

**SIMON FRASER UNIVERSITY**  
**Education 384-3 or 385-3 (E8.00)**  
**ST COMET FIELD-BASED IMPLEMENTATION:**  
**SUPPORTING EARLY READERS**

Fall Semester, 1994  
Location: Milner Education Centre  
          Glover Road  
          Langley  
Time: TBA

Instructor: Dr. Judith Scott  
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**PREREQUISITE:** Education 401/402 or equivalent and certified practising teacher, or permission of the faculty. Participants must have access to a school or classroom setting in which to undertake an educational project. Attendance at the summer institute is a prerequisite for fall course registration. Participants may have taken no more than one previous Comet course. Restricted to teachers of primary level students.

**COURSE DESCRIPTION:**

Comet field-based implementation courses combine examination of current educational theory and practice in a focus area with opportunities to implement an educational project in a school or classroom. These courses begin with at least 24 contact hours of intensive study led by a university-approved facilitator. This is followed by a semester of school-based action and independent research supported by field-based seminars or distance education contacts with the university facilitator. Comet courses examine both substantive issues in the focus area and processes of planning, implementation and evaluation. Assignments include critically thoughtful written responses to readings, a portfolio that is the focus for analysis of the individual's educational project, and a paper that evaluates outcomes and summarizes learning. The Faculty of Education has developed a handbook to guide students' project activities.

During the intensive study portion of the course each student designs a plan for the subsequent school-based project. The plan, including a selection of appropriate readings, must be negotiated with and approved by the university facilitator prior to registration for the following semester.

**Substantive Focus of this *Comet* Course:** This course analyzes current implementation programs for early reading. It focuses on the development of context-appropriate interventions for primary students, with particular emphasis on those identified as having early difficulties. The theoretical framework provided by this analysis, along with with participants' classroom observations of students, will be used as the basis for implementing and monitoring approaches to enhance students' early reading abilities.

**COURSE REQUIREMENTS:**

Participants in this course will:

- analyze current approaches for teaching reading to primary students;
- study context-appropriate interventions;
- conduct classroom observations and use data gathered to enhance the reading ability of all students, with particular emphasis on those having early difficulties;
- teach and monitor self-directing strategies for independent reading.

## **COURSE ACTIVITIES:**

- a. Attendance and participation in the summer institute;
- b. Completion of a project plan acceptable to the university facilitator;
- c. Implementation of the project in an educational setting;
- d. Completion of assignments as specified below:
  - i. Pre-reading assignment - Chapter 1 plus additional readings from Hiebert & Taylor text;
  - ii. Two hours of observation of a child having difficulty with early reading, using a designated structure, including samples of what the child is able to do;
  - iii. Ongoing professional journal integrating observations and responses to required readings;
  - iv. Portfolio documenting project and learning of both students and teacher participant;
  - v. Final paper showing evidence of integration of theory and practice.

## **EVALUATION:**

Students will be evaluated according to SFU grading guidelines. Assignments will be weighted as follows:

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|----------------------------------|-----|
| a. Pre-readings and observations | 25% |
| b. Journal                       | 25% |
| c. Portfolio                     | 25% |
| d. Final reflective summary      | 25% |

## **REQUIRED READINGS:**

Hiebert, E.H., & Taylor, B. (Eds.), (1994). *Getting reading right from the start*. Boston, MA: Allyn & Bacon.

B.C. Ministry of Education (1994). *Evaluating reading across curriculum*. Victoria, B.C.: Province of British Columbia.

Clay, M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.

Adams, M. J. (1991). *Beginning to read*. Cambridge, MA: MIT Press.

In addition to the above, students will complete and respond to other readings appropriate to the specific foci of their individual projects. The choice of readings will be selected from a course bibliography and negotiated with the university facilitator.