



READ 5330 LITERATURE AND INSTRUCTIONAL MATERIALS IN READING PROGRAMS

READ 5330 is a required course for the Masters in Reading and Texas Reading Specialist Certification.

College of Education

Department of Language, Literacy and Special Populations

Spring 2018

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Office hours: 1:00-2:00 Monday & Wednesday, Main campus/Online
9:00-10:00 Tuesday & Thursday, Main campus/Online
Other times by appointment

Day and time the class meets: Online format – follow the calendar

Location of class: Online format

Course Description: This course builds upon and expands prior professional knowledge, preparation, and experience. It provides a deeper and more comprehensive understanding of reading development and Texas Reading interests. This course will examine current literary and pedagogical theories of reading/literature instruction, instructional materials, and motivational materials for classroom use.
Prerequisite: RDG 530 Foundations of Literacy, undergraduate course in Literature for Children or Literature for Young Adults.

Text/Readings:

1. Farstrup, A., & Samuels, S. J. (2010). *What Research has to say about Reading Instruction, 4th Ed.*. Newark, DE: International Reading Association.
2. Three young adult novels (self-selected) – two for Book talks, one for Book Rationale
3. One literature textbook from grades 4-12
4. Three Self-selected articles on various topics
5. Articles/chapters on reserve from SHSU's library or online from external sources.

On-line:

The content of this course is delivered utilizing Blackboard. In addition, course concepts are learned through self-study, collaborative study, group discussions, and PowerPoint presentations. Evaluation consists of self-evaluations and professor assessments using rubrics for products, discussions, and presentations. This course will include narrative presentations, small group discussions, whole class discussions, inquiries, presentations, reflection, and individual response.

Course Objectives:

Challenging Questions in the Teaching of Reading/Literature
Rethinking Reading/Literature Instruction
Summary of Major Research Findings on Approaches to Teaching Reading
Examining Reading/Literature Curriculum
Examining Current Materials for Reading/Literature Instruction
Creating Contexts for Reading/Literature Instruction
Organizing and planning for Reading/Literature instruction
Instructional Approaches for Teaching Reading/Literature
The role of the Reading/Literature Instruction
The role of Cultural and Language Differences in Reading/Literature Instruction
The Role of Evaluation in Reading/Literature Programs
Professionalism in Reading/Literature Instruction
Topics to be continued throughout the masters program and which are embedded in the content:

- Meeting the literacy needs of a diverse population
- Implementing and integrating appropriate literacy technology in the classroom
- Professionalism: how a professional educator thinks, acts, and speaks
- Selection of course material for portfolio

IDEA Objectives:**Course Requirements:**

1. **Participation:** Candidates are expected to view presentations and complete the required assignments for each class session. They are expected to participate in discussions and interact with group members as assigned. All assignments are to be completed on the time schedule posted.
2. **Assignments and Grading:** Because your active participation is so important, it is imperative that all assignments be submitted on dates due. Assignments will be considered "on time" if submitted by midnight the day due. Late graded assignments lose a percentage of the points for that assignment. The course instructor may refuse to accept an assignment which is more than one week late.
3. **Professionalism:** It is expected that graduate students be active, enthusiastic, and collegial participants during the semester and that work submitted be error free. It is expected that class participants read widely from required and recommended readings and that required discussions and reflections reflect the wide reading. Participants are expected to engage in at least one discussion per week (see evaluation and rubric under documents). Failure to meet this requirement results in a deduction of professionalism points.

Course Activities

1. On-line Discussion Assignment: Candidates are required to participate in discussion boards. These discussions require that candidates post inquiries, insights, and other responses to the discussion board. They will also respond to at least three peer postings by asking questions, answering questions, and/or making helpful comments or suggestions.
2. Candidates will read from professional journals on 1) current practices in reading/literature instruction 2) creating joyful reasons to read, and 3) appropriate materials for reading and literature instruction.
3. Summaries and a personal response will be completed.
4. Candidates will complete two Booktalks, which will be presented in the form of a webpage. (see Booktalk Assignment and Evaluation Rubric for Booktalk)
5. Candidates will peruse the Newsletter on Intellectual Freedom, identify a young adult book what has been challenged and defend this choice in a book rationale.

CELL PHONE POLICY: Since this is an online course READ 5530 does not have a cell phone policy.

Student Syllabus Guidelines with link - <http://www.shsu.edu/syllabus/>



NCATE Accreditation

The National Council for Accreditation of Teacher Education (NCATE), the largest accreditation body in the United States, is officially recognized by the U.S. Department of Education and highly acclaimed as an accrediting body for institutions that prepare educators for professional roles in schools. NCATE's mission is to provide accountability and improvement in educator preparation through a standards-based assessment. NCATE accreditation adds value to your education as a program of high quality in the educational community.

“NCATE standards are based on the belief that all children can and should learn, (NCATE, 2008).” The effectiveness of the College or Unit is measured based on the standards, which are institutional guidelines that ensure knowledge, skills, and professional dispositions educators need to facilitate P-12 learning.

The NCATE website is source for additional information accessed as follows:

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

SHSU Dispositions and Diversity Proficiencies

1. Demonstrates ability to be understanding, respectful and inclusive of diverse populations. (CF 3; CF 5)
2. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. (CF1)
3. Demonstrates a commitment to literacy, inquiry, and reflection. (CF 1; CF 4)
4. Practices ethical behavior and intellectual honesty. (CF 3)
5. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. (CF 3)
6. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. (CF 5)
7. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. (CF 3; CF 5)
8. Leads diverse learners to higher level thinking in cognitive, affective and/or psychomotor domains. (CF 5)
9. Uses assessment as a tool to evaluate learning and improve instruction for all learners. (CF 4)
10. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. (CF 2)

The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated during the initial and advanced program in prescribed courses.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <u>Texas Reading Specialist Standards</u> <i>IRA Standards</i>
Summarize major recent research findings on varied approaches to the teaching of literature	<ul style="list-style-type: none"> Read, summarize, and reflect on three research reports related to literature instruction, creating joyful readers, and appropriate materials for reading and literature instruction. Read text chapters and complete a response log entry. 	<ul style="list-style-type: none"> Research report, forum responses, summaries, response log; attitude guide 	<u>1.19k; 1.20k; 1.21k; 1.22k; 1.23k; 4.2k; 4.3k</u> 2.11 CF 1; CF 4 D/DP 3;
Summarize major recent research findings on techniques for instilling a life-long joy of reading/literature	<ul style="list-style-type: none"> Read, summarize, and reflect on three research reports related to literature instruction, creating joyful readers, and appropriate materials for reading and literature instruction. Read text chapters and complete a response log entry. 	<ul style="list-style-type: none"> Research report, forum responses, summaries, response log; attitude guide 	<u>4.2k; 4.3k</u> 1.3, 5.1, 5.2, 5.3, 5.5 CF 1; CF 4 D/DP 3;

Summarize and apply major recent research findings on reading development and interests	<ul style="list-style-type: none"> Read, summarize and reflect on three research reports related to literature instruction, creating joyful readers, and appropriate reading materials for literature instruction Read text and complete a response log entry 	<ul style="list-style-type: none"> Research report Responses to classmates Response log entry 	<u>1.25k, 1.26k, 1.27s, 1.28s, 2.18k, 2.13s, 2.14s, 4.4k</u> 5.1, 5.2, 5.4, 5.5
Examine critically current materials available for reading literature instruction	<ul style="list-style-type: none"> Present 2 booktalks Write and share a book rationale 	<ul style="list-style-type: none"> Book talks and rubrics Responses to classmates' book talks 	<u>2.19k, 2.20k, 2.14s, 4.4k</u> 2.12, 12.45
Examine critically current materials available for motivating students to read	<ul style="list-style-type: none"> Present 2 booktalks React to all classmates' rationale Write and share a book rationale 	<ul style="list-style-type: none"> Research report Write book rationale papers Responses to classmates' rationales 	<u>2.19k, 2.20k, 2.14s, 4.4k, 12.4 k</u> 2.12, 12.4
Develop and implement plans for the use of a variety of reading materials in the classroom	<ul style="list-style-type: none"> Respond to classmates' lessons Complete a response log entry 	<ul style="list-style-type: none"> Lesson plan with a variety of materials included Reflect on teaching experience 	<u>1.23s, 1.24s, 2.12s, 2.13s, 2.15s, 3.4s, 3.9s</u> 5.1, 5.2, 16.2
Examine the role of goals, instruction, and assessment in reading/literature instruction and apply findings	<ul style="list-style-type: none"> Evaluate a reading/literature curriculum Read text assessment and complete reading response 	<ul style="list-style-type: none"> Curriculum evaluation Responses to text in log entry 	<u>2.9k, 2.10k, 2.11k, 12.3k, 2.4k, 2.2s, 2.3s, 2.4s</u> 2.14, 12.1, 12.5, 12.7 <u>CF 4</u> <u>D/DP 9</u>
Be familiar with professional organizations that address reading/literature instructional issues and promote collegiality with other literacy professionals and participate in cooperative efforts to improve literacy education for all students	<ul style="list-style-type: none"> Participate in at least one discussion group each week of the class. Evaluate a reading/literature curriculum (small group project) Explore professional sites (CELA, NCTE, IRA) and complete a discussion board entry which evaluates sites for professional growth opportunities. 	<ul style="list-style-type: none"> Discussion group rubric Explore professional associations and present results to classmates via discussion forums Log entry on professional sites 	<u>4.6k, 4.3s, 4.7s, 4.10k, 4.8s, 4.9s, 4.11k, 4.12k, 4.13s, 4.14s, 4.17s, 4.18s</u> 16.5, 16.6, 13.5 CF 1; CF 1; CF 4 D/DP 2; D/DP 3;

Web address for Texas Standards: <http://www.sbec.state.tx.us/stand-framework>

Web address for International Reading Association standards:

<http://www.reading.org/advocacy/standards/introduction.html>

NCATE Unit Standards

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards:

<http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:
http://www.shsu.edu/~edu_edprep/

Evaluation:

1. Professionalism	15 pts
2. 3 Professional Journal Summaries (10 points each)	30 pts
3. 2 Booktalks (10 points each)	20 pts
5. Curriculum Evaluation	10 pts
6. Book Rationale	10 pts
7. On-line discussion	15 pts
Total Points	100 pts

A = 93-100% B = 85-92% C = 75-84% F = Below 75%

Reading Masters Degree Candidates:

To exit this masters program, you must demonstrate competence in Texas Reading Specialist standards and/or the standards for Role 6 of the International Reading Association. Competence will be assessed through coursework and a growth portfolio submitted at the end of your coursework. The growth portfolio is comprised of required entries and products of your choosing that demonstrate mastery of the standards. The required portfolio submission from this course is: curriculum evaluation.

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of

the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center . They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center . For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

Expectations: The professor reserves the right to alter course requirements to better meet the learning needs of the graduate candidates.

Technology requirements. It is expected that graduate candidates who register for this online course have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, creating PowerPoint presentations, conducting an online search, and using library electronic reserves. Microsoft Word is the word processing program that is necessary to complete assignments. It is also necessary that students have access to a computer at home since much of the work for the course is done in the evenings and on weekends. It is also expected that graduate students who register for this course feel comfortable using a computer. The course moves quickly and all students need to hit the ground running. This is NOT a place to begin learning the technology skills.

VISITORS IN THE CLASSROOM:

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Bibliography:

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Tovani, Chris (2000). I Read It, But I Don't Get It, Portland, Maine: Stenhouse Publishers.