

<b>READ 3420 – Reading Instruction in Elementary School</b>
<b>Spring 2003 – Cluster D – MW 10:10-12:05 – Aderhold 319</b>
<b>Dr. Michelle Commeyras, 309 Aderhold Hall, 542-4621, <a href="mailto:michelle@coe.uga.edu">michelle@coe.uga.edu</a></b>

Course Description: The purpose of this course is to provide early childhood elementary school education majors with information and experiences that will enable them to make informed instructional decisions, which promote literacy learning for children in Pre-Kindergarten through Grade Five.

<b>Course Expectations and Responsibilities</b>
---

Professionalism: Attendance, punctuality, preparedness, participation, and collegiality all contribute to being viewed as a professional. Successful class sessions depend on thoughtful and careful reading, attentive listening a willingness to participate in discussion and activities. Being collegial means sharing your ideas and showing respect for other people’s thinking. Whenever possible find ways to be helpful to members of the class (that includes the instructor). Let us concentrate on encouraging and supporting one another as we each work to do our best as educators. Remember also that as a student at The University of Georgia you are bound and protected by the policies and practices of academic honesty specified in the booklet titled A Culture of Honesty.

Coursework

- Record Attendance
- Write one-minute papers and student reactions sheets
- Read Course Texts
- Vision of the Future Statement
- Take Quizzes
- Go on a Reading Odyssey
- Document Ah Ha’s, Oh No’s and Not Sure’s
- Create a Digital Personal Anthology
- Keep a Teaching Reading Resource Notebook
- Provide Field Experience Documentation
- Participate in Grade Level Group Work and Class Presentation

Field Experience (Teaching in area schools): February 18 – March 14
---

Attendance Record: Keep your own record of attendance. Note what time you arrive for class. If you need to miss class due to illness or an emergency please leave a message at 706-542-4621 or send an email to [michelle@coe.uga.edu](mailto:michelle@coe.uga.edu). Also take note that the Undergraduate Bulletin states “a student who incurs an excessive number of absences may be withdrawn from the class at the discretion of the professor.” If you miss two classes make sure you discuss with me your attendance situation.

<b>Course Text Books</b>
--------------------------

Putting Reading First: The Research Blocks for Teaching Children to Read written by Bonnie Armbruster, Fran Lehr, & Jean Osborn  
available online at:  
<http://www.nationalreadingpanel.org/Publications/researchread.htm>

<b>READ 3420 – Reading Instruction in Elementary School</b>
<b>Spring 2003 – Cluster D – MW 10:10-12:05 – Aderhold 319</b>
<b>Dr. Michelle Commeyras, 309 Aderhold Hall, 542-4621, <a href="mailto:michelle@coe.uga.edu">michelle@coe.uga.edu</a></b>

Mosaics of Thought: Teaching Comprehension in a Reader's Workshop by Ellin Oliver Keene and Susan Zimmerman

Teaching Phonics Today: A Primer for Educators by Dorothy S. Strickland

You are expected to read at least one chapter a week from your course textbooks. Sometimes readings will be assigned. Other times you will choose for yourself what to read. Each week send an email to [michelle@coe.uga.edu](mailto:michelle@coe.uga.edu) indicating specifically what you read (Title, author, chapter(s) and page numbers). Write what you are wondering about in response to what you read.

#### Quizzes on Important Information

Quizzes will be given on information provided during class sessions and from assigned readings.

#### Evaluation and Final Course Grade

You will receive a mid semester and end of semester evaluation. See the attached evaluation chart. You will also be asked to evaluate yourself according to the course expectations. All this information will eventually be used to determine the final course letter grade.

Notification of Teacher Research: Teacher research provides a way for teachers to systematically study their own practice. Teacher researchers raise their own questions, find ways to answer them and use their findings to inform their teaching. The results from teacher research are also shared with local, state and national audiences through conference presentations or publications in academic journals. I will be engaged in a self-study of my teaching this semester. Class observation, recording of sessions and teacher/student exchanges, teacher reflective field notes, one-minute papers, student reactions sheets and student course work are all within the realm of access by the teacher for research. Dr. Commeyras is available and willing to answer all questions about the research.

<b>READ 3420 – Reading Instruction in Elementary School</b>
<b>Spring 2003 – Cluster D – MW 10:10-12:05 – Aderhold 319</b>
<b>Dr. Michelle Commeyras, 309 Aderhold Hall, 542-4621, <a href="mailto:michelle@coe.uga.edu">michelle@coe.uga.edu</a></b>

© College of Education, University of Georgia, 2003.