

SYLLABUS

Reading Instruction For Young Children

READ 3420

Spring, 2003

Instructor

David Reinking, Professor and Department Head
University of Georgia
Department of Reading Education
309 Aderhold Hall
Athens, GA 30602

Voice: 706-542-4623 (Number of Ms. Jennifer Guyton, Office Manager and Secretary)
E-mail: dreinkin@coe.uga.edu
FAX: 706-542-3817

Teaching Assistant

Barbara Bradley, Doctoral Student
University of Georgia
Department of Reading Education
314K Aderhold Hall
Athens, GA 30602

E-mail: bbradley@coe.uga.edu

Course Description

Catalog description: Principles and methods for teaching reading in the elementary school.

Communication

Outside of class, e-mail is the preferred mode of communication. Students are expected to check their e-mail regularly (typically at least once each day). If you have questions or concerns that require extended discussion, you may telephone or make an appointment. Please email a classmate for information if you miss class.

Texts and Required Readings

Required text: (**One** of the following as directed in UGA bookstore or during first class)

Leu, D.J., & Kinzer, C.K. (1999). *Effective literacy instruction* (4th Ed.). Upper Saddle River, NJ: Merrill.

Vacca, J. A., Vacca, R. T., & Gove, M.K. (2000). Reading and learning to read (4th Ed.). New York: Addison Wesley Longman.

Requirements

1. Attend class regularly and be prepared to participate actively in class activities. Students will sign a class roll each day class meets. Missing (or arriving after the roll has circulated) 4-6 classes will reduce the final grade one grade level (e.g., B to a C). Missing more than 6 classes, under any circumstances, will result in a grade of W, I, or F depending on the circumstances. With prior approval, some absences may be excused (e.g., to engage in a significant professional development activity). However, provision must be made to cover responsibilities during the absence as needed. Students should email the teaching assistant to explain absences, preferably before they occur.
2. Read and write a brief response to assigned chapters in one of the required texts. See **Appendix B** "Guidelines for Writing a Response to Chapters in Text."
3. Complete miscellaneous assignments related to topics under consideration.
4. Engage in professional development/leadership activities related to this course. See **Appendix C** "Professional Development Activities."
5. Achieve a C or higher on at least 1 of the 2 exams. See **Appendix D** "Information and Advice About Exams."
6. Serve on a class committee. See **Appendix E** "Explanation of and Charges for Class Committees."
7. Complete the field experience successfully including assigned activities. See **Appendix F** "Draft of Field Experience Requirements." Missing more than 3 days of field experience may result in a lower grade or a grade of W, I, or F.
8. Prepare a notebook/portfolio related to class activities. See **Appendix G** "Guidelines for Notebook/Portfolio."

Weight of Requirements for Determining Final Grade

Exams 45% (midterm 20%; final 25%)

Committee Work 15%

Notebook 30% (includes assignments, field experience, and professional development activities)

Miscellaneous 10% (subjective assessment of factors such as involvement and contribution, preparedness, professionalism, initiative, punctuality, common sense, cooperativeness, adaptability, inclusiveness, follow through, sense of responsibility, rapport with others, cooperativeness, etc.)

Note. See Appendices D and E for more information about evaluation and grading.

Guidelines for Allotting Time For This Course

This is a 3 semester-hour course. A common and widely accepted expectation for courses receiving university credit is that the typical student seeking an average grade will devote approximately 2 hours in outside-of-class activities for each hour in class. Consistent with that expectation, the following are estimated **weekly averages** that students in this course are recommended to allot for each evaluated component of the course:

Attending class: 3 hours (actually 150 minutes or 2.5 hours)
Reading and writing a reaction to assigned chapter(s) in text: 2 hours
Professional development activity: 1 hour
Committee Work: 1 hour
Reviewing class notes and preparing for exams .5
Weekly assignments: 1 hour
Preparing notebook: .5 hour
Total: 9 hours/week (3 hours in class and 6 outside of class)

Note. These estimates are averages that will vary depending on the week. They also depend on a particular student's strengths and level of efficiency. Some students may need to spend more than the recommended time on these activities, especially those seeking an A. During the field-based component of the course, students will be in the schools for approximately 30 hours a week in conjunction with five 3-credit hour courses, which includes time to work on field-based requirements. Given the standard expectations of time required for five courses, a total of approximately 15 hours a week are available outside of the field experience for working on activities related to these courses (3 hours per course per week).

Guidelines for Maintaining a Professional and Courteous Environment During Class

Students are asked to refrain from behaviors that detract from a professional and courteous environment during class meetings. Such behaviors include using a cell phone (please turn it off when you come to class); eating; obvious disengagement (e.g., sleeping, reading a newspaper); rude, intolerant, or otherwise disruptive comments; whining and complaining; audio or video recording without prior notification; and chronic tardiness.

Coarse Colander
(i.e., a course schedule that is rough and full of holes)
Version 1.0

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Note the following:

- Assignments should be completed before the subsequent class meeting.
- LK = Leu and Kinzer text; VVG = Vacca, Vacca, and Gove Text

date class# topic/assigned activities and readings

Jan.

9	(1)	<i>Course frameworks and expectations</i> Assignment: Complete assignment 1; read/respond to Chapter 1 in LK or VVG
14	(2)	Topic: <i>Course frameworks (cont.) & The nature of reading</i> Assignment: Read/respond to Chapter 2 in VVG or Chapters 2-3 in LK. Complete "beliefs about reading" activity and write a personal reading history. Complete the "shipwrecked" activity.
16	(3)	Topic: <i>Nature of Reading (cont.)</i> <i>(Your) beliefs about reading and how it should be taught</i> Assignment: Read/respond to Chpts. 3-4 in VVG or Chpt. 6 in LK
17		Suggested day for initial committee meetings (to be scheduled)
21	(4)	Topic: <i>Foundations of literacy and emergent literacy</i> Assignment: Prepare committee report
23	(5)	Topic: Assignment:
28	(6)	Topic: Assignment:
30	(7)	Topic: Assignment:

4	(8)	Topic: Assignment:
6	(9)	Topic: Assignment:
11	(10)	Topic: Assignment:
12		Optional study session for exam (time and place to be announced)
13	(11)	Midterm Exam Submit notebook for formative feedback? (optional) Assignment:
17		Field Experience Begins
March		
14		Field Experience Ends
17-21		UGA Spring break
25	(12)	Topic: Assignment:
27	(13)	Topic: Assignment:
April		
1	(14)	Topic: Assignment:
3	(15)	Topic: Assignment:
8	(16)	Topic: Assignment:

10	(17)	Topic: Assignment:
15	(18)	Topic: Assignment:
17	(19)	Topic: Assignment:
22	(20)	Topic: Assignment:
24	(21)	Notebooks due in Reading Department by 5pm.
29	(22)	Course and Committee Evaluations Optional study session for exam (time, date, location to be arranged) Final Exam (time, date, location to be arranged)

Topics and associated readings in order (readings for a subsequent topic will typically be assigned as soon as the previous topic is completed):

Word recognition and identification

Reading: Chpt. 5 in VVG or Chapter 7 in LK

Reading fluency and oral reading

Reading: Chpt. 6 in VVG

(will be made available for those who have the LK book)

Reading comprehension

Reading: Chpt. 7 in VVG or Chpt. 9 in LK

Developing meaning vocabulary

Reading: Chpt. 8 in either VVG or LK

Basal reading series and instructional materials

Reading: Chpt. 11 in VVG or re-read Chpt. 2 in LK

Reading to learn in the content areas

Reading: Chpt. 12 in VVG or Chpt. 10 in LK

Connecting reading and writing

Reading: Chpt. 9 in VVG or Chpt. 5 in LK

Building interest in reading and using children's literature

Reading: Chpt. 10 in VVG or Chpt. 4 in LK

Organizing and managing reading instruction

Reading: Chpt. 15 in VVG or Chpt. 13 in LK

Using new technologies in the teaching of reading

Reading: Chpt. 14 in LK (copies will be provided for those who have the VVG book)

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