ED 589 – APPROACHES TO CONDUCTING A READERS’ WORKSHOP

Course Syllabus

Instructor Information

Instructor: Kathy King-Dickman
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Work Phone: 719-588-7111

Course Delivery

Online, Open-Enrollment

Credit Hours

3 Semester Hours

Course Prerequisites

Previously completed BA/BS degree.

Course Time Limits

This course can NOT be completed until six weeks has passed from date of registration.

All correspondence courses have a maximum course completion deadline of one year from the date of registration.

Course Materials

Textbooks can be purchased from the Adams State University Bookstore. To order textbooks or obtain information about book titles, you may go to exstudies.adams.edu and click on the "Bookstore" link. Select "DISTLEARN" from the department menu. (http://adams.edu/students/sub/bookstore/)

Use Section Number: 1294 to order books from Bookstore site. This should provide the correct textbook information and ordering options.

If you have questions, you can contact the Bookstore at 719-587-7981, email at asubookstore@adams.edu or by mail to Adams State University Bookstore, 208 Edgemont Blvd., Suite 3140, Alamosa, CO 81101.
ED 589 – APPROACHES TO CONDUCTING A READERS’ WORKSHOP

Required Textbook:


Catalog Description

Learn to teach reading in an effective and exciting manner for your students and yourself. Discover how to hold effective focus lessons that set a purpose for daily independent reading while instructing students in comprehension strategies that teach students to interact deeply with text. Learn to monitor independent reading so that all learners are reading 'just right' books and writing thoughtful reactions to their reading. Find out how to run effective small groups based on students' needs in a guided reading or literature circle format. Study techniques of running shared reading lessons so that student's fluency increases along with their love of written language--increase reading speed in a natural manner. This course will help you to become skilled at organizing and monitoring all of these techniques in an easy and doable way from a teacher who has done just that for 32 years.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Run effective focus-lessons in several well-researched comprehension strategies.
2. Hold small group reading lessons in either a guided reading format or a literacy circle.
3. Monitor independent reading so that readers are engaged in 'just right' level texts and reading an adequate amount daily to ensure growth in reading levels and skills.
4. Instruct students in writing thoughtful written reactions from their reading work.
5. Set daily purposes for student's independent reading.
6. Run shared reading lessons in order to increase student's reading fluency.
7. Teach the close reading techniques required by the New Common Core Reading State Standards.
8. Utilize methods to engage students in the collaboration required by the New Common Core State Standards

Course Requirements

Assignment One:

Read the syllabus. Write a short paragraph or two explaining what you understand from the syllabus directions and tell me a bit about yourself and your teaching position.
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All Other Assignments:

Students will read sections written by the instructor found within each module and portions of the required text. Assignments will include written reaction papers about the reading as well as a final application project. Twice during the course, students will post on the discussion board and react to one other student's posting.

Writing a Good Reaction/Synthesis

A good reaction is a synthesis and not simply a summary. A summary lists the key points gleaned from the information; a synthesis explains how you will integrate the important information into your existing classroom practice. The following are tips that can guide you in writing a good synthesis:

1. Discuss how you taught in the past in relation to the information gleaned.

2. Explain how you plan to integrate this new information into your class or defend why you will not be doing so.

3. Share any questions you have about this information.

All written work is subject to plagiarism detection software review. Identified instances of cheating or plagiarism will follow the Academic Integrity statement in the Syllabus.

Grade Distribution and Scale

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

Grade Distribution:

<table>
<thead>
<tr>
<th>Module One</th>
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<tbody>
<tr>
<td>Syllabus Assignment</td>
<td>25 Points</td>
</tr>
<tr>
<td>Assignment Two: React to reading with reaction paper</td>
<td>50 points</td>
</tr>
<tr>
<td>Assignment Three: React to reading with reaction paper</td>
<td>50 points</td>
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<tr>
<td>Assignment Four: React to reading with reaction paper</td>
<td>50 points</td>
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</table>

<table>
<thead>
<tr>
<th>Module Two</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Assignment Five: React to reading</td>
<td>100 points</td>
</tr>
<tr>
<td>Assignment Six: React to Text Book Reading</td>
<td>100 points</td>
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</tbody>
</table>
Assignment Seven: Post on the discussion board one to three paragraphs about something new you plan to try. React to one other post. 50 points

Module Three
Assignment Eight: React to Reading with reaction paper 50 points
Assignment Nine: React to Reading with reaction paper 50 points
Assignment Ten: React to Reading with reaction paper 50 points
Assignment Eleven: React to Reading with reaction paper 25 points

Module Four
Assignment Twelve: React to article 50 points
Assignment Thirteen: Choose two of the concluding assignments 50 points
Assignment Fourteen: Post two to five paragraphs on the discussion board how you plan to change your reading instruction based on what you have learned. React to one other post. 100 points

Total Points Possible: 800

Grade Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>701-800</td>
<td>A</td>
</tr>
<tr>
<td>601-700</td>
<td>B</td>
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<tr>
<td>501-600</td>
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<tr>
<td>401-500</td>
<td>D</td>
</tr>
<tr>
<td>401 and Below</td>
<td>F</td>
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</tbody>
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ADA Statement

Adams State University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Adams State University is committed to achieving equal educational opportunities, providing students with documented disabilities access to university programs. In order for a course to be equally accessible to all students, different accommodations or adjustments may need to be implemented. The Office of Disability Services (ODS) is located in Richardson Hall, Suite 3-100, by mail at 208 Edgemont Blvd., Suite 3-100, Alamosa, CO 81101, by email at odsd@adams.edu, or by calling 719-587-7746. They are your primary resource on campus to discuss the qualifying disability, help you develop an accessibility plan, and achieve success in your courses. Please communicate with them as early as possible; this can be in person, via email, or by phone. The Disability Services Coordinator shall either provide you letters to give to your professors for accommodations or email these letters out to you and your professors.
Academic Integrity

In accordance with Academic Policy 100-03-01, Adams State University, to preserve academic integrity, does not tolerate academic dishonesty (misconduct). Every student is required to practice and adhere to the principle of ACADEMIC INTEGRITY while undertaking studies at Adams State University. Students and faculty at Adams State University value academic honesty as a virtue essential to the academic process. Cheating, plagiarism, unauthorized possession or disposition of academic materials, or the falsification or fabrication of one’s academic work will not be tolerated.

Any offense may result in a zero for the exam, lesson, or exercise in question and may result in failure of the course. Please refer to the ASU Extended Studies Academic Integrity website for more information including the student handbook: Academic Integrity at Adams State University.

All written work is subject to plagiarism detection software review.

Student Identity Verification

Adams State University utilizes a variety of methods to verify the identity of students enrolled in courses, including but not limited to: secure logins and pass codes, proctored exams, security questions, and other technologies and practices that are effective in verifying student identity. Some of these methods may incur an extra cost to students; associated costs will be outlined in the course syllabus, other University documents, and on the University website. Adams State University reserves the right to request additional government-issued documentation of identity from students for the purpose of ensuring that the person enrolled in the course is the person completing assignments, exams, and all other course requirements. Any student engaged in incidents of student identity fraud may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation, or suspension from the course, academic program or University, or expulsion from the University.