Professional Development
Course Syllabus

Course Number: ED 550
Course Title: Idaho Comprehensive Literacy Course
Instructor: Barbara Rainey  Semester Credit(s): 3
Total Cost for Course: $510.00 (Includes $30 materials fee)

1) Educational Goals for the Course:
   A. Educators will demonstrate knowledge and application of each Comprehensive Literacy Standard:
      • Standard 1: Language Structure and Literacy Instruction
        Practicing educators will gain knowledge, strategies and beliefs about language structures and literacy. Instruction that are based on current research and best practices in order to maximize student reading success.
      • Standard 2: Comprehension Research and Best Practices
        Practicing educators will understand and apply/promote research and best practices relating to comprehension instruction that maximizes student reading success.
      • Standard 3: Assessment and Intervention
        Practicing educators will understand, promote and apply appropriate strategies, multiple assessments and interventions to maximize student reading success.
   B. Educators will identify connections between district-adopted Language Arts texts/materials and Idaho’s Comprehensive Literacy Plan.

2) Instructional Learning Objectives:
   Teachers will learn:
   How children acquire language
   Basic sound structure of English
      Phonological and phonemic awareness in beginning reading
      Phonics and structural analysis
      Semantics and syntactics
   How current research (brain compatible learning and learning theory) affects reading.
   How to coordinate early literacy experiences with direct instruction
   The stages of spelling acquisition and spelling activities
   Teaching strategies for guided reading
   Levels of comprehension and questioning
      Comprehension
         Factors affecting comprehension
         Direct teaching of comprehension strategies
         How to teach for comprehension with nonfiction materials
      Developing Critical Thinking skills
   Uses of student-directed and teacher structured writing
   Assessment techniques and tools (diagnostic tools to review and adjust instruction continuously and the ability to identify students who need special help in reading)
   How to correlate district adopted-reading/language arts materials and Idaho’s Comprehensive Literacy Plan
   Use of a Literacy Continuum
ASSESSMENT:
1. Completion of all course assignments
2. Participation in collaboration activities
3. Case Study of a struggling reader
   Diagnostic Tools
   Analysis
   Plan of Action-Instructional Interventions
   Report to Parents-narrative description of strengths and needs
4. Personal Literacy History
5. Identification/correlation of Standards to district-adopted materials
6. Portfolio (multi-media or traditional) containing 6 of the following:
   - Design, deliver and reflect on an explicit phonics lesson
   - Running record of several passages
   - Design, deliver and evaluate a whole class, shared book reading lesson that includes an embedded phonics component
   - Design, conduct and evaluate a lesson on expository text using
     A graphic organizer
     SQ3R/PQ4R
     Expository text forms such as: label-list, cause-effect, problem-solving, sequence or narrative story structure
   - A terminology test
   - Create a thematic and/or integrated unit tying narrative texts, expository texts and writing
   - Design a vocabulary development program for the classroom and include ways to evaluate its effectiveness
   - Collect and evaluate uses and limitations of various assessment procedures
   - Design a whole class activity that activates, builds prior knowledge, sets clear purposes for reading and pre-teaches difficult vocabulary
   - Identification and evaluation of four websites pertinent to the teaching of reading/research
   - Identify and apply the elements of brain-compatible learning/teaching that apply to reading success.
   - Individual project pertinent to educational assignment

3) Course Requirements:
   In Class:
   - Active participation in chat room or e-mail discussion and activities.
   - Collaborative Activities will be conducted via chat room or e-mail in assigned groups
     - Jig-Saw
     - Think-Pair-Share
     - Graphic Organizers
     - Class Discussion
   Out of Class:
   - Read and Review Articles
   - Examine Literacy-Development websites & review
   - Literacy History
   - Assessment Portfolio (See other Assessment Activities in the Course Outline)
4) Dates, Times and Location of Proposed Course:
   (1 Semester Credit Equals 15 Professor Contact Hours plus an additional 30 Hours Outside Work)
   To be determined to equal 45 contact hours plus 90 hours individual work: Internet course, January 15 to May 2, 2009.

5) Due Dates for Completion of Course Requirements: May 2, 2009

6) Learning Resources and Required Text:
   **District adopted Reading and Language Arts texts and materials

   **Idaho’s Comprehensive Literacy Plan


   The Brain and Reading. ASCD, 1999. Video-based inquiry kit


   Websites pertinent to the acquisition of Literacy, i.e. CIERA, IRA, NCTE and others

7) Evaluation Procedure: Pass/Fail