

Rollins College
Hamilton Holt
Department of Education
EDU 599 Foundations of Research-Based Practices
Carnival Glory July 7 – 14, 2007

Dr. Debra Wellman
Office: 407-646-2305
Email: dwellman@rollins.edu

Dr. Madeline Kovarik
407-646-2304
mkovarik@rollins.edu



Course Description: This course is designed around the principles of scientifically based reading research as the foundation for understanding the complexities of the reading process. The five major components of reading instruction will be the primary focus of this course. The aim is to prepare classroom teachers for the demands of integrating reading strategies across the curriculum. This course is designed to meet the specific indicators to satisfy Competency 2: Foundations of Research-Based Practices of the Florida Department of Education's Reading Endorsement.

Course Goal: After the completion of this course, teachers will identify the critical components and have a deep understanding of the five components of reading instruction. Teachers will gain expertise in matching strategies and materials to the needs of their classes, as well as to the needs of an individual child.

Text: *Evidence-Based Reading Instruction: Putting the National Reading Panel Report into Practice.* Newark, DE: International Reading Association. ISBN 0-87207-460-9. (Available on Amazon.com for \$25.95 new; \$10.92 used)

Additional Readings: Various current (2003-2007) articles from scholarly journals such as *The Reading Teacher (RT)*, *Journal of Teacher Education (JTE)*, *Journal of Adolescent and Adult Literacy(JAAL)*, *Journal of Literacy Research (JLR)*, *Florida Reading Quarterly (FRQ)*, and *Reading Research Quarterly (RRQ)*.

Course Objectives:

- Students will be able to identify explicit, systematic instructional plans for scaffolding development of **phonemic** analysis of the sounds of words.
- Students will be able to identify explicit, systematic instructional plans for scaffolding development from emergent through advanced **phonics** with words from both informal and academic language.
- Students will be able to identify explicit, systematic instructional plans for scaffolding **fluency** development and reading endurance.

- Students will be able to identify explicit, systematic instructional plans for scaffolding **vocabulary** and concept development.
- Students will be able to identify explicit, systematic instructional plans for scaffolding development of **comprehension** skills and cognition.
- Students will be able to identify comprehensive instructional plans that synchronize the major reading components.
- Students will be able to identify explicit, systematic instructional plan for scaffolding content area vocabulary development and reading skills.
- Students will be able to identify resources and research-based practices that create both language-rich and print-rich environments.
- Students will be able to identify research-based guidelines and selection tools for choosing literature and expository text appropriate to students' interest and independent reading proficiency.

Attendance & Participation:

This course is designed as a three-hour Master's level reading course. A typical course requires that the students have 40 contact hours with the professor with an additional 40 hours of work outside of the class throughout the semester. As we are planning to meet on the ship for thirty hours, you will be expected to come to the ship with 10 hours of the course completed on your own. You will have one month from the end of the cruise to turn in your final project.

While on the ship, attendance is mandatory. We will be doing activities that cannot be replicated. If you are cruising for the first time, please check with your doctor prior to the cruise to get medicine for motion sickness in the event that you will need it. The Transderm Scop patch that goes behind the ear does not seem to make people as sleepy as Dramamine. Many people say they get relief from the sea band bracelets, as well.

Grading Policy:

Students are expected to complete work in a professional, timely manner. Teachers must demonstrate the ability to communicate effectively as well as think logically and creatively; therefore, all assignments will be graded with an emphasis in grammar, mechanics, and professional appearance.

The standard grading scale will apply:

90 – 100% = A

80-89% =B

70-79%=C

69% and below = F.

Secondary Teacher Focus

Summary of Course Requirements

Reflection Journal

Many secondary teachers share frustrations concerning “having reading crammed down their throats.” Many don’t consider themselves reading teachers. Please take a moment to write your thoughts about the state requirements in reading. You DO NOT have to write a politically correct or ‘what you think I *want* to hear’ reflection. Please email me your reflection prior to June 30 at dwellman@rollins.edu. I would like to have these read and ready to turn back to you on the first day of class. Please put the phrase “Reading Reflection” in the subject line and remember to type your name on the page. Some email addresses do not reflect your real name.

Pre-reading

As stated earlier, course participants need to complete 10 hours of the course prior to your arrival on the ship. Please consult the “Summary of Course Requirements” and read the assigned readings prior to July 7. Record any questions, thoughts or concerns. These items will be discussed when our class convenes. The following chapters are from the *Evidenced-Based Reading Instruction* text.

Journal Articles

Students will investigate the five components of reading through professional journal articles. You will locate and bring a total of three current (2003-2007) articles based on any of the following topics: Phonemic Awareness, Phonics, Vocabulary, Comprehension, or Fluency. Try to find articles dealing with the age of student you work with during your school year. (Secondary teachers will probably not find articles for their students on the topics of Phonemic Awareness or Phonics.) You will be required to share your article with the class on the day we are discussing that topic. For example, if we are discussing Comprehension on Wednesday afternoon, the people that selected an article on comprehension will share their article with the class at that time. This will be an informal presentation, consider it more of a sharing of what you learned from the article. See “Additional Readings” on page one of this syllabus to obtain a list of some of the appropriate journals.

Class Activities

During the time we spend on the ship, you will be involved in a variety of hands-on learning experiences. Work done in class will count toward your grade.

Final Project – Integrated Unit or Strategy Portfolio

Details of the final projects will be provided during the class but the brief concepts are: The **Integrated Unit** is a modified unit of a topic you teach infused with reading strategies and techniques. The **Strategy Portfolio** is a collection of strategies collected and bound for further reference.

Elementary Focus

Summary of Course Requirements

Reflection Journal

Many elementary teachers feel pressured to meet state requirements of the reading endorsement. In order to get to know a little about each of you, please submit a reflective journal about your teaching experiences to this point of your career with special interest in the teaching of reading. You DO NOT have to write a politically correct or what you think I want to hear reflection. Please email me your reflection prior to June 30 at dwellman@rollins.edu. I would like to have these read and ready to turn back to you on the first day of class. Please put the phrase "Reading Reflection" in the subject line and remember to type your name on the page. Some email addresses do not reflect your real name.

Pre-reading

As stated earlier, course participants need to complete 10 hours of the course prior to your arrival on the ship. Please consult the "Summary of Course Requirements" and read the assigned readings prior to July 7. Record any questions, thoughts or concerns. These items will be discussed when our class convenes. The following chapters are from the *Evidenced-Based Reading Instruction* text.

Journal Articles

Students will investigate the five components of reading through professional journal articles. You will find the citations for **three** articles (on the course schedule page) that need to be read prior to the course. In addition, you will bring a copy of a total of three current (2003-2007) articles based on any of the following topics: Phonemic Awareness, Phonics, Vocabulary, Comprehension, or Fluency. You will be required to share your article with the class on the day we are discussing that topic. For example, if we are discussing Comprehension on Wednesday afternoon, all the people that read an article on comprehension will share their article with the class. This will be an informal presentation, consider it more of a sharing of what you learned from the article. See Texts on page one to get a list of journals appropriate for this course.

Class Activities

During the time we spend on the ship, you will be involved in a variety of hands-on learning experiences. Work done in class will count toward your grade.

Final Project – Integrated Unit or Strategy Portfolio

Details of the final projects will be provided during the class but the brief concepts are: The **Integrated Unit** is a modified unit of a topic you teach infused with reading strategies and techniques. The **Strategy Portfolio** is a collection of strategies collected and bound for further reference.

Class Schedule

Date	Topic	Assignment
April 1 – June 30	Independent reading and research. Read the following sections from your <i>Evidence-Based Reading Instruction</i> text: Introduction, Appendix A, Appendix B Putting it All Together: Effective Schools/Accomplished Teachers Singing and songwriting support . . . Sharing informational text with . . . “Doing” literature: Using Drama . . . 12 Things young children can do . . . Promoting reading comprehension, . . .	Write down questions or concerns from the reading. Pgs. 1 & 2 Pgs. 232-236 Pgs. 237-241 Pgs. 183-188 Pgs. 189-192 Pgs. 193-206 Pgs. 207-217 Pgs. 218-221 Pgs. 222-231
June 30	Reflection journal on reading topic See directions on the Summary of Course Requirements	Email to dwellman@rollins.edu
Carnival Glory	Port Canaveral	
Saturday, July 7	Ship Itinerary – Leave Port at 4:00pm All participants must be onboard.	
1:30		
2:30-4:00	Initial Meeting in Ship Classroom (Bring life jackets; we will break for the ship’s safety drill) Review of syllabus and class expectations	
Sunday, July 8	Ship Itinerary – Nassau, Bahamas 8:30-2:00 What’s so tough about reading? Discussion of chapters & articles	3 Articles
2:00-5:00		
Mon., July 9	Ship Itinerary – Day at Sea Phonemic Awareness and Phonics SIM – Learning to read	Pgs. 3-82
9:00-12:00		
3:00-6:00		
Tues., July 10	Ship Itinerary – Charlotte Amalie, St. Thomas No class (Possible) School Site Visit 9:00-12:00	
Wed., July 11	Ship Itinerary – Philipsburg, St. Maarten No class (Possible) School Site Visit 8:00-12:00	
Thurs., July 12	Ship Itinerary – Day at Sea Vocabulary Instruction Comprehension Instruction	Pgs. 112-136 Pgs. 137-182
9:00-12:00		
3:00-6:00		
Friday, July 13	Ship Itinerary – Day at Sea Fluency Instruction	Pgs. 83-111
9:00-12:00		

3:00-6:00 Literature Circles & Motivation

Saturday, July 14 Ship Itinerary – Depart at 7:00am

August 10 or earlier! Final Project Due to:
Dr. Debra Wellman
Rollins College
1000 Holt Ave. #2749
Winter Park, FL 32789