

EN/ED 589 – READ ALOUD! MOTIVATE THE RELUCTANT AND STRUGGLING READER SYLLABUS

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COURSE DELIVERY:

Print-Based Correspondence Course

CREDIT HOURS:

Three Semester Hours

COURSE MATERIALS:

To order textbooks or obtain information about book titles you may go to www.exstudies.adams.edu and click on the “ASC Bookstore” icon.

Use **Section Number: 1115** to order books from Bookstore site.

Required Textbook:

A workbook will be provided to the student created by the instructor:

EN/ED 589 *Read Aloud! Motivate the Reluctant and Struggling Reader* by Anne F. Goiran-Bevelhimer, Ed.D.

CATALOG DESCRIPTION:

Struggling readers, reluctant readers and non-readers need to hear rich, provocative words, the fluency and flow of sentences, the weave of the story, the organization of informational text before they can read it, before they can write it. Reading aloud is the single most influential way to spark a student’s interest, inspire reading and writing, and improve scores on reading and writing tests. In this course, *Read-Aloud* you will be introduced to the research about reading aloud. You will study the art and science of reading aloud by listening to audio books and analyzing the strategies of professional oral readers. You will become knowledgeable in the literature and resources to choose appropriate read-alouds, have time to read, re-read and practice effective oral reading strategies. You will spend **90 hours reading** and collecting texts for reading aloud, documenting your work in an annotated reading log.

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STUDENT LEARNING OUTCOMES:

Through reading and completing the exercises in the workbook, *Read Aloud! Motivate the Reluctant and Struggling Reader* by Anne F. Goiran-Bevelhimer, Ed.D students of this course, *Read-Aloud* (3.0) will:

- Review the research about reading aloud daily and the potential for motivating the reluctant reader, the struggling reader and the non-reader.
- Choose a current piece of research to review. Write a 1-2 page critique of what they read, evaluating the efficacy of reading aloud to motivating reluctant and struggling readers. Resources and web sites will be suggested.
- Justify allotting time for reading aloud to meet literacy standards. Write a persuasive essay connecting the literacy standards to reading aloud. Your audience is your school board, your administrator or parents. This could be a hand-out you give to parents on back to school night to encourage them to read aloud with their children.
- Choose purposeful and meaningful texts to read-aloud for the reader and writer in the classroom. Choose texts that compliment your content area and curriculum and instruction. Use your read aloud selections purposefully.
- Learn how to read like a reader and read like a writer, choosing texts to read aloud that can also become mentor texts for units of study across the curriculum
- Explore the criteria for selecting text for effective read alouds.
- Explore resources for finding text (picture books; fiction and nonfiction; magazine articles; excerpts) to read aloud for your grade level.
- Listen to professional storytellers to glean insights of effective oral reading skills.
- Analyze the strategies of effective oral reading.
- Create a written list of effective oral reading strategies. This list could be used to instruct paraprofessionals or parents in effective oral reading. Suggest some audio books to listen to and some books to read aloud.
- Read and make a collection of read-aloud texts. Spend a minimum of **90 hours reading** and creating a useful and practical annotated reading log. Examples are shown in the workbook.
- Evaluate your learning through a 1-2 page reflection essay.

COURSE REQUIREMENTS:

Students of this course will complete the following reading and writing assignments:

- **Workbook-** Read and respond to the workbook exercises, *Read Aloud! Motivate the Reluctant and Struggling Reader* by Anne F. Goiran-Bevelhimer, Ed.D.
- **Additional Reading and Writing Activities for 3 credit hours-** In the workbook, there are several opportunities to deepen your thinking about reading aloud. Please submit a written response to:
 - Choose a current piece of research to review about reading aloud. Write a 1-2 page critique of what you chose to read, evaluating the efficacy of reading aloud to motivating reluctant and struggling readers. Please cite the source, author and

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year of your reading. Resources and web sites are suggested throughout the text. (See Exercise 4 in the workbook.)

- Write a persuasive essay connecting the literacy standards to reading aloud. Justify allotting time for reading aloud to meet literacy standards. Your audience is your school board, your administrator or parents. This could be a hand-out you give to parents on back to school night to encourage them to read aloud with their children. (See Exercise 5 in the workbook.)
- Create a brochure of effective oral reading strategies and suggestions of books to read aloud. This brochure could be a handout to instruct paraprofessionals or parents in effective oral reading strategies. Suggest some audio books to listen to and some books to read aloud. (See Exercise 11 in the workbook.)
- Write a book talk and choose one of the other activities listed in Exercise 12 in your workbook.
- **Read and Collect Read-Aloud Texts shown in an Annotated Reading Log**-Read and make a collection of read-aloud texts. Spend 90 hours reading and creating a useful and practical annotated reading log. Examples are shown in the workbook.
- **Write a reflection essay** that synthesizes what you have learned from doing the work in *Read-Aloud!* Consider the work you've done in the workbook, outside research and writing, listening to audio books and analyzing effective oral reading strategies, reading and collecting read-aloud texts and creating an annotated reading log. Please write a 1-2 page essay.

Sending Work:

Please send your work for this course by mail or e-mail. The work for this course may be handwritten or typed. Please look for addresses in the front of your syllabus. All work is returned with a grade and comments. If you mail your work, a self-addressed, stamped envelope is greatly appreciated.

GRADE DISTRIBUTION AND SCALE:

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

Grade Scale:

A	91-100%
B	81-90%
C	71-80%
D	61-70%
F	Less than 60 %

Grade Distribution:

Evidence of achieving the student learning outcomes will be assessed by:

- Satisfactory completion of the workbook exercises, *Read Aloud! Motivate the Reluctant and Struggling Reader* by Anne F. Goiran-Bevelhimer, Ed.D. **10pts.**

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- Demonstrate a critical evaluation of reading aloud, an understanding of the educational value of reading aloud to motivate reluctant and struggling readers through reading and writing:
 - Choose a current piece of research to review about reading aloud. Write a 1-2 page critique of what you chose to read, evaluating the efficacy of reading aloud to motivating reluctant and struggling readers. Please cite the source, author and year of your reading. Resources and web sites are suggested throughout the text. (See Exercise 4 in the workbook.) **10 pts.**
 - Write a persuasive essay connecting the literacy standards to reading aloud. Justify allotting time for reading aloud to meet literacy standards. Your audience is your school board, your administrator or parents. This could be a hand-out you give to parents on back to school night to encourage them to read aloud with their children. (See Exercise 5 in the workbook.) **10 pts.**
 - Create a brochure of effective oral reading strategies and suggestions of books to read aloud. This brochure could be a handout to instruct paraprofessionals or parents in effective oral reading strategies. Suggest some audio books to listen to and some books to read aloud. (See Exercise 11 in the workbook.) **10 pts.**
 - Write a book talk and choose one of the other activities listed in Exercise 12 in your workbook. **10 pts.**
- **Evidence of reading and collecting read alouds shown in an annotated reading log.** The reading log will reflect a minimum of **90 hours of reading** and documented in a useful and practical annotated reading log. The log must include at minimum title, author, copyright date, short summary, and a short excerpt demonstrating the value of using this text for reading aloud. Examples are shown in the workbook. **40pts.**
- **Write a reflection essay** that synthesizes what you have learned from doing the work in *Read-Aloud! Motivate the Reluctant and Struggling Reader*. Consider the work you've done in the workbook, the outside research and writing activities, listening to audio books and analyzing effective oral reading strategies, reading and collecting read-aloud texts and creating an annotated reading log. Please write a 1-2 page essay. **10pts.**

Total Points 100

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.