



Central Michigan University DDPD Course Syllabus Sample

EDU 508

Course Designator

Comprehensive Literacy

Course Title

3 (3-0)

Credit Hours

Course Description

This course examines principles, strategies, and research related to early literacy development among children from kindergarten through third grade. This course emphasizes the developmental nature of early learning and literacy.

It is designed for K-3 teachers and is organized around the twelve class modules:

1. Observation of Student Performance (MLPP, O.S.)
 - a. Ohio Word Test
 - b. Concepts About Print
 - c. Writing Known Words
 - d. Hearing & Recording Sounds
 - e. Letter Identification
2. Running Records
3. Better Classroom Management
 - a. Literacy practice and extension
 - b. Through centers (K-1) or projects (2-3)
 - c. Integrating content and literacy
4. What's Right About Writing: Modeled, Shared, Interactive, Language Experience, Guided Writing Groups, Writing Process
5. Bridging the Gap-Shared Reading
6. Understanding Supports and Challenges in Text: Book Leveling
7. Guided Reading Basics
8. The Emerging Student
9. The Early Student
10. The Fluent Student
11. Reading To, Developing Comprehension Strategies
12. Independent Reading

The emphasis in the course is on evaluating teaching decisions and matching instructional methods and materials to the needs of the students. Specifically, teaching decisions will be focused on fostering literacy growth in all students.

Prerequisites

None

Course Goals

1. To raise the awareness of teachers about the instructional needs of all children in reading and writing during the literacy acquisition phase.
2. To help K-3 teachers gather data with which they can evaluate their effectiveness in meeting the needs of all students.
3. To help K-3 teachers use systematic observation techniques such as Michigan Literacy Progress Profile (MLPP) and Observation Survey to monitor changes and learning over time and to guide in daily decision making.
4. To help teachers manage classroom time, space and human interactions effectively to achieve a balanced literacy program that fosters the learning of all students.
5. To help teachers learn how to use reading, shared reading, guided reading, independent reading, writing to (modeled writing), shared writing, language experience, interactive writing, guided writing, independent writing to foster literacy acquisition in all children.
6. To help teachers learn how to foster comprehension development in their students by using a mosaic of comprehension strategies and retelling.
7. To help teachers reflect critically on their own teaching decisions.
8. To help teachers learn how to use colleagues more effectively to refine teaching decisions.

Learning Objectives

Educators will develop their own definition of comprehensive literacy

Educators will develop techniques to evaluate individual reading and writing skills

Educators will learn new approaches for balanced literacy

Educators will attain a more comprehensive knowledge and understanding of literacy

Educators will obtain new techniques for evaluating student performance

Educators will develop new comprehension strategies

Required Materials/Text

e-Literacy (2003) Instructional Approaches Participant Binder

Dorn, Linda & Soffos Carla (1998) *Apprenticeship in Literacy* Stenhouse Publishers Portland, Maine

Course Requirements

1. Use a variety of observational assessments to inform instruction in the various teaching approaches and to form flexible groups for instruction.
2. Complete case studies on one student in your class including the three levels of analysis and documenting change over time using MLPP/O.S. assessments.
3. Threaded discussions and respond to other students online.
4. Post assignments online in a timely fashion.
5. Choose one of the approaches or understandings about balanced literacy and do a short presentation including a bibliography and handouts. Topics to be approved of by the instructor.
6. Complete readings in preparation for discussions.
7. Complete end of the class reflections as required.
8. *A willingness to challenge and change your assumptions about the teaching of reading and writing.* (As the approaches are taught in this class, the students are expected to go back to their classrooms and try them out on a consistent basis and fill out reflection sheets as required.)

General Methodology

Lecture, module completion, in-class presentations, threaded discussions, case studies, assigned readings and reflection sheets.

Evaluation Criteria

The course grade will be a letter grade, minimum for an A is 90%, a B is 80%, a C is 70%, a D is 60%, and below is failing.

The grade will be broken down in this manner:

- 20% is determined by completion of twelve research-based instructional modules that include early literacy instruction, share leadership, student performance evaluation and systematic observation techniques
- 15% for required readings, observational assessment and Blackboard threaded discussions
- 20% is determined by the student's end of class reflections
- 30% is determined by the case studies presentation on one child selected by the teacher including three levels of analysis and evaluation of the MLPP/OS assessment resources
- 15% is determined how students use assessments to inform their classroom instruction

Approved district designed professional development courses may not substitute for regularly designated courses in degree programs unless determined by the respective department.

Syllabus Prepared By

(Instructor Name)

(District, School, Organization Name)