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Read-Aloud! Motivate the Reluctant and Struggling Reader

Syllabus



Dr. Anne F. Goiran-Bevelhimer

READ-ALoud! MOTIVATE THE RELUCTANT AND STRUGGLING READER

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Graduate Credit:	1.0, 2.0 or 3.0 Sem. Hrs. graduate credit / 1.5, 3.0 or 4.5 CEU

For a syllabus per semester credit hour, please send an email request to: Anne Goiran-Bevelhimer annegoiran@collegecoursesonline.com

Graduate Prefix See accrediting university for prefix and number.

Course Schedule: Asynchronous.

6-week minimum enrollment to one year maximum, from your date of registration.

COURSE DESCRIPTION: 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. Struggling readers, reluctant readers, and nonreaders 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. Explore the value of reading aloud to any reader, any age group and choose read aloud texts from fiction and nonfiction that are purposeful and meaningful for your content area and the reader and writer in your classroom.

*This course meets **Common Core State Standards (CCSS)** for K-12 Anchor Standards for Reading 1- 10; Anchor Standards for Reading Informational Texts 6-12, Standards RI 1-10; Anchor Standards for Speaking and Listening SL1, 2, 3 and 4.*

Teachers taking this course will focus on their grade level or content area expectations of the CCSS and their State Standards.

STUDENT LEARNING OUTCOMES:

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

1. Recognize the characteristics of a reluctant, struggling and engaged reader.

2. Identify research to substantiate the efficacy of reading aloud as a reading strategy for all readers, promoting interest, fluency, comprehension, vocabulary, and discussion.
3. Choose a collection of read-aloud texts from a wide variety of sources (books, articles, excerpts) using fiction and informational texts that are purposeful and meaningful to content area, and stimulate interest and motivation for reading.
4. Formulate plans for engaging the reluctant and struggling readers to reading through using read-aloud, book talks and book teases.
5. Analyze characteristics of effective read-aloud and oral reading skills to engage listeners.
6. Synthesize the information from the text exercises, outside reading and writing activities, listening to audio books, analyzing effective oral reading strategies, creating a useful and meaningful annotated collection of read-aloud texts and application of read-aloud strategies to motivate reluctant and struggling readers in a written reflection paper.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Read-Aloud! Motivate the Reluctant and Struggling Reader by Anne Goiran-Bevelhimer, Ed.D.
The text will be sent upon registration.

COURSE REQUIREMENTS:

This course is delivered asynchronously; you may start anytime and will work one-on-one with the instructor. You are expected to invest 30 hours of independent study **per credit hour** to this course. You can submit all work and complete the course anytime between 6 weeks to one year from date of registration.

Use the text, outside readings, activities and writing assignments to complete the following course requirements:

TEXT- Read and complete the exercises in the text to guide you to outside reading and writing assignments.

1. Describe the characteristics of the struggling reader, reluctant reader and non-reader. Please consider your own reading behavior. When do you struggle with reading or when are you a reluctant reader or even a nonreader?
2. What motivates you to read? What discourages you from reading?
3. What is your experience of being read to?
4. Spend an hour or two reviewing the literature about reading aloud.
5. Write a short justification for taking time to read-aloud to meet literacy standards.
6. What is your experience with reading aloud? If you currently take time to read aloud to students, please share your experience. If you do not currently read-aloud to your students, please share what strikes you and what convinces you to read aloud to your students?
7. Have any suggestions of resources for finding read-aloud texts? What are some read-aloud texts you would recommend? Any audio suggestions?
8. What periodicals or newspapers or magazines could you use for read-aloud?
9. Visit at least one of the listed web sites or recommend one of your favorite web sites with reading aloud in mind. How is this web site useful to you?

10. Create a system to collect poems, newspaper articles, a place to hold quotes, excerpts from books that you could use for read-aloud. Tell about it. If you don't have a system, ask other teachers what they do and describe an idea that appeals to you.
11. Prioritize this list of oral reading strategies. What strategies do you want to incorporate in your performance of reading aloud? Which strategies do you already use?
12. Chooses 1 of the following book talk/ book tease activities.
 - As you are making your selection of books to read for Read-Aloud, notice what makes you want to read a book. Make a list of what grabs you. Include book tease / selling points in your reading log.
 - Study ads for books. Read some book talks on the web. What do you notice? What words make you want to read the book? Use these words when you introduce a book. Include them in your reading log as introductory remarks.
 - Look at book jackets and front and back matters of books. Notice what "gets" you to want to read a book. Focus on what strikes you. Make a list.
 - Visit a web site that sells books. Read the advertisements and book reviews. What do you notice that gets you to want to read the book? What turns you on? What turns you off? Make a list.
 - Write a book talk / tease that you could use to present or "sell" a book in 30 seconds or less. Use guidelines from this reading.
13. Write a short reaction to this reading about book discussions. Consider some of these questions and statements:
 - Do you have a balance between formal (teaching) and informal (social) discussion in your classroom? How comfortable are you allowing students to know you?
 - Informal discussions create relationships essential to developing the motivation for any reader- reluctant, struggling or proficient.
 - Informal discussion means stepping out of the teaching role, and just being you.
14. Beyond reading aloud. Share some ideas that help promote reading that work for you. What are some ways to promote reading over the summer to students?

Outside Reading and Writing Activities - In the text, there are several opportunities to deepen your thinking about reading aloud. Please follow the directions for the number of credit hours you registered for the course.

- If you register for 1 sem. credit hour, choose 1 of the following 4 activities.
 - If you register for 2 sem. credit hours, choose 2 of the 4 activities.
 - If you register for 3 sem. credit hours, respond to all 4 activities.
1. Read a book about reading aloud. There is a list of suggestions in your text. Write a short review (1-2 pages) 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.
 2. Write a short persuasive essay (2-3 pages) connecting 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 handout you give to parents on back to school night to encourage them to read aloud with their children.

3. Create a list of effective oral reading strategies that engage listeners, and invite reading. Create a handout to instruct paraprofessionals or parents in effective oral reading strategies. Include in your list some audio books to listen and some books to read aloud.
4. Study what makes texts appealing. Study ads, illustrations, front and back matters on book jackets. Visit web sites that sell books. What do you notice that makes you want to read. Use what you learn to write a book talk to entice reluctant and struggling readers.

READ AND COLLECT READ-ALOUD TEXTS SHOWN IN AN ANNOTATED READING LOG

Read and make a collection of read-aloud texts. Listen to a minimum of 1 audio text. Document in a useful and practical annotated reading log. It is expected that your reading log will reflect a minimum of 30* read-aloud texts **per credit hour** or 30 hours of reading and documentation **per credit hour**.

*Text complexity matters. Reading rates vary. You may have fewer titles, but show you have read and documented for the expected number of hours per credit hour. Or you may have more titles, especially if you focus on picture books or excerpts from texts. This is the heart of the course. Make it work for you.

WRITE A REFLECTION PAPER. Synthesize what you have learned in *Read- Aloud!* *Motivate the Reluctant and Struggling Reader* from the work you have done for this course- text, outside research and writing, reading and collecting read-aloud texts and creating an annotated reading log. 1-2 page paper.

GRADE DISTRIBUTION AND SCALE:

I. TEXT	10 pts
II. OUTSIDE READING & WRITING ASSIGNMENTS	10 pts. per activity
III. ANNOTATED READING LOG	30 pts. per credit hour
III. REFLECTIVE ESSAY	10 pts.

Grade Scale:

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

PLEASE SEE BELOW FOR SPECIFIC GRADE POINT DISTRIBUTION FOR (1.0), (2.0), AND (3.0) SEMESTER CREDIT HOUR .

An individual syllabus to reflect grade point distribution for each (1.0), (2.0), and (3.0) semester credit hour is available upon request from: annegoiran@collegecoursesonline.com

The following shows the grade distribution and scale for each semester hour of credit. A syllabus is available on www.collegecoursesonline.com

GRADE DISTRIBUTION AND SCALE: READ-ALLOUD! (1.0)

Grade Distribution:

I. TEXT	10 pts.
II. OUTSIDE READING AND WRITING ASSIGNMENTS	10 pts.
III. ANNOTATED READING LOG	30 pts.
IV. REFLECTIVE ESSAY	10 pts.
TOTAL	60 pts.

Grade Scale:

A	91-100%	54-60 pts.
B	81-90%	49-53 pts.
C	71-80%	43-48 pts.
F	Less than 60 %	Less than 42 pts.

GRADE DISTRIBUTION AND SCALE: READ-ALOUD! (2.0)

Grade Distribution:

I. TEXT	10 pts.
II. OUTSIDE READING AND WRITING ASSIGNMENTS	20 pts.
III. ANNOTATED READING LOG	60 pts.
IV. REFLECTIVE ESSAY	10 pts.
TOTAL	100 pts

Grade Scale:

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

GRADE DISTRIBUTION AND SCALE: READ-ALOUD! (3.0)

Grade Distribution:

I. TEXT	10 pts
II. OUTSIDE READING & WRITING ASSIGNMENTS	40pts
III. ANNOTATED READING LOG	90 pts.
IV. REFLECTIVE ESSAY	10 pts.
TOTAL	150 pts.

Grade Scale:

A	91-100%	136 - 150 pts.
B	81-90%	121 - 135 pts.
C	71-80%	106 – 120 pts.
F	Less than 60 %	Less than 105 pts.

