

THE UNIVERSITY OF GEORGIA
College of Education
Department of Language and Literacy Education – Reading Program Area
Course Outline for READ 3420 - “Reading Instruction in the Elementary School”*

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Overview of the Course

READ 3420, “Reading Instruction in the Elementary School,” is a course on the “principles and methods for teaching reading in the elementary school” (*UGA Bulletin*) to general education students in Preschool to Grade 5. READ 3420 addresses foundational aspects of reading instruction and basic strategies for teaching young children to identify words, read fluently, develop a reading vocabulary, comprehend text, and learn from textual material. This is a special online section of READ 3420 for undergraduate Special Education students. Although the perspective for this course is general education, issues related to providing reading instruction for students in special education will be considered.

Course Prerequisites

For enrollment and success in READ 3420, students must have (a) frequent and reliable access to a computer with Internet access (a high-speed connection is highly desirable), (b) a UGA MyID, and (c) reasonable proficiency with a computer, including using email and word-processing programs.

Required Textbook

Literacy for the 21st Century: A Balanced Approach (4th edition, 2006) by Gail E. Tompkins and published by Pearson Merrill Prentice Hall (ISBN 0-13-119076-8). If you have not purchased your textbook yet, please purchase the text promptly, for you will need to read and respond to a portion of it during the first Module. **Please note:** There is a DVD that accompanies this book, which you will be required to view. If you purchase a used copy of this text, please make certain that it contains the accompanying DVD.

Course Objectives

The objectives of READ 3420 are to:

- begin to acquire an understanding of the significant responsibilities teachers have and the issues they face when teaching young children to read;
- learn about current research, theoretical issues, and pragmatic topics associated with creating an effective and successful elementary reading instruction program; and
- begin to develop the knowledge of and ability to apply sound reading instruction practices.

* Please read this course outline carefully and thoroughly, for READ 3420 students are responsible for being aware of, understanding, and complying with the details of all course requirements and procedures as specified in this outline, any updates to it, and all information on the READ 3420 WebCT site. Please ask your instructor if you have questions or are unclear about any course requirement or procedure. Also, please note that the course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary. .

Course Requirements

There are 6 course requirements as follows:

1. Participation and Professionalism. The online environment requires class participation and professionalism just as much as an on-campus course. Therefore, you are required to adhere to participation and professionalism requirements, including participating in discussions, responding to queries and requests from your instructor, and maintaining a professional educator stance in all course requirements and web-based interactions.

2. Responses to Course Materials. This requirement involves reading, viewing, and/or listening to course materials and then preparing a response to submit through WebCT. Course materials include:

- A. The required textbook: *Literacy for the 21st Century: A Balanced Approach* (4th edition, 2006) by Gail E. Tompkins and published by Pearson Merrill Prentice Hall (ISBN 0-13- 119076-8).
- B. The DVD accompanying *Literacy for the 21st Century: A Balanced Approach*, which is labeled “Instructional Procedures: Scenes from the Compendium.”
- C. Recorded PowerPoint (PP) presentations that present module lectures through PP slides and an accompanying voice-over narrative by your instructor.
- D. Articles in pdf format that are in compliance with “fair use,” as specified by the 1976 US Copyright Act and the 2002 TEACH Act.
- E. Internet documents and class handouts in pdf format.

You are required to make written responses for each module. Each response will cover readings, viewings, and/or materials listened to as specified on the “Content Calendar” in this course outline and as listed on each “Module Overview.” Response topics, formats, and options are specified in each “Module Overview” and must be posted by the specified deadlines.

3. Discussion Boards. There will be 7 Discussion Boards, one each for Modules 1-7. This requires you to compose and post comments and responses to the course discussion boards. This forum is intended to replicate the in-class discussions that take place during on-campus courses and to provide peer interaction and learning that is crucial for understanding and learning of course material. Specifically, your instructor will provide a topic, question, short reading, or problem for each Module, and you are required to:

- A. Make an initial, substantive post as described within the Module.
- B. Respond directly and specifically at least once to a classmate’s initial post.
- C. Respond thoughtfully and substantively to classmates’ responses to your posts.

4. Reading Lessons. This requirement will have you plan for, implement, and evaluate 4 reading lessons within your accompanying SPED Practicum. The purpose of these lessons is to provide you opportunities to apply knowledge, content, and strategies presented in the modules. These lessons will address the following topics: (1) reading aloud; (2) reading words (e.g., phonemic awareness, phonics, sight vocabulary, or other word identification strategies), (3) vocabulary, and

(4) comprehension. **Note:** If your practicum does not place you in an elementary age environment, there will be options for you to implement these reading lessons with older students in middle or high school, or in other educational contexts or settings.

5. Resource Portfolio: This requirement is a cooperative class project. During this project, the class will build a portfolio of teaching activities. It is important that teachers have a readily available repertoire of ideas to use during their reading instruction. This requirement gives you opportunities to examine a variety of sources for teaching activities that you can use to teach, reinforces, and/or enrich what students are learning during reading instruction. Templates will be used for writing up the activities. You will submit one activity for each section of the portfolio: (a) Story Time Reading Aloud, (b) Reading Words, (c) Vocabulary, (d) Comprehension, and (e) Teaching with Technology. The portfolio activities will be posted and available for members of the class.

6. Final Examination. There will be a final, cumulative examination that requires you to demonstrate both (a) factual knowledge of course content and (b) application of course information by applying it to problems and issues typically faced by early childhood reading/literacy teachers.

Additional Information

Email: Please use the WebCT email for all **one-to-one** communications with your instructor and others in the course. Please do not use other email accounts or addresses because it is important to have all course-related communications centralized and readily accessible for everyone. Therefore, if you have **individual** questions for your instructor or if you wish to communicate with other persons in the course, please use the WebCT email function. Please demonstrate professionalism, clarity, and efficiency in all course emails, including a clear subject line and a succinct message. For example, you might use a numbered set of points for several queries in an email as follows:

Send to:	Mary Love
Subject:	Questions about phonemic awareness
Message:	<p>Dear Dr. Love:</p> <p>I have read all the materials related to phonemic awareness, but I have two questions about this topic:</p> <ol style="list-style-type: none"> 1. Is phonemic awareness only an oral strategy, or can it also involve printed letters and words? 2. Could you please explain the difference between sound isolation and sound-segmentation activities for teaching phonemic awareness? <p>Thank you in advance for your response.</p> <p>Reed A. Lot</p>

Discussion Boards: In contrast to email, the discussion boards will be used for **group** communications for either the whole class or groups of students within the class. There will be at

least 4 types of discussion boards used this semester as follows (others may be added if needed):

- **Module Discussions:** These will be topic-specific discussion boards that correspond to each module. There will be multiple boards for each module, dividing the class into smaller groups (e.g., “Group A,” “Group B,” etc.) to promote more personalized discussions. For example, the board for the first module for Group A is labeled “Module 1: Foundations – Group A.” You will post your comments and replies on these boards to the discussion topic specified by your instructor for each module.
- **General Group Comments:** This board will be for brief announcements, comments, or questions by class members to the rest of the class.
- **Introductions:** We will use this board for introducing ourselves at the beginning of the semester.
- **Instructor’s Announcements Only:** This is a place where general course announcements will be posted. Please do not post to or respond to this board.

Due Dates: Your work is **due on or before the closing date for each module**. This includes Responses to Course Materials, Reading Lessons, and all but one Discussion Board post. Regarding the latter, to allow time for follow-up responses, **please make your initial post to each discussion board by the date indicated in each “Module Overview”**. The Resource Portfolio is an on-going project. Your teaching activities for the five sections of the portfolio may be submitted during the semester as you find and write them up. All Resource Portfolio activities are **due no later than Nov. 21st**. Your enrollment in this course indicates that it is a high priority and you commit to the work and work schedule. Therefore, points will be deducted for late work (2 points will be deducted for each day an assignment is late). The only exceptions to this policy will be at the discretion of the instructor for extraordinary circumstances.

Checking for Updates and Announcements: Please log on to WebCT for READ 3420 **regularly so** that you are aware of announcements and keep up with discussion boards and other course activities. You are responsible for checking course information in order to remain informed of possible changes and updates regarding course content, the schedule, due dates, and so forth.

Preparation of Written Work: This is an upper-division university course, so you are expected to exhibit competence in your written work. This applies to emails, discussion boards, and all work submitted. Consequently, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines are expected. If you need assistance with academic writing, you are encouraged to avail yourself of services provided online by the UGA Writing Center (<http://www.english.uga.edu/writingcenter/home.html>).

Academic Honesty: All academic work must meet the standards in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. The UGA “Academic Honesty Policy (A Culture of Honesty)” can be found at <http://www.uga.edu/ovpr/honesty/acadhon.htm>.

Disabilities and Health-Related Issues: Students with a disability or health-related issue who need a class accommodation should contact the instructor as soon as possible.

General Plan: The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

Grades

Work evaluation criteria and grading standards for course requirements are as follows:

Requirement	Total Points	Evaluation Criteria and Point Distribution
1. Participation and Professionalism [Graded twice, once each after Modules 4 and 8]	32 points [16 points for each of 2 gradings]	A. Participation and completion of modules = 8 points B. Professionalism is demonstrated in web-based interactions = 8 points
2. Responses to Course Materials [Graded after each Module]	80 points [10 points for each of 8 gradings]	A. Complying with specific response format = 2 points B. Addressing directly the specific questions posed or tasks required = 2 points C. Responding thoroughly, thoughtfully, insightfully to questions or tasks = 4 points D. Using proper grammar, mechanics, usage, and spelling in responses = 2 points
3. Discussion Boards [Graded after each module]	56 points [8 points for each module]	A. Making the three different types of posts to each module discussion board = 3 points B. Addressing directly the specific topics posed for each module discussion board = 2 points C. Providing thoughtful, substantively important, and relevant posts to each module discussion board using proper grammar, mechanics, usage, and spelling = 3 points
4. Reading Lessons [Graded for each of 4 lessons]	60 points [15 points for each lesson]	A. Complete background information = 1 point B. Clear, appropriate cognitive & affective objectives = 3 points C. Necessary materials are listed and patterns are included if necessary = 2 points D. Clear, complete, pedagogically sound instructional procedures using proper grammar, mechanics, usage, neatness, spelling = 4 points E. Thoughtful, insightful student learning and reflective evaluation of your teaching = 5 points

5. Resource Portfolio [Graded for each portfolio section]	25 points [5 points for each activity]	A. Source information for the activity is complete = 1 point B. Necessary materials are listed and patterns are included if needed = 2 points C. Clear, complete instructions using proper grammar, mechanics, usage, neatness, and spelling are given= 2 points
6. Final Examination:	47 points	
Total Possible Points	300 points	

Grading Process: A course grade for READ 3420 will be determined by computing a final point total (0-300), which will be converted to a final grade. The following table presents the possible course grades (note that there is a new UGA plus/minus grading system), the corresponding university standards for each grade, the READ 3420 Percent Score Range for each grade, and the READ 3420 Point Totals for each percent range.

For example, if you earned a course point total of 281, which is in the 91-95% range, this would convert to a course grade of A-. You may also use this table to determine the letter grade associated with a specific course assignment. For example, if you earned 8 points for the first Response to Course Materials, each of which is worth 10 points, this would equate to 80% (i.e., 9/10), which would be in the B- range (76-80%). According to the *UGA Bulletin* the UGA grading systems assigns the following quality labels to grades: A and A- are *Excellent*; B+, B, and B- are *Good*; C+, C, and C- are *Satisfactory*; D is *Passing*; and F is *Failure* (see <http://bulletin.uga.edu/bulletin/ind/grades4.html>). These same quality labels should be used to interpret grades on course requirements and the course final grade.

Grading Procedure

Course Grade	University GPA Standard	3420 Percent Score Range	3420 Point Totals
A	4.0	96-100	288-300
A-	3.7	91-95	273-287
B+	3.3	86-90	258-272
B	3.0	81-85	243-257
B-	2.7	76-80	228-242
C+	2.3	71-75	213-227
C	2.0	66-70	198-212
C-	1.7	61-65	183-197
D	1.0	56-60	168-182
F	0.0	0-55	0-167

Content Calendar*

Module # & Dates	Module Topics	Readings/Viewings & Work Due
Module 1 Aug.16 – Aug. 31	Foundations of Reading Instruction <ul style="list-style-type: none"> • Personal philosophy of reading instruction • Definitions of reading and literacy • Models of the reading process • A balanced (Immersion & Instruction) view of reading instruction • Motivation and reading • Reading aloud and literacy development 	<ul style="list-style-type: none"> • Read Chapter 1 of <i>Literacy for the 21st Century (L21C)</i> • Read “Why Reading to Children is Important,” Susan L. Hall & Louisa C. Moats, <i>American Educator</i>, Spring 2000, pp. 26-33. • View and listen to the recorded PowerPoint Lecture for Module 1 • View the DVD segment titled “KWL” and the corresponding section in <i>L21C</i> • View the DVD segment titled “Guided Reading” and the corresponding section in <i>L21C</i> <p>Due: Post to “Introductions” discussion board by 8/21</p> <p>Due: Responses to Course Materials 1 by 8/31</p> <p>Due: Discussion Posts 1 (initial post by 8/24 and completed by 8/31)</p>
Module 2 Sept. 1 – Sept. 14	Teaching Young Readers & Writers <ul style="list-style-type: none"> • The reading/writing process • An emergent literacy view • Shared reading • Interactive writing • The language experience approach • Phonemic awareness: what is it and how to teach it 	<ul style="list-style-type: none"> • Read Chapters 2 & 3 of <i>L21C</i> • Read “Phonemic Awareness Instruction” section of <i>Put Reading First</i> booklet View HTML Download PDF • View and listen to the recorded PowerPoint Lecture for Module 2 • View the DVD segment titled “Shared Reading” and the corresponding section in <i>L21C</i> • View the DVD segment titled “Interactive Writing” and the corresponding section in <i>L21C</i> <p>Due: Responses to Course Materials 2 by 9/14</p> <p>Due: Discussion Posts 2 (initial by 9/7 and completed by 9/14)</p>
Module 3 Sept. 15 – Sept. 28	Reading Words <ul style="list-style-type: none"> • Phonics: what is it and how to teach it • Spelling & reading development 	<ul style="list-style-type: none"> • Read Chapter 4 of <i>L21C</i> • Read “Phonics Instruction” section of <i>Put Reading First</i> booklet View HTML Download PDF • Read “Saying the ‘P’ Word: Nine Guidelines for Exemplary Phonics Instruction,” Steven A. Stahl, <i>The Reading Teacher</i>, April 1992, Vol.45 Issue 8, pp. 618-625.

*Please Note: The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

<p>(Module 3)</p>		<ul style="list-style-type: none"> • View and listen to the recorded PowerPoint Lecture for Module 3 • View the DVD segment titled “Making Words” and the corresponding section in <i>L21C</i> • View the DVD segment titled “Word Walls (High Frequency)” and the corresponding section in <i>L21C</i> <p>Due: Responses to Course Materials 3 by 9/28</p> <p>Due: Discussion Posts 3 (initial by 9/21 and completed by 9/28)</p> <p>Due: Reading Lesson 1: Reading Aloud by 9/28</p>
<p>Module 4 Sept. 29 – Oct. 12</p>	<p>Reading Fluency and Vocabulary</p> <ul style="list-style-type: none"> • Reading fluency: what, why, and how • High-frequency words: what they are and how to teach them • Vocabulary and its relationship to comprehension • Strategies for teaching word meanings • Word-structure and context-clue instruction 	<ul style="list-style-type: none"> • Read Chapters 5 & 6 of <i>L21C</i> • Read “Fluency Instruction” section of <i>Put Reading First</i> booklet View HTML Download PDF • Read “Vocabulary Instruction” section of <i>Put Reading First</i> booklet View HTML Download PDF • View and listen to the recorded PowerPoint Lecture for Module 4 • View the DVD segment titled “Word Walls (Vocabulary)” and the corresponding section in <i>L21C</i> • View the DVD segment titled “Word Sorts” and the corresponding section in <i>L21C</i> <p>Due: Responses to Course Materials 4 by 10/12</p> <p>Due: Discussion Posts 4 (initial by 10/5 and completed by 10/12)</p> <p>Due: Reading Lesson 2: Reading Words by 10/12</p> <p>Due: First grading of Participation and Professionalism</p>
<p>Module 5 Oct. 13 – Oct. 26</p>	<p>Comprehension & Subject-Matter Reading</p> <ul style="list-style-type: none"> • Comprehension processes • Comprehension strategy instruction • Different text genres and comprehension • Reading and learning from content area textbooks 	<ul style="list-style-type: none"> • Read Chapters 7 & 8 of <i>L21C</i> • Read “Text Comprehension Instruction” section of <i>Put Reading First</i> booklet View HTML Download PDF • View and listen to the recorded PowerPoint Lecture for Module 5 • View the DVD segment titled “Grand Conversations” and the corresponding section in <i>L21C</i> • View the DVD segment titled

		<p>“Instructional Conversations” and the corresponding section in <i>L21C</i></p> <p>Due: Responses to Course Materials 5 by 10/26</p> <p>Due: Discussion Posts 5 (initial by 10/19 and completed by 10/26)</p> <p>Due: Reading Lesson 3: Vocabulary due 10/26</p>
<p>Module 6 Oct. 27 – Nov. 9</p>	<p>Reading Assessment</p> <ul style="list-style-type: none"> • Literacy assessment tools and uses • Standardized and informal reading/literacy assessments • Portfolios in the classroom 	<ul style="list-style-type: none"> • Read Chapter 9 of <i>L21C</i> • View and listen to the recorded PowerPoint Lecture for Module 6 <p>Due: Responses to Course Materials 6 by 11/9</p> <p>Due: Discussion Posts 6 (initial by 11/2 and completed by 11/9)</p> <p>Due: Reading Lesson 4: Comprehension due by 11/9</p>
<p>Module 7 Nov. 10 – Nov. 23</p>	<p>Technology & Literacy</p> <ul style="list-style-type: none"> • Technology tools and their uses <p>Organizing for Literacy Instruction I</p> <ul style="list-style-type: none"> • Using basal reading textbooks • Using reading/writing workshop 	<ul style="list-style-type: none"> • Read Chapters 10 & 13 of <i>L21C</i> • View and listen to the recorded PowerPoint Lecture for Module 7 <p>Due: Responses to Course Materials 7 by 11/23</p> <p>Due: Discussion Posts 7 (initial by 11/16 and completed by 11/23)</p>
<p>Module 8 Nov. 24 – Dec. 5</p>	<p>Diversity & Literacy</p> <ul style="list-style-type: none"> • Acknowledging and building on students’ cultural knowledge • Supporting English learners’ reading development <p>Organizing for Literacy Instruction II</p> <ul style="list-style-type: none"> • Using literature focus units • Using literature circles 	<ul style="list-style-type: none"> • Read Chapters 11 & 12 of <i>L21C</i> <p>Due: Responses to Course Materials 8 by 12/5</p> <p>Due: Second grading of Participation and Professionalism</p>
<p>Semester Conclusion:</p>	<p>Final Activities</p> <ul style="list-style-type: none"> • Final exam • Course evaluation 	<p>Due: Final Exam due <u>no later than</u> 12/11</p> <p>Due: Date will be announced</p>