

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** EDU-208 Instruction of Reading

**Date:** Spring 2013

**Course/Program Team:** Denise Kuhna

### Expected Learning Outcomes:

- A. Explain the balanced approach to reading instruction, and clarify the role of comprehension.
- B. Be able to justify the statement, “Students need to read critically as well as fluently.”
- C. Understand the vital role of ongoing assessment in reading instruction.
- D. Identify authentic classroom practices that include lesson planning, instructional implementation and, ongoing assessment.

### Assessment (How do or will students demonstrate achievement of each outcome?)

- 1. Examinations: (5 quizzes at 70 pts. each = 350 points total). Exams cover power points, textbook material and online computer lab class material.
- 2. Vocabulary Portfolio: (25 points). The portfolio must be organized by chapter. Key terms and definitions will be outlined in this portfolio.
- 3. Action Research Project: (100 points). Students will work in pairs to research assigned websites with regard to pertinent topics, organizations, and policies that affect the teaching of reading.
- 4. Personal Educational Philosophy: (50 points) It is required that each student write a concise (2 pages maximum, double-spaced, typed) paper describing his/her philosophy of education. This paper will be included in your portfolio.
- 5. Debate a Controversial Issue: (100 points) Students will choose a controversial educational topic, research this topic and present information with regard to the two opposing points of view of the topic to the class. At least 5 opposing and congruent points of view must be presented. A copy of this debate summary is due to the instructor at the time of the presentation; a one page typed summary of the topic, stating pros and cons.
- 6. Reading Checks: (60 points). Reading check questions will be given at the beginning of class. Reading checks will be given on Chapters 1-12 each reading check will be worth 5 points each for a total of 60 points.

**Validation** (What methods have you used or will you use to validate your assessment?)

The students will need to gain this literacy knowledge and be able to make application of the following:

1. Foundational Knowledge – Students will gain have knowledge of the foundations of the reading and writing processes and instruction.
2. Instructional Strategies and Curriculum Materials – Students will learn a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
3. Assessment – Students will learn about the wide variety of assessment tools and practices to plan and evaluate effective reading instruction.
4. Creating a Literate Environment – Students will learn how to create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curricular materials, and the appropriate use of assessment.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

The student success rate for the class has been fairly consistent. The following scores on tests, portfolios, and action research projects, personal educational philosophies, reading assessments, and reading checks will be considered in determining the final grade, which will be awarded as follows:

685 - 608 points	= A (90 – 100%)
607 - 530 points	= B (80 – 89%)
529 - 452 points	= C (70 – 79%)
451 - 374 points	= D (60 – 69%)
373 points	= F (<60%)

**Follow-up** (How have you used or how will you use the data to improve student learning?)

This past semester the majority of the students obtained a grade in the 608 to 680 point range. The students tend to do better on weekly chapter reading checks rather than the quizzes. I will continue to set student outcomes and modify instruction to meet the levels and backgrounds of the students. A portion of the course involves an on-line component. Technology teaching is essential so that the strategies and computer applications can be assessed by all the students. This overview is given to the students during the first session.

**Budget Justification** (What resources are necessary to improve student learning?)

None at this time.