

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**SERD 6070
READING RESEARCH AND INSTRUCTION
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf*

COURSE DESCRIPTION

This course focuses on evidence-based instructional practices to promote factors involved in teaching reading readiness, phonemic awareness, phonics, reading in grades, K-12, word recognition, vocabulary, fluency, and comprehension, as well as means of assessing literacy progress as readers and writers move from emergent literacy to learning to read and write into stages of reading mastery. It also provides a broad understanding of the processes by which students learn to read and write and read and write to learn within the context of today's diverse learning communities. Research-based practices will be focal points of emphasis. Theoretical underpinnings of reading and writing are also addressed as they relate to the practical applications of teaching numerous aspects of literacy.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS (*subject to change*)

Samuels, J. S., & Farstrup, A. E. (Eds.). (2011). *What research has to say about reading instruction* (4th ed.). Newark, DE: International Reading Association.

Other materials from professional reading journals, such as *The Reading Teacher* assigned by instructor

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Students will:

1. Explain research findings related to reading strategies that teach students decoding skills. (InTASC S8)
2. Describe instructional implications for students with diverse learning needs, including students who have difficulties with eye movements, intellectual disabilities, and/or learning disabilities as supported by reading research. (InTASC S2; DL_{2.2})
3. Examine elements of effective reading instruction that research suggests teachers apply to develop reading comprehension. (InTASC S8)
4. As related to adolescent reading instruction, cite research to defend the effectiveness of content-based approaches to reading, process-based approaches to reading, or an integration of both approaches. (InTASC S8)
5. Apply the research related to intentional instruction to their planning of reading instruction. (InTASC S7, S8)
6. Substantiate their selection of effective summative, formative, or interim assessment as applied to concepts and/or strategies related to their reading instruction. (InTASC S6; AL_{2.1})
7. Apply strategies to their planning of reading instruction that research has found to be effective when teaching reading to students of diversity. (InTASC S2, S7, S8; DL_{2.2})
8. Present research findings related to current reading research topics, such as Response to Intervention related to reading, technologies related to reading, or family involvement in reading. (InTASC S9, S10)

SAMPLE COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Application discussions: Students will participate in application discussions about the assigned readings within the designated online portal. (CO 1-7)
2. Content questions: Students will respond to content questions about the assigned readings. (CO 1-7)
3. Lesson plan integrating reading instruction: Students will integrate effective research findings related to (1) intentional instruction, (2) assessment, (3) teaching students of diversity, and (4) teaching students who have an intellectual disability or a learning disability into a reading lesson plan that includes either: (a) both content-based and process-based approach/approaches to reading or (b) element(s) of effective reading instruction. (CO 2-6)
4. Group presentation: Students will prepare a presentation in a group related to current reading research topics, such as Response to Intervention related to reading (Chapter 11), technologies related to reading (Chapter 12), and family involvement in reading (Chapter 16). (CO 8)

COURSE EVALUATION

Assignment	Points
Application discussions (5 @ 10 points)	50 points
Content questions (4 @ 10 points)	40 points
Lesson plan integrating reading instruction	80 points
Group presentation	40 points

Grading scale

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

ATTENDANCE POLICY

Logging on each week to the online portal will increase your likelihood of success in the course.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of

1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.