

**Course Code & No. – Section:** READ 3420, Call# 81-452  
**Course Title (Credits):** Reading Instruction in the Elementary School (3)  
**Term & Year:** Spring 2009

**Instructor:** Mr. Scott Ritchie  
**Phone(s):** (706) 340-1133  
**Email:** sritch@gmail.com  
**Office:** 301M Aderhold Hall  
**Office Hours:** after class or by appointment

**Class Meeting Time:** Tuesdays, 10:00am - 12:45pm  
**Location:** Pharmacy, Room 362

**Course Description** – READ 3420, “Reading Instruction in the Elementary School,” is the first course in a two-course sequence of methods of reading instruction for Early Childhood Education (Preschool-Grade 5) majors at the University of Georgia. The second course, READ 3430, “Reading Assessment in the Elementary School,” is taught the following semester in the ECE program. It is important to note that reading, literacy, and language arts content and instruction are addressed also in two other courses: ELAN 3110 “Children’s Literature and Oral Language, Grades P - 5,” and ELAN 4120, “Language and Literacy, Grades P – 5.” Thus, this four-course block should be viewed as a unified set of courses that prepares ECE majors to teach children to develop proficiency and interest in reading, writing, oral language, and children’s literature.

This class is one of the most important you will take. In it, you will start to learn how to teach children to read, which is no easy feat. Because teaching reading is a complex, sophisticated endeavor, the workload will often seem heavy this semester, with lots of reading to do each week. But you will be rewarded for your hard work as you start to feel confident and prepared to be a reflective and responsive teacher of P-5 reading.

**Student Outcomes** – In this course you will:

1. Learn and implement strategies for teaching reading in elementary school classrooms
2. Learn methods to optimally support the literacy learning of diverse readers in elementary schools
3. Become knowledgeable of issues and questions related to reading instruction in elementary schools
4. Reflect on your own learning about and teaching of reading instruction
5. Develop rationales for the reading instruction you will provide your future elementary students, and
6. Begin to become an exemplary, responsive, and reflective teacher of reading.

**Objectives** – This course addresses domains of the Georgia Framework for Teaching (see <http://www.usg.edu/p16/initiatives/framework.phtml>).

### **Instructional Strategies**

Instruction in this class will take the form of a combination of whole class lessons, small group and partner work, and individual assignments. You will work by yourself as well as in collaboration with your classmates and school faculty during the semester. While much of the course content is assigned, there will be room for choice in class projects.

### **Required Texts and Materials**

1. *Reading Essentials* by Regie Routman. Heinemann, 2003. ISBN: 978-0-325-00492-1
2. *Guided Reading: Good First Teaching for All Children* by Irene C. Fountas & Gay Su Pinnell. Heinemann, 1996. ISBN: 978-0-435-08863-7

3. *Reading with Meaning* by Debbie Miller. Stenhouse, 2002. ISBN: 9781571103079
4. Various scanned articles and book chapters available online.

**Recommended Texts and Materials**

1. *Good-Bye Round Robin: 25 Effective Oral Reading Strategies* by Michael F. Opitz and Timothy V. Rasinski. Heinemann, 1998. ISBN: 9780325000985.
2. *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* (4th ed.) by Bear, Invernizzi, Templeton, and Johnston. Pearson, 2008. ISBN: 9780132239684

**Policies and Procedures****Professionalism**

It is important to be aware of the professional nature of the field you are entering. Parents and caregivers entrust to elementary teachers their most precious possession—their children. As a result, teachers have a *tremendous* responsibility involving the care and education of the children in their classes.

During the field experience, you will have opportunities to develop professional behaviors that include: (a) being prepared and timely when fulfilling all instructional responsibilities; (b) interacting with children in a warm, respectful, professional manner; (c) communicating with parents clearly, honestly, and tactfully; (d) maintaining the confidentiality of information about students and families you teach (use first name pseudonyms, not actual names, when referring to students in class or in written materials); (e) cooperating with colleagues through planning and instruction; (f) putting forth the greatest effort possible to enable the children you teach to grow and develop intellectually, emotionally, and socially.

**Attendance and Participation**

Because many of the topics and considerable content covered in the course are taught and communicated by way of class demonstrations, class activities, and discussions, attendance is crucial for a full understanding of course material. Therefore, attendance will be a factor in computing your grade. Only one absence will be excused this semester, and only for a severe illness or personal/family emergency. For an absence to be considered excused, notify the instructor before class with a valid reason for missing class and be responsible for missed class information. Any unexcused absence will result in half a letter grade deducted. Missing two or more classes may be considered “an excessive number of absences” and may be subject to withdrawal from the class (see the UGA Bulletin). We will begin at 10:00. If you know you will be tardy, I need to know about it. It is best to text my cell phone if you are running late, letting me know the reason for your lateness. I will deduct points from your final grade for tardies.

Attendance and *active* participation are required. While we all have varying comfort levels of class participation, it is expected that everyone will support the class community and their own learning by engaging in class discussions. The class will often follow a workshop structure. The success of the class depends on what each of us brings and the manner in which we bring it. There will be relatively little lecture in this class; therefore, it is essential that you have read, thought, and written about assigned readings *prior* to class. *Active* participation is defined as: (1) providing evidence that you have read the assigned material; (2) engaging in thoughtful and reflective oral and written response to the reading; (3) demonstrating respect for the ideas of others; (4) working productively in small groups.

**Cell Phones**

Please turn cell phones off when you enter class and place them in a place where you will not be distracted by them.

**Preparation of Written Work**

Regarding formatting, all written work should be typed and double-spaced with 12-point font (either Times or Times New Roman) and one-inch margins. I have to carry 28 copies of each assignment home to grade and give feedback, so please do not weigh me down by using page protectors or submitting work in binders or notebooks. If a paper copy is requested, simply staple pages together and submit. Many assignments will be turned in electronically.

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. 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.” Students are responsible for informing themselves about those standards before performing any academic work. If you are unfamiliar with UGA’s guidelines for academic honesty, read about the policy, particularly section 5, at <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

**Email**

You will need to have a working email account for this class. I expect you to respond to any emails that I send you within two days of the send date. Likewise, I will check my email daily for any messages from you and respond to your email within two days. Please read emails carefully! You are responsible for information sent in emails.

**Special Accommodations (ADA)**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If you have a documented disability, please see me the first week of class.

**Inclement Weather**

Please be aware of the UGA Inclement Weather Policy regarding the possible closings of the university on the main homepage ([www.uga.edu](http://www.uga.edu)) or on the UGA Today news page (<http://www.uga.edu/news>).

**Grading**

<b>Assignment</b>	<b>Points Possible</b>	<b>Due Date</b>
1. Class participation	10	Weekly
2. WebCT reading responses	15	Mondays at 5pm
3. Reading autobiography	10	January 20
4. Classroom investigation one	15	March 3
5. Classroom investigation two	20	April 14
6. Final paper	30	April 28
<b>TOTAL</b>	<b>100</b>	

Course grades will be determined by computing a final point total, which will be converted to a course grade as follows:

Points: A = 93-100; A- = 90-92; B+ = 87-89; B = 83-86; B- = 80-82; C+ = 77-79; C = 73-76; C- = 70-72; D = 60-69; F = below 60

**Explanation of Assignments:**

1. Class participation: See “Attendance and Participation,” above.
2. WebCT reading responses: Each week, you are responsible for reading the assigned readings as well as posting a written reflection on WebCT. I expect your reading response to be thoughtful, synthesizing new material with things you already know. While it is okay to do a little summarizing, I’d rather you focus your energy on thinking about how what you read connects to what you have seen and are seeing in the P-5 classroom and to other things you are learning about teaching reading. These should be around three paragraphs and shouldn’t take more than 15-20 minutes to write. Due 5pm the day before class.
3. Reading autobiography: You will write a 2-3 page autobiography of your experiences as a reader. A handout, “Personal Reflection of Literacy Experiences,” lists lots of questions to consider as you write. You will not be able to answer every question, but the list will serve as a guide to get you thinking about what it was like for you as you learned to read in school and beyond.
4. Reading classroom investigations: In each field placement, you will study the methods of teaching reading that your mentor teacher uses and write a report of your findings. In these reports, you will be expected to use what you have learned in class as an analytical framework for your observations.
5. Final paper: You will synthesize everything you have learned about teaching reading in a final paper.

*Note: This syllabus is a work in progress. While it provides a general plan, deviations and adjustments will be necessary to meet the needs of the class.*

**COURSE SCHEDULE**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings / Assignments Due</b>
1	1/13	Course overview	What does reading instruction look like? (in-class assignment)
2	1/20	A reading life	Routman Ch. 1-3 <b>Reading Autobiography Due</b>
3	1/27	Learning models - Gradual release of responsibility, cueing systems	Miller Ch. 1 Routman Ch. 4 Fountas & Pinnell Ch. 1
4	2/3	Establishing a reading environment	Miller Ch. 2 Routman Ch. 5 Fountas & Pinnell Ch. 4
5	2/10	Reading workshop	Miller Ch. 3-4 Fountas & Pinnell Ch. 3

6	2/17	Emergent literacy, phonemic & phonological awareness	Cunningham Ch. 1-2 (WebCT)
7	2/24	Phonics & word study	Fountas & Pinnell Ch. 13 Bear et al. Ch. 3 (WebCT)
8	3/3	Modeled (Read Aloud) & Shared Reading No class next week - Spring Break	Harvey & Goudvis Ch. 4 (WebCT) Routman Ch. 9 <b>Reading classroom investigation due</b>
9	3/17	Guided Reading	Routman Ch. 10 Fountas & Pinnell Ch. 11-12
10	3/24	Independent Reading	Routman Ch. 6 Scanned article on WebCT
11	3/31	Developing a personal philosophy of teaching reading	DeVries Ch. 1 (WebCT)
12	4/7	Comprehension instruction	Routman, Ch. 8 Miller Ch. 5-7 (skim)
13	4/14	Comprehension, cont.	Miller Ch. 8-11 (skim) <b>Reading classroom investigation due</b>
14	4/21	Fluency	Opitz & Rasinski Ch. 1 Scanned fluency article on WebCT
15	4/28	Literacy centers, putting it all together	Fountas & Pinnell Ch. 5, Appendix B <b>Final paper due</b>