

## Syllabus

**Instructor:** Kathy King-Dickman  
**E-mail:** kdickman@gojade.org  
**Phone:** 719.657.2930 or 719.588.7111  
**Address:** 70 Yucca Court  
Del Norte, CO 81123

### COURSE DELIVERY:

Print-Based Correspondence Course

### COURSE CREDIT:

Two or Three Semester Hours

### PREREQUISITES:

Preferably you are presently or plan to soon be a teacher who works with any age of students, kindergarten through adult learners, either in a classroom setting or one-on-one. This course would also be effective for parents home schooling their children.

If you are planning to take the three-credit version of the course, you will need to have a group or individual child to teach for at least four weeks.

### COURSE MATERIALS:

To order textbooks or obtain information about book titles, you may go to [www.exstudies.adams.edu](http://www.exstudies.adams.edu) and click on the “ASC Bookstore” icon.

Use **Section Number: 942** to order books from Bookstore site.

There are two textbooks you can choose from. If you are teaching kindergarten through second grade, I would recommend choosing *Reading with Meaning*, and for third and up, I would choose *Strategies That Work*. Either text will meet the requirements for this course.

### Required Textbook:

Goudvis, Anne, and Stephanie Harvey. *Strategies That Work*. York Maine: Stenhouse, 2007, 2<sup>nd</sup> edition. ISBN: 1 57110 310 4

Miller, Debbie. *Reading with Meaning*. Portland, Maine: Stenhouse, 2002. ISBN 1 57110 307 4

## **ED 589: COMPREHENSION STRATEGIES THAT IMPROVE THE SKILL AND JOY OF READING**

### **COURSE DESCRIPTION:**

In this course you will learn to instruct students of any age, kindergarten through adult learners, in effective comprehension strategies so that they engage deeply with all types of text. You can expect to get your students to:

- activate background knowledge in order to bring known information in to assist in integrating newly learned information,
- predict and infer to monitor their reading and read between the lines,
- determine what is important in a text so they can discover the bigger themes and remember important information,
- repair their reading when meaning has been lost or the text becomes difficult,
- formulate questions to guide their reading,
- make sensory images so that the reading comes alive, and
- synthesize the text to integrate new ideas.

You will also learn to instruct these strategies in a manner that supports students of all ability levels in falling in love with reading.

### **COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:**

The student will be able to:

- instruct following the gradual release model consisting of modeling, guiding, and independent practice.
- describe each of the following strategies: prediction, inference, determining importance, questioning, fix-ups, sensory images, and synthesizing.
- plan lessons using each of the strategies.
- examine which strategies they use themselves as an adult reader.
- plan a unit of instruction choosing one of the strategies.
- Students taking the three-credit version of the course will plan and teach two strategy units to either a single child or a group of children.

### **COURSE REQUIREMENTS:**

Students will read their chosen text, along with the study guide that the instructor has prepared. Assignments will include reaction papers to what has been read and written reactions to personal strategy trials. For the final class project, each student will be required to plan one strategy unit. Students enrolled for three credits will plan two units of study, teach them, and submit both plans and reaction notes for each lesson.

## ED 589: COMPREHENSION STRATEGIES THAT IMPROVE THE SKILL AND JOY OF READING

### GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

#### Grade Distribution:

##### Three credit course:

Reaction Papers (8)	50 points each	400
Reactions to strategies or coding the text (8)	50 points each	400
Unit Plans and instruction (2)	100 points each	<u>200</u>
Total Points		1000

##### Two Credit course

Reaction Papers (8)	50 points each	400
Reactions to strategies or coding the text (8)	50 points each	400
Unit Plan		<u>200</u>
Total Points		1000

#### Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

### COURSE INSTRUCTIONS

1. Read each portion of the study guide.
2. Read each selection from the text.
3. Write a one-page reaction paper synthesizing the information in the chapters and the study guide. This paper can be double-spaced.
4. Try out each reading strategy with the directions given. If you would like to try the activities with your students, this would be wonderful and earn you bonus points.
5. Write a reaction on your metacognition (The thinking that goes on in your head.) as you use each strategy. You can also \*code a copy of the required text and send that in lieu of a reaction paper.
6. Plan a unit of study on one of the strategies to teach to your students.
7. Those earning three credits will plan and teach two strategy units to a single child or a group of children. Each unit may not be shorter in duration than two weeks of daily instructional time or ten lessons. You may skip number 6 and send the plans and a reaction from each unit after you have completed the instruction of the units.

## **ED 589: COMPREHENSION STRATEGIES THAT IMPROVE THE SKILL AND JOY OF READING**

\* Coding the text is a strategy that will be carefully explained in the study guide.

Please e-mail each assignment to the address in this guide. DO NOT wait until you have completed several assignments to send them to me. Please wait for my reaction to each assignment before sending a new reaction.

### **ADA Statement:**

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221, as soon as possible.