

**WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
SYLLABUS**

COURSE NUMBER: MRD 6208

COURSE TITLE:

COURSE CREDIT 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

Teacher Led Instruction	SEA	Fieldwork/Clinical	Lab	External Learning
35	5	0	0	70

EDITION: 3rd Edition
YEAR: 2012
ISBN: 978-1-4166-1421-0
PUBLISHER: ASCD

FACULTY INFORMATION/ OFFICE HOURS/METHOD OF CONTACT: Check Blackboard for Faculty Information

COURSE DESCRIPTION:

Candidates will explore appropriate vocabulary and comprehension instructional strategies that develop independent readers. The course focuses upon exploring vocabulary that is specific to a particular content or content-subject area and the relationship that vocabulary has to comprehension.

Course Format: Distance learning: A webcam will enhance the learning experience during a virtual conference or synchronous sessions.

I. CONCEPTUAL FRAMEWORK

The course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework found at <http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx>

II. PROGRAM COMPETENCIES /STANDARD-BASED INSTRUCTIONAL GOALS:

A. International Literacy Association (ILA) Standards for Reading Professionals: Classroom Teachers can be found at <https://www.literacyworldwide.org/docs/default-source/resource>

Standard 3: Assessment and Evaluation

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

Standard 4: Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Standard 5: Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

IV. METHODOLOGY PHILOSOPHY AND EVALUATION**A. Methodology and Philosophy**

English-Language

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Urquhart, V. & Frazee, D. (2012) *Teaching reading in the content areas: If not me, then who?*

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