

THE UNIVERSITY OF GEORGIA
College of Education - Department of
Language & Literacy Education
Course Syllabus for READ 3420* - "Reading Instruction in the Elementary School"
Fall Semester, 2008

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Course Overview

This course will examine principles and methods for teaching reading in the elementary school. READ 3430 is meant to provide an overview of reading theories, practices, materials, and issues.

Course Objectives

The READ 3420 involves a continuum of information and experiences designed to prepare teachers to create and implement quality reading instruction programs to classes of diverse children. In concert with International Reading Association Standards for Reading Professionals (2003), and the corresponding standards listed in parentheses, the course objectives for READ 3420 are that pre-service teachers:

1. will "have knowledge of the foundations of reading and writing processes and instruction" (GSTEP-1, 5; NCATE 1, 4);
2. will recognize "a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction" (GSTEP-1, 2, 5; NCATE 1, 4);
3. will recognize "practices to plan and evaluate effective reading instruction" (GSTEP-1, 2, 4; NCATE 1, 4);
4. will "create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments" (GSTEP-1, 3; NCATE 1, 4);
5. will "view professional development as a career-long effort and responsibility" (GSTEP-2, 5, 6; NCATE 1, 4).

Required Materials

Cunningham, P. M. (2009). *Phonics they use: Words for reading and writing*. Boston: Pearson
Fountas, I. C. & Pinnell, G. S. (2000). *Guiding readers and writers: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann
Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension to enhance understanding*. Portland, ME: Stenhouse
McKenna, M. & Stahl, S. A. (2003). *Assessment for Reading Instruction*. New York: Guilford Press.
Opitz, M. F. (2007) *Don't Speed. READ! 12 steps to smart and sensible fluency instruction*. New York: Scholastic
Wilde, S. (2000). *Miscue analysis made easy: Building on student strengths*. Portsmouth, NH: Heinemann

Readings – available electronically on WebCT, an online communication tool that will be used weekly. Reference list of readings available on page 8 of this syllabus.

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Policies and Procedures

Attendance Policy

Class attendance is crucial toward students' understanding of course material. You can miss one class period for any reason without consequence, and no excuses are needed. If you miss two class periods, your final grade may be lowered by one letter grade (i.e. you will lose ten points), at my discretion. If you miss three class periods or more, you may be asked to withdraw from the course, at my discretion.

Lateness of Work Policy

Related to the issue of professionalism, late work is regarded as evidence that course requirements are not being taken seriously. Late work will be reduced 10% each of the first two days after the due date. After two days, the assignments may not be accepted, at my discretion.

Preparation of Written Work

Regarding formatting of more formal assignments (I will let you know which these are), certain written work should be typed and double-spaced with 12-point font and one-inch margins. In most cases, APA (5th ed.) guidelines should be followed. Please do not use page protectors or submit work in binders or notebooks. Staple pages together and submit.

Substance is the primary criterion for evaluating and grading your written products in this course. In other words, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grades on written work. However, *how* you express yourself in writing (i.e., the form of the written work) will also be used to evaluate your products. Therefore, correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines will also be part of the grading process. Prospective teachers must be able to express themselves in writing clearly and cogently, so both substance and style will factor into grading your work.

Academic Honesty

All academic work must meet the standards contained in "A Culture of Honesty: Policy on Academic Honesty," which can be found at http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm. Each student is responsible to be informed about those standards before performing any academic work.

Accommodations

According to the UGA Academic Affairs Handbook, students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor during regular office hours or by appointment.

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Course Requirements and Assessments

- 1. Professionalism (Objective 5)** – Because this class is geared toward your professional development, you will earn approx. one point for each week of the semester for exhibiting the professionalism expected of educators, described as: criteria to be determined on the first day of class by students & instructor and to be listed below. *12 points* Due date: Ongoing

Paste professionalism criteria here.

Assessed by observation & anecdotal notes taken by instructor during class:

Sarah June 18 th __Present __Late __Left Early Sarah was attentive for most of the class. She participated frequently in whole group and in small group.	Emily June 18 th __Present __Late __Left Early Emily arrived late and nodded off during most of the class. She huffed and rolled her eyes when I explained the class requirements.	Daniel June 18 th __Present __Late __Left Early Daniel kept quiet throughout the class but appeared attentive. He participated in small group by offering to take notes.	Nicole June 18 th __Present __Late __Left Early Nicole arranged to speak with me during my office hours about her case study. She offered questions and suggestions in whole group.
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- 2. Dialogue Journal (Objective 3)** – As part of your performance in being a reflective practitioner, you will earn three points for a weekly assignment. Students will be placed in 2 groups (Group A and Group B). The weekly schedule will be as follows:

Dates	Group A	Group B
Aug. 31 st & Sept. 4 th	Post response to WebCT by Sun., Aug. 31 st at _____ p.m. on readings from Aug. 28 th .	Read 2-3 responses; responsible for discussion on Thurs., Sept. 4 th .
Sept 7 th & 11 th	Read 2-3 responses; responsible for discussion on Thurs., Sept. 11 th .	Post response to WebCT by Sun., Sept 7 th at _____ p.m. on readings from Sept. 4 th .
Oct. 19 th & 23 rd	Post response to WebCT by Sun., Oct. 19 th at _____ p.m. on readings from Oct. 16 th .	Read 2-3 responses; responsible for discussion on Thurs., Oct. 23 rd .
Oct. 26 th & 30 th	Read 2-3 responses; responsible for discussion on Thurs., Oct 30 th .	Post response to WebCT by Sun., Oct 26 th at _____ p.m. on readings from Oct. 23 rd .
Nov. 2 nd & 6 th	Post response to WebCT by Sun., Nov. 2 nd at _____ p.m. on readings from Oct. 30 th .	Read 2-3 responses; responsible for discussion on Thurs., Nov. 6 th .
Nov. 9 th & 13 th	Read 2-3 responses; responsible for discussion on Thurs., Nov 13 th .	Post response to WebCT by Sun., Nov. 9 th at _____ p.m. on readings from Nov. 6 th .

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For example, on Sunday, Aug. 31st by ____ p.m. **Group A** will post a response to the readings from August 28th. The response should not take longer than 10-15 minutes to write but responses will be graded according to the following checklist criteria:

- _____ Reflection includes pertinent references to weekly readings indicating student has a constructed meaning from the text.
- _____ Reflection incorporates events from that day’s class or that week’s field experience.
- _____ Reflection shows that student has thought about the complexities of education in a personal way.

Satisfying all three criteria will earn 3 points, two criteria 2 points, and 1 criterion 1 point.

Group B will be responsible for reading 2-3 responses from classmates and using those responses to guide the class discussion on Thursday, September 4th. Group B members can offer an opinion on a response, explain how a response pushed their thinking, ask a question about a response, etc. Although the discussion is not planned, Group B individuals are expected to think of some potential themes that will develop our learning as a class. An individual’s performance will be graded according to the following checklist criteria:

- _____ Contribution includes references to the reading and classmates’ responses.
- _____ Contribution to the discussion incorporated a personal viewpoint on the readings and responses.
- _____ Contribution enriched the class discussion and encouraged others’ learning.

Satisfying all three criteria will earn 2 points, two criteria 2 points, and 1 criterion 1 point.

18 points

Due date: weekly (Sun. & Thurs.)

3. Read Aloud (Objectives 1-4) – In partnerships, you will demonstrate a read aloud (10-15 min.) to the class. The delivery will be split in half. You will turn in an APA reference and annotated bibliography. Planning will be done together, and assessment will be for the project as a whole. There will be some follow-up with this project for the Resource Notebook.

20 points

Due date: Sign-up by Nov. 13th)

Read Aloud Holistic Rubric 10 points total	
10 (100%)	Reader conveyed a clear & appropriate purpose for a specific audience. Reader used attention signal and set the atmosphere for the event. Reader physically positioned self & material(s) for optimal engagement. Reader appeared prepared and was conscious of time.
8.6 (86%)	Reader conveyed a purpose for a specific audience. Reader used attention signal. Reader’s physical position and material manipulation was adequate. Reader appeared adequately prepared.
7.57 (75.7%)	Reader conveyed a vague purpose for a non-specific audience. Reader used attention signal. Reader’s physical position and material(s) did not interfere with read aloud. Reader needed to be better prepared and monitor time better.
6.19 (61.9%)	Reader conveyed no purpose for the read aloud. Reader did not adequately prepare audience. Reader gave little to no attention to physical position. Reader was not prepared.
Total Score Earned	

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4. Strategy Presentation (Objectives 1-5) – Because a professional elementary teacher needs to develop a rationale about literacy and delivery literacy instruction based on that rationale, you may find that you need to justify your instructional choices. You will extend the content of our class readings by selecting a comprehension strategy that you or your group would like to learn about then possibly implement in your own classroom. You will submit a project proposal to the instructor about two weeks before the project is due. *20 points* Due date: Nov. 20th

Process (project proposal) assessed using a checklist:

_____ Group submitted the text book series, publisher, and grade level of textbook.

Product (literature project) assessed using an analytic rubric:

trait/score	4	3	2	1	Points
Rationale (supported by with literature)	Group presented a highly effective rationale for comprehension strategy. (The rationale was cohesive and appropriate considering the topic.)	Group portrayed an effective rationale for comprehension strategy.	Group portrayed a moderately effective rationale for comprehension strategy.	Group portrayed an ineffective rationale for comprehension strategy.	=
Audience - administration	Group's presentation of benefits of comprehension strategy was highly effective. (The presentation was insightful in directing the information toward the needs/agenda of the chosen audience.)	Group's presentation of benefits of comprehension strategy was generally effective.	Group's presentation of benefits of comprehension strategy was moderately effective.	Group's presentation of benefits of comprehension strategy was ineffective.	÷2 =
Audience - parents	Group's presentation of benefits of comprehension strategy was highly effective. (The presentation was insightful in directing the information toward the needs/agenda of the chosen audience.)	Group's presentation of benefits of comprehension strategy was generally effective.	Group's presentation of benefits of comprehension strategy was moderately effective.	Group's presentation of benefits of comprehension strategy was ineffective.	÷2 =

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Audience - students	Group's presentation of benefits of comprehension strategy was highly effective. (The presentation was insightful in directing the information toward the needs/agenda of the chosen audience.)	Group's presentation of benefits of comprehension strategy was generally effective.	Group's presentation of benefits of comprehension strategy was moderately effective.	Group's presentation of benefits of comprehension strategy was ineffective.	÷2 =
Audience – other teachers	Group's presentation of benefits of comprehension strategy was highly effective. (The presentation was insightful in directing the information toward the needs/agenda of the chosen audience.)	Group's presentation of benefits of comprehension strategy was generally effective.	Group's presentation of benefits of comprehension strategy was moderately effective.	Group's presentation of benefits of comprehension strategy was ineffective.	÷2 =
Presentation	Presentation delivery was highly effective. (Group showed a proficient use of time and design to give a well-crafted presentation.)	Presentation delivery was effective.	Presentation delivery was moderately effective.	Presentation delivery was ineffective.	=
Explanation	Explanation of comprehension strategy is exceptionally clear.	Explanation of comprehension strategy is generally clear and can be followed.	Explanation of comprehension strategy lacks clarity and is difficult to follow.	Explanation of comprehension strategy is unclear and impossible to follow.	=
Accuracy	Presentation of comprehension strategy is accurate with no errors based on rationale.	Presentation of comprehension strategy is accurate with minor errors based on rationale.	Presentation of comprehension strategy has notable errors based on rationale.	Presentation of literacy has significant errors based on rationale.	=

This 24 point rubric will be converted to a 20 point scale using the conversion charts at <http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/>

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5. Field Experience Exploration (Objectives 1-5) – To document your field experience, practice new skills, and develop your thinking about reading instruction, you will individually complete an exploratory project that will document the following: 1) Read Aloud (annotated bibliography & reflection), 2) Minilesson (lesson & reflection), 3) 45 min. observation of mentor teacher's reading instruction, 4) Reading model 1 (your choice) sketch, 5) Reading model 2 (your choice) sketch. *30 points* Due date: Dec. 4th

Assessed using a point allocated checklist:

_____ Read Aloud = 2.5 points

_____ annotated bibliography = APA citation and summary (1 pts.)

_____ reflection (1.5 pts.)

_____ Rationale of literacy instruction = 4.5 points

_____ Rationale statement(s) (1.5 pts.)

_____ Support from literature (3 pts.)

_____ Observation of reading instruction with detailed notes (30 min.) = 5 points

_____ Reading model 1 sketch = 9 points

_____ Floor plan (2 pts.)

_____ Materials (2 pts.)

_____ Week Schedule (2 pts.)

_____ Strengths & Challenges (3 pts.)

_____ Reading model 2 sketch = 9 points

_____ Floor plan (2 pts.)

_____ Materials (2 pts.)

_____ Week Schedule (2 pts.)

_____ Strengths & Challenges (3 pts.)

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Grades

The point distribution and assessment tools for course requirements are as follows:

Requirement	Total Points	Assessment Tool	Due date
1. <i>Professionalism</i>	12 points	Anecdotal notes	Ongoing
2. <i>Dialogue Journal</i>	18 points	Checklist	Ongoing
3. <i>Read Aloud</i>	10 points	Holistic rubrics	by November 13 th
4. <i>Strategy Presentation</i>	30 points	Analytic rubric	November 20 th
5. <i>Field Experience Exploration</i>	30 points	Point allocated checklist	December 4 th
Total Possible Points = 100 points			

A course grade will be determined as follows: A final point total (0-100) will be computed. This total will be converted to a course grade as follows: A = 93-100 points; A- = 92.99-90; B+ = 87-89.99 points; B = 83-86.99; B- = 80-82.99; C+ = 77-79.99; C = 73-77.99 points; C- = 70-72.99; D = 60-69.99 points; F = 0-59.99 points. Instructor reserves the privilege to round partial points totals up or down at her discretion. According to the *Undergraduate Bulletin* (<http://bulletin.uga.edu>) the UGA grading systems assigns the following quality labels to grades: A is *Excellent*; B is *Good*; C is *Satisfactory*; D is *Passing*; and F is *Failure*. These same quality labels should be used to interpret grades on course requirements and the final course grade.

Extra Credit Option

This is not a requirement. On the last day of class you may choose to turn in a narrative assessment on my performance as your instructor in this course. The narrative should be anonymous, but by briefly showing me your substantive evaluation (2-3 pgs.), you will earn 3 points in extra credit.

Reference List

- Owocki, G. & Goodman, Y.M. (2002). *Kidwatching: Documenting children's literacy Development* (pp. 1-26). Portsmouth, NH: Heinemann.
- Owocki, G. & Goodman, Y.M. (2002). *Kidwatching: Documenting children's literacy Development* (pp. 27-60). Portsmouth, NH: Heinemann.

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Content Calendar

DATE	TOPIC	READINGS DUE	PAGE TOTAL	TASKS DUE
#1 Aug. 21	Introductions, Course overview, Professionalism, General concepts of literacy			
#2 Aug. 28	Literacy-rich environment – no class meeting	Owocki & Goodman (pp. 1-26) Fountas & Pinnell (pp. 88-101)	39 pages	Posts & discussion prep
#3 Sept. 4	Literacy community and theoretical base for class; Introduction to cueing systems, Models of reading, Partnerships	Fountas & Pinnell (pp. 2-25) Wilde (pp. 14-23)	32 pages	Posts & Discussion prep Read Aloud 1&2
#4 Sept. 11	Emergent literacy	Owocki & Goodman (pp. 27-60) McKenna & Stahl (pp. 85-93), see assessments on pp. 100-107	41 pages	Read Aloud 3&4
#5-8 Sept. 15- Oct. 10	In field placements			
#9 Oct.16	Phonemic Awareness & Bridging to Phonics	Cunningham (pp. 29-56) McKenna & Stahl (pp. 93-99), see assessments on (pp. 108-110)	33 pages	Posts & discussion prep Read Aloud 5&6
#10 Oct. 23	Phonics	Cunningham (pp. 57-72; 112-126) McKenna & Stahl (pp. 116-120), see assessments on pp. 130-145	34 pages	Posts & discussion prep Read Aloud 7&8
#11 Oct. 30	Fluency	Opitz (pp. 6-17; 61-75) McKenna & Stahl (pp. 72-81), see assessments on pp. 82-84	34 pages	Posts & discussion prep Read Aloud 9&10
#12 Nov. 6	Comprehension	Harvey & Goudvis (pp. 11-29) Fountas & Pinnell (pp. 116-127)	29 pages	Posts & discussion prep Read Aloud 11&12
#13 Nov. 13	Comprehension	Harvey & Goudvis (pp. 30-60)	30 pages	Presentation prep Read Aloud 13&14
#14 Nov. 20	Strategy Presentations & Wrap up			Presentations due
Nov. 27	Thanksgiving Break			
#15 Dec. 4	No Class Meeting – Work day for Field Exploration, Course evaluations, Extra credit evaluations			Field Experience Exploration

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