



The University of Georgia
 College of Education
 Department of Language & Literacy
 Course Outline for READ 3420, Fall 2005

Instructor: Tammy Ryan

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Course website: <http://teacherweb.com/GA/UniversityofGeorgia/Ryan/>

Course Time and Location: Thursdays, 12:30 - 4:45, Room 306 Aderhold Hall

Office Hours: After class or by appointment

Course Description

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

Required Course Readings

Leu, D.J. & Kinzer, C.K. (2003). *Effective literacy instruction: K-8*, 5th edition. Columbus, Ohio: Merrill.

Wilson, R.M., Hall, M., Leu, D.J., & Kinzer, C.K. (2001). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial*. Upper Saddle River, NJ: Merrill Prentice Hall.

Recommended Course Websites

<http://teacherweb.com/GA/UniversityofGeorgia/Ryan/> Our course Webpage. Houses syllabus, weekly discussions, powerpoints, assignments, pictures of you in action, etc..

http://ctell1.uconn.edu/ctell_2.0/ctell_case_place.html View master teachers and gain further insight into the world of teaching.

http://wps.prenhall.com/chet_leu_effective_5 Locate required text online. View chapter overviews, take quizzes, view videos and locate websites.

http://www.livejournal.com/users/reading_tutors/

Visit UGA/ Reading Clinic's live journal resources page for loads of Internet sites helpful in designing reading lessons.

<http://www.glc.k12.ga.us/qcc/homepg.asp> Georgia Quality Core Curriculum web site contains numerous lesson plans organized by grade and subject.

Grading and Course Requirements

Grading:

Weekly Readings and Responses	(9@ 2 pts each)	18 points
Demonstration Lesson	(3 pts lesson plan/3 pts demo)	6 points
Field Experience Activities	(8@ 4 pts each)	32 points
Course Notebook	(5 sections@ 2 pts each)	10 points
Class participation		6 points
Final Reflection paper		8 points
Exams		20 points
Midterm	8 points	
Final	12 points	

Total Possible 100 points

90 - 100 pts	=	A
80 - 89 pts	=	B
70 - 79 pts	=	C
60 - 69 pts	=	D
59 - and below	=	F

*Academic dishonesty will automatically result in a failing grade.

Course Requirements:

1. Attend class regularly and participate actively in class activities. Missing more than one class may result in a lower grade. If a class is missed, you are responsible for materials, etc. for the missed class.
2. Read and write a brief response to assigned weekly chapters. See below under "Weekly Response" for specific guidelines. You may substitute up to 2 responses by participating in a WebCT class chat room. Days and times will be arranged.
3. Work with three other students to plan and demonstrate a literacy lesson to the whole class. See below under "Literacy Lesson Demonstration" for specific guidelines.
4. Complete the field experience successfully including assigned activities. See below "Field Experience Requirements" for specific requirements. Missing more than one day of field experience may result in a lower grade.
5. Prepare and submit at the completion of the course a notebook containing various sections and activities. See below "Guidelines for Preparing and Submitting Course Notebook."
6. Refer to and use our course web page at TeacherWeb.com <http://teacherweb.com/GA/UniversityofGeorgia/Ryan/> for course information, to share learning experiences, to attach photos to the gallery page, and to submit weekly responses.

Academic Honesty: Please be aware of and comply with the UGA Academic Honesty Policy, "A Culture of Honesty: Policy on Academic Honesty," which can be found at http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm

Preparation of written work and Evaluation of Course Requirements

All assignments are graded on effort, quality, depth of reflection, and use of course vocabulary and terms. Support all interpretations and opinions with specific examples. All work must reflect correct grammar, proper punctuation, correct spelling, and adhere to assignment guidelines. Assignments should be typed, single spaced, with a 12pt font.

Class Schedule

Roll, discussions, review, news events etc.
 Lecture on Chapter Readings #1
 Lecture on Chapter Readings #2
 Break
 Hands-on Application Activity
 Small group lesson plan demos
 Content and phonics reviews, final discussion, chapter online review

Weekly Responses

Responses are due each Wednesday before 5:00 pm.

Each week there are a certain number of pages to read in the Leu/Kinzer text. You are required to read assigned chapters/# of pages and submit a personal response each Wed. by 5:00 pm. Reading and responding to the material will help to create rich class discussions, personalize your learning experience, and assist me in planning meaning class discussions and activities. Additionally, you are encouraged to generate a list of questions, concerns, etc., ones not included in your response, to share during class discussions.

Below you will find the schedule for weekly readings, guidelines for writing responses, and options on how to submit responses. You are required to submit your response online as well as print a hard copy to keep in your notebook under a section labeled *Weekly Response*.

Reading Assignment Schedule:

Aug. 18 Read Chapter 5 Emergent Literacy and Chapter 4 Decoding to page
 Aug. 25 Read Chapter 4 Decoding (finish chapter) and Chapter 7 Reading and Writing
 Sept. 1 Read Chapter 6 Literature and Chapter 8 Vocabulary
 Sept. 8 Read Chapter 9 Comprehension
 Sept. 15 Read Chapter 10 Content Reading
 Sept. 22 Read Chapters 1-2-3
 Nov. 3 Read Chapter 12 Teaching all Children
 Nov. 10 Read Chapter 13 Organization
 Nov. 17 Read Chapter 14 Computers and Technology

Guidelines for Writing Response:

First, head response with your name and indicate chapters responding to. Then, write a summary (100-150 words) that includes central ideas, topics, key concepts, and or principles. Next, write a reflective response (200-300 words). This section contains your personal reaction to the content of the readings. Use the following examples or feel free to create your own:

Sometimes I agree/disagree with

Something I found confusing is....

Something I've read or we have discussed in class connects with ...

An experience that I've had that connects here is...

My thinking was changed/reinforced about....

An important perspective I got from this chapter and I believe will be useful in guiding my teaching is....

Something I found interesting that I would like to learn more about....

Options for submitting responses

In order to familiarize you with ways in which teachers make home school connections, I have provided you with a popular class web page teachers often use. After using and becoming familiar with TeacherWeb, you are encouraged to create a web page of your own and use it during your field experience or to create a web page for your field placement teacher. (Creating a class web page is optional). If interested, you will be given a code number free of charge and it is good for one year.

You're encouraged to submit responses through our class TeacherWeb page:

<http://teacherweb.com/GA/UniversityofGeorgia/Ryan/>

1. On the home page left of the text READ 3420 you will find the icon for emails. You should type your assignment as a file document (save as rich text) and send as an attachment. Attachments can be edited with spell and grammar checks; I can insert comments and return via your email address.
2. On home page, click weekly response - type and or add optional graphics to your response on the slate board. However, the slate board offers no spell or grammar checks and you must hit return at the end of each typed line. When finished, click send email, and a message box will appear. You can also cut and paste your response from an edited document into this message box. Hit send. In order to familiarize you with ways teachers use the slate board, from time to time, I will upload an activity response for you to complete and send; we will share additional ideas for using the slate board in class.
3. Send to ryantammy7@aol.com

Participating in Chat Room Discussions

Twice during the course a chat room will be offered on WebCt. You may choose to participate in the chat room discussion instead of writing and submitting a weekly response. Discussions will focus on the week's assigned chapters. Participation is optional. Chat rooms will be held on Wed. evenings. Together as a class we will decide on the time.

Literacy Lesson Demonstrations

Demonstration Dates

Aug. 25, Sept. 1, Sept 8, Sept. 15, Sept. 22, Nov. 3, Nov. 10, Nov. 17, Dec. 1, Dec. 8

This activity is designed to help you write lesson plans, orchestrate, and implement literacy lessons. These lessons can then be used during your field experience and saved for future teaching assignments. Keep copies of all lesson plans in your notebook.

In groups of three, you will select a lesson, write a lesson plan, and demonstrate the lesson to the whole class. A sign-up sheet will be provided during the first class session.

The day of demonstration, you will need to provide copies of the lesson plan (one per student including one for me) and bring all necessary materials to complete the lesson.

After the demonstration and as a collective group, we will evaluate the lesson, share positive comments, and offer suggestions for improvement.

Lesson plans will focus on decoding, writing, literature, comprehension, vocabulary, and content area reading. There are several activities and lesson plans posted on the Georgia QCC (Quality Core Curriculum) site <http://www.glc.k12.ga.us/qcc/homepg.asp>.

Field Experience Requirements

Due before 12:00 pm each Sunday

Based on individual need and interest, you are to select 2 of the activities listed below to complete each week during your field experience. You may substitute and use one of your own ideas. However, it must be agreed upon before implementing. You must describe the replacement activity and submit it in writing (hard copy or by email) to me one week before completing. If accepted, we will determine together which activity it may replace.

Each week:

- ✓ Select 2 activities from the list below.
 - ✓ Complete and email the activity through TeacherWEb.
 - ✓ Activities are due before 12:00 pm each Sunday.
 - ✓ Print and place a hard copy of each activity in your notebook.
1. In consultation with and under the supervision of the teacher, teach 2 small or whole group reading lessons or activities. Prepare a lesson plan for each using a general lesson plan format (provided in class). Write a reflection after each lesson commenting on issues such as what went well or not so well, what factors may have accounted for success or the lack of success, what you might do differently next time, etc.. One lesson must be viewed by and discussed with the classroom teacher or a university instructor or assistant. Comments and suggestions made during the discussion need to be included in your write-up.
 2. Choose 3 of the effective literacy principles (listed on pages 4-6 in Leu and Kinzer) and analyze the classroom in terms of these principles. For example, what evidence do you see that these principles are or are not guiding instruction? How do you know? Provide descriptive and detailed examples to support your reasons. Reflect on how you would implement each principle.
 3. Describe the classroom environment in terms of literacy. If there is a classroom library how is it organized? What types of books are located there and in other areas of the

- classroom? When, where, and what are students reading freely? How are the students encouraged to read and write at school and at home? Describe reading and writing activities. How might reading and writing activities integrate across all subjects? Are literacy activities authentic, meaningful, designed with critical reading and higher level thinking skills or are they most often rote skill and drill, worksheet type activities?
4. Describe and provide examples of the reading and writing instruction regularly taking place in the classroom in terms of materials, methods, and effective literacy practices discussed in Leu and Kinzer chapters 1-3. Use the book to resource appropriate and applicable literacy terms, vocabulary, and definitions.
 5. Describe and characterize the students in the classroom, focusing on diversity in terms of ethnic backgrounds, language, gender, academic achievement, socioeconomic background, reading ability, motivation, etc. . Explain how this diversity is met during reading, writing, and literacy activities. Suggest possible changes, ideas you have, and what you would or wouldn't do based on your teaching beliefs.
 6. How is technology used in the classroom to enhance literacy learning and instruction? Are these activities integrated into instruction? If so, describe how. Describe what you see as benefits or barriers in using technology? What are your beliefs about using technology in the classroom?
 7. Write 2-3 pages telling about your literacy belief; include your teaching mission and pedagogical goals.
 8. Design your own literacy environment. Include floor plan, center areas, classroom library, reading areas, displays, bulletin boards, computer centers, etc. and label all areas. In addition to the design, write a few pages telling about your rationale for including each area. Refer to the CTELL cases for additional ideas on floor and room designs.

Designing suggestions: use a software program to design the layout of the room, type labels, use icons and graphics where applicable; or use construction paper/poster board, pictures, markers, colored pencils, etc.; or create a 3-D floor plan.

Be creative, explicit, and think about the 12 principles when designing your effective literacy environment.

Final Reflection Paper

Due: Dec. 8 (When you turn in notebook)

The paper (3-5 pages) should describe your growth and development as a literacy teacher due to your experiences and participation in READ 3420. *Print a hard copy and place in your notebook.*

Guidelines for Preparing and Submitting Course Notebook

Due: December 8

You have two choices for turning in your notebook.

1. Electronically or digitally. Use a creative software program such as power point, Microsoft Office OneNote, etc.. Submit on a CD or create a webpage. Microsoft Office OneNote offers a 60 day free trial download @ <http://www.microsoft.com/office/onenote/prodinfo/trial.msp>
2. A traditional hard copy format using a 3 ring binder. Use subdividers to organize various sections.

The notebook must include the following sections:

1. Weekly Written Responses 9
2. Demonstration lesson plans 10
3. Field Experience Activities 8
4. Final reflection paper (3-5 pages)
5. Literacy Events and Behaviors (min. of 2 refer to list below for examples)

Suggestions for Literacy Events and Behaviors

- ✓ Pictures of **you** involved in personal literacy activities and behaviors.

***** Caution, according to and by following UGA policies, you may not include pictures of students or adults encountered during your field placement.**

For example, pictures showing how literacy surrounds you in your daily life such as reading menu's, writing reminders, attending conferences, environmental print.

- ✓ Capture and include screen shots (using print screen) of particular case studies influencing your literacy beliefs.
- ✓ Any other documentations capturing literacy behaviors and events.

Midterm and Final Exam

Midterm Due Oct. 13 Final Due Dec. 15

Each exam will be completed outside of class. Exams will be completed and submitted through our TeacherWeb page. Each exam will be created as a subcategory, located under the main menu. You may use your class notes, book, etc., to answer true- false, short answer, and multiple choice questions. Both exams are submitted electronically through the site.

Tentative Calendar

August

- 18 Share syllabus, sign-up for lesson demonstrations, discuss chapters 1-3. Hmwk: Rd Chs: 4-5/Response
- 25 Discuss Chapters 4-5 Decoding and Emergent Literacy Hmwk: Rd Chs: 4 & 7/Response

September

- 1 Discuss Chapters 4 & 7 Decoding and Reading & Writing Hmwk: Rd Chs: 6 & 8/Response
- 8 Discuss Chapters 6 & 8 Literature and Vocabulary Hmwk: Rd Ch 9/Response
- 15 Discuss Chapter 9 Comprehension Hmwk: Rd Ch 10/Response
- 22 Discuss Chapter 10 Content Area Reading Hmwk: Rd Chs: 1-2-3/Response
- 29 Field Experience / complete 2 activities

October

- 6 Field Experience / complete 2 activities
- 13 Field Experience / complete 2 activities/ Midterm Due by 5:00 pm
- 20 Field Experience / complete 2 activities
- 27 Fall Break

November

- 3 1-10 Chapter reviews and field experience discussions Hmwk: Rd Ch 12/Response
- 10 Discuss Chapter 12 Including All Children Hmwk: Rd Ch 13/Response
- 17 Discuss Chapter 13 Organization Hmwk: Rd Ch 14/Response
- 24 Thanksgiving

December

- 1 Discuss Chapter 14 Computers and Technology/Response
- 8 Catch-up, course review, prepare for final/ Last day of class / Notebooks Due
- 15 Final Exam Due by 5:00 pm