u></p> <ul style="list-style-type: none"> Visual Ranking Tool Video Seeing Reason Tool: Cause & Effect The Great Bean Race: Project Based Learning Help Wanted: Physicist: Project Based Learning From Sea to Sea Play Ball Unit Plan Index Instructional Strategies <p><u>Ken and Yetta Goodman</u></p> <ul style="list-style-type: none"> Sources of information and research found online (emphasis on Reading Rockets) Learner understanding of Preventing Reading Disabilities in Young Children The Six Language Arts (document) Accessing or building knowledge (accommodation v. assimilation) <ul style="list-style-type: none"> Assimilation/Accommodation The Brain: How Children Develop by KBYU Eleven Ready To Learn Link between type of learning goal and instructional procedures (declarative v. procedural goals) APA format Strategies for Teaching Expository Texts Engaging learners Social Skills and Community Building (cooperative learning structures) Chart Preview phonemic awareness <ul style="list-style-type: none"> Making Friends with Phonemes Document Reading Rockets Document Lyon- The Reading Process Video Phonemic Awareness Notes

Date Due	Activity
	<ul style="list-style-type: none"> • Sound Letter Chart <p style="text-align: center;">FastForWord</p> <p>Think-Ink-Pair-Share Activity pp. 12-13</p> <ul style="list-style-type: none"> • Bringing Writing into Content Area Classrooms pp. 12-13 • Streaming Video Montgomery County Public Schools • Think-Pair-Share Worksheet <p>Assignments to Complete Prior to 2nd Class Meeting:</p> <ul style="list-style-type: none"> • <u>Individual Assignment</u> • Read and summarize research on phonemic awareness presented in national reports: <ul style="list-style-type: none"> • Teaching Children to Read <ul style="list-style-type: none"> • Introduction and Methodology of Study (pp. 1-6, pp. 27-33) • Alphabetics (Phonemic Awareness Instruction) (pp. 7-8) • An Overview of Teaching Strategies for SBRR (page on phonemic awareness) <ul style="list-style-type: none"> • Phonemic Awareness Video • How to Read: What Is Phonemic Awareness • Put Reading First (introduction and pp. 1-9) • <u>Learning Team Activity</u> <ul style="list-style-type: none"> • Find one research article on phonemic awareness. With your learning team, discuss and compare the findings in the article to those in Teaching Children to Read and Put Reading First. • Prepare a 10-20 minute presentation of your research findings on phonemic awareness instruction. • Select an activity to teach phonemic awareness and develop plans to present it to the class.
Week Two	
Day 2	<p>Class Discussion Topics</p> <ul style="list-style-type: none"> • 6 Skills of Early Literacy <ul style="list-style-type: none"> • 1 Vocabulary • 2 Print Motivation • 3 Print Awareness • 4 Narrative Skills • 5 Letter Knowledge

Date Due	Activity
	<ul style="list-style-type: none"> • 6 Phonological Awareness <p>Watch & Learn: Helping Struggling Readers Video</p> <p>Reading Strategies Video</p> <p>Read- Has Success Spoiled the Crow? From the book <i>Natural Acts</i> by David Quammen.</p> <ul style="list-style-type: none"> • Please write a short summary of what you think this article is about. (for class discussion only, no grade) • Is the article relevant to the concept of "writing across the curriculum"? • Is there a hidden message within this article? • Is this article appropriate for middle or high school students? • Please add anything else that you think would make our discussion on this story more interesting. <p>Team presentations on phonemic awareness</p> <ul style="list-style-type: none"> • Phonemic awareness activities by teams • Phonemes • Genres of Reading and Writing • Tennessee Language Arts Standards and resources • Preview phonics <p>Assignments to Complete Prior to 3rd Class Meeting:</p> <ul style="list-style-type: none"> • <u>Individual Assignment</u> • Read and summarize research on phonemic awareness presented in national reports: <ul style="list-style-type: none"> • Teaching Children to Read (pp. 8-11) • An Overview of Teaching Strategies for SBRR (page on phonics) • Put Reading First (pp. 11-18) • How to Read: What is Phonics • <u>Learning Team Activity</u> • Find one research article on phonics. With your learning team, discuss and compare the findings in the article to those in Teaching Children to Read and Put Reading First. • Prepare a 10-20 minute presentation of your research findings on phonics instruction. • Select an activity to teach phonics and develop plans to present it to the class.
Week Three	

Date Due	Activity
Day 3	<p>Class Discussion Topics</p> <ul style="list-style-type: none"> • Team presentations on findings on phonics instruction • Phonics activities by teams • Phonics and Spelling (<i>Reading Rockets</i>) • Comprehension strategies and skills • Graphic Organizers • Assessment in decision making • History of reading studies and a balanced approach <ul style="list-style-type: none"> • Boosting Reading Skills: Will 'Common Core' Pay Off? • Guided Reading Program • Language Experience Activity (LESSON) • Planning and managing reading instruction <ul style="list-style-type: none"> • Guided Reading in Elementary Classrooms Video • Guided Reading Video • How to Read: What is Guided Reading? Video • Response to Literature • Content-area literacy • Independent reading • Preview fluency instruction <ul style="list-style-type: none"> • Watch & Learn: Developing Fluency Video • How Speech-Language Pathologists Help Identify and Prevent Reading Difficulties Video <p style="text-align: center;">MID-COURSE EXAM</p> <p>Assignments to Complete Prior to 4th Class Meeting:</p> <ul style="list-style-type: none"> • <u>Individual Assignment</u> • Read and summarize research on fluency presented in national reports: <ul style="list-style-type: none"> • Teaching Children to Read, Reading Panel Executive Summary (pp. 11-13) • An Overview of Teaching Strategies for SBRR (page on fluency) • Put Reading First (pp. 19-27) • <u>Learning Team Activity</u> • Find one research article on fluency. With your learning team, discuss and compare the findings in the article to those in Teaching Children to Read and Put Reading First.

Date Due	Activity
	<ul style="list-style-type: none"> • Prepare a 10-20 minute presentation of your research findings on fluency instruction. • Select an activity to teach fluency and develop plans to present it to the class.
Week Four	
Day 4	<p>Class Discussion Topics</p> <ul style="list-style-type: none"> • Team presentations on findings on fluency instruction • Fluency activities by teams <ul style="list-style-type: none"> • How to Read: Why Reading Fluency is Critical Video • Fluency Notes • Word lists (Frye and Dolch) <ul style="list-style-type: none"> • Increasing Fluency • Dolch and Fry Comparisons • Fry's 300 Instant Sight Words • Fry Word List • Fry Words • Readers Theatre <ul style="list-style-type: none"> • Literacy Connection • Language Play • Process Writing • Writing workshop- complete editing checklist for their research papers • Preview Vocabulary <p>Assignments to Complete Prior to 5th Class Meeting:</p> <ul style="list-style-type: none"> • Individual Assignment • Read and summarize research on vocabulary presented in national reports: <ul style="list-style-type: none"> • Teaching Children to Read, Reading Panel Executive Summary (pp. 3-14) • An Overview of Teaching Strategies for SBRR (page on vocabulary) • Put Reading First (pp. 29-39) • Plan lesson for teaching one vocabulary activity/strategy from Strategies to Build Student Vocabulary Grades 4-12 • Learning Team Activity • Find one research article on vocabulary. With your learning team, discuss and compare the findings in the article to those in Teaching Children to Read and Put Reading First. • Prepare a 10-20 minute presentation of your research findings on vocabulary instruction.

Date Due	Activity
Week Five	
Day 5	<p>Research Paper DUE</p> <p>Class Discussion Topics</p> <ul style="list-style-type: none"> • Team presentations on findings on vocabulary instruction • Vocabulary activities by learners • Read, Write, and Think • Writing workshop ("I Am" Poetry) <ul style="list-style-type: none"> • Write "I Am" Poem • "I Am" Self Esteem Builder • Oral and written language development • Structure of the English language • Language and Comprehension Skills <ul style="list-style-type: none"> • Working Memory • Sustained and Focused Attention • Auditory Processing • The Ability to Sequence Sounds • Syntax and Morphology • Auditory Word Recognition • Listening Accuracy • Engaging learners Social Skills and Community Building (cooperative learning structures) Chart <p>Assignments to Complete Prior to 6th Class Meeting:</p> <ul style="list-style-type: none"> • <u>Individual Assignment</u> • Read and summarize research on comprehension instruction presented in national reports: <ul style="list-style-type: none"> • Teaching Children to Read Reading Panel Executive Summary (pp. 14-15) • An Overview of Teaching Strategies for SBRR (page on comprehension) • Put Reading First (pp. 41-48) • How to Read: Encouraging Children to Read a Book • Prepare a 15 minute presentation of RESEARCH PAPER • <u>Learning Team Activity</u> • Find one research article on comprehension. With your learning team, discuss and compare the findings in the article to those in Teaching Children to Read and Put Reading First.

Date Due	Activity
	<ul style="list-style-type: none"> • Prepare a 10-20 minute presentation of your research findings on comprehension instruction. • Select an activity or strategy to teach comprehension and develop plans to present it to the class.
Week Six	
Day 6	<p style="text-align: center;">Class Discussion Topics</p> <ul style="list-style-type: none"> • Team presentations on findings on comprehension instruction • Comprehension activities by learning teams • INDIVIDUAL PRESENTATIONS OF RESEARCH PAPER (15 minutes) • Interventions • Model of reading <div style="border: 1px solid black; padding: 2px; text-align: center; margin-top: 5px;">Final Exam</div>