

THE UNIVERSITY OF GEORGIA  
College of Education  
Course Outline for READ 4010 – “The Teaching of Reading”

**Instructor:** Amy Evers  
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**Time:** Tuesday and Thursday 3:30 – 4:45 pm

**Office Hours:** Tuesdays/Thursdays 2:00-3:30 or by appointment

**Required Text and Additional Readings:**

Vacca, J., Vacca, R., Gove, M., Burkey, L., Lenhart, L., & McKeon, C. (2003). *Reading and Learning to Read* (6th ed.). Boston: Pearson Education, Inc.

Selected articles from professional journals that can be retrieved through the Academic Search Premier from EBSCOhost, which is available through GALILEO on the UGA Libraries web site (<http://www.libs.uga.edu/>)

**Course Overview**

READ 4010, “The Teaching of Reading,” is a survey course on the methods, materials, and issues relevant to teaching reading from kindergarten through the twelfth grade. This course explores the nature of reading and literacy learning, the foundations of reading acquisition and development across the grades, and reading instructional practices in early childhood, elementary, and secondary classrooms. The objective of READ 4010 is to provide pre-service educators a foundational level of knowledge regarding sound principles and practices for teaching reading to young and developing readers in K-12 school environments. This course does not teach methods for teaching reading.

**Course Requirements**

**Class Attendance and Participation: (30 points possible)**

Each student is expected to attend class and participate in class discussions. Class attendance is a factor in computing your grade.

**Introduction and WebCT: (6 points possible)**

This course will be using WebCT throughout the semester. Each student should have a user ID to access the course materials. Each class member will post a short introduction in the appropriate folder in the discussion area of WebCT. Here are some questions to help you, but you are not limited to this information: (a) What is your name and what do you liked to be called?; (b) What are your unique hobbies, experiences, travels, etc?; (c) What inspired you to pursue a career in education?

**Readings and Responses: (24 points possible)**

This requirement involves reading selected sections and chapters from the required textbook, *Reading and Learning to Read* (6th ed.) and selected articles from professional journals and/or professional organization web sites.

You are required to submit 12 written responses to the readings, over the course of weeks 2 through 15. Each response should be a 300-400 word, double spaced (1 inch margins) integrative analysis of the readings for that class. ***Each response is due on the Tuesday for that week's readings*** to insure that students have read and responded to weekly materials prior to the corresponding topics being addressed in the Tuesday and Thursday class meetings. Specifically, the first integrative response is due on Tuesday, August 22, the **last integrative response will be accepted on November 28**. Each student is responsible for keeping track of the number responses they have turned in. Please note that grade points are awarded for responses turned in on time. It is your responsibility to turn in your responses in class. Responses turned in after the class at which they are due will be considered "late" and not awarded full credit.

Substantive criteria for the responses include whether you make specific references to the readings; the thoughtfulness and insight with which you respond to the readings; your compliance with standards for grammar, mechanics, and style.

***Do not dedicate more than one or two sentences in your responses to summarizing or paraphrasing the readings, but do make specific references to readings within your response.*** Your response must be *integrative*, that is, a written commentary that addresses all of the readings for the week and that extracts critical, important themes or key ideas. Responses may have various foci, such as some combination of the following: (a) expressing what you learned; (b) commenting on what you found thought-provoking; (c) describing how the material related to what you knew already, to your personal experience, or to other materials you have read; (d) responding critically to the author's assumptions, theoretical orientation, interpretations, or conclusions; (e) contrasting the substance and perspective of the readings to your evolving philosophy of reading and reading instruction or to other professional points of view; or (f) commenting on how you could make use of the information in your classroom.

Each response must include (a) your name (number of response), (b) the week number, (c) date, and (d) references for the readings. Please use the following format for each response.

|                                   |             |
|-----------------------------------|-------------|
| Your Name (?? of 12)              | Week Number |
|                                   | Date        |
| References for readings           |             |
| 300-400 word integrative response |             |

NOTE: Each student is required to submit a response for the readings for Week 2, due Tuesday, August 22. This response will provide you with a “straw grade” (i.e. one that does not factor into your final grade).

**Basal Reader Evaluation: (30 points possible)**

You will each select a teacher’s manual for a basal reader. These are available in the curriculum lab on the second floor of Aderhold. Using the guidelines provided, review the manual and complete the evaluation form.

**Reading Instruction Lesson Presentation: (10 points possible)**

This assignment requires you to present a 10-15 minute lesson on a selected topic. A sign-up sheet for topics and times will be forthcoming.

**Mid-term Examination: (50 points possible)**

The mid-term examination will test students’ ability to identify, synthesize, and apply knowledge, ideas, concepts, and processes related to K-12 reading instruction that correspond to the content covered in the first half of the course. The exam will be distributed on Tuesday, October 3, and it will be due on Tuesday, October 10. The mid-term examination will be open-book, open-note (i.e., students may use all readings, class handouts, and class notes), although completing the exam must be an individual effort with no collaboration between or among students permitted. More details on this will be forthcoming.

**Final Examination: (50 points possible)**

The final examination will test students’ ability to identify, synthesize, and apply knowledge, ideas, concepts, and processes related to K-12 reading instruction that correspond to the content covered in the second half of the course (although basic understanding of concepts covered in the first portion of the course will be assumed because later concepts will build upon preceding ones). The exam will be available for student pick-up on Thursday, December 7, and it will be due no later than 6:30 p.m. on Thursday, December 14, the scheduled final examination period for this course. Like the mid-term examination, the final examination will be open-book, open-note, with students’ independent completion of the examination expected, and an instructor-prepared rubric will be used to grade the examination.

**Preparation of written work**

Written assignments will be graded on two criteria: substance, the primary criterion, and form, how it is written. In terms of substance, *what* you say (its clarity, depth, insight, etc.) is the most important factor in determining your grade 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, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, you will be expected to demonstrate high levels of competence not only in verbal, but also in written communications with parents, administrators, and other educators.

### 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/culture\\_honesty.html](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.html). In addition, it is expected that all writing you do will be original for this course. Finally, it is expected that your completion of the mid-term examination and the final examination will be done independently and without collaboration between or among students in this course or in collaboration with anyone else.

### Grades

The point distribution and evaluation criteria for course requirements are as follows:

| <b>Requirement</b>                           | <b>Total Points</b>                          | <b>Evaluation Criteria</b>   |
|--|--|--|
| 1. <i>Class Attendance and Participation</i> | 30 points                                    | <ul style="list-style-type: none"> <li>• No or 1 absence = 30 points</li> <li>• 2 absences = 15 points</li> <li>• 3 or more absences = 0 points</li> <li>• (Note: each tardy = .5 absence)</li> </ul>  |
| 2. <i>Introduction</i>                       | 6 points                                     | <ul style="list-style-type: none"> <li>• 6 points submitted to WebCT before class on Thurs. 8-24</li> <li>• 3 points submitted to WebCT after class on Thurs. 8-24</li> <li>• 0 points submitted after midnight Thurs. 8-24</li> </ul>   |
| 3. <i>Reading Responses</i>                  | 24 points<br>(12 responses<br>x 2 pts. each) | <ul style="list-style-type: none"> <li>• 2 points = on time, thoughtful integrative response, proper citations and adhering to appropriate form and style</li> <li>• 1 point = “late” but substantive or summarizes/paraphrases</li> <li>• 0 points = no assignment turned in</li> </ul> |
| 4. <i>Basal Reader Evaluation</i>            | 30 points                                    | <ul style="list-style-type: none"> <li>• A scoring rubric will be used to grade the evaluations</li> </ul>   |
| 5. <i>Reading Instruction Lesson</i>         | 10 points                                    | <ul style="list-style-type: none"> <li>• A scoring rubric will be used to grade the presentations</li> </ul>   |
| 6. <i>Mid-Term Examination</i>               | 50 points                                    | <ul style="list-style-type: none"> <li>• A scoring rubric will be used to grade the mid-term examination</li> </ul>  |
| 7. <i>Final Examination</i>                  | 50 points                                    | <ul style="list-style-type: none"> <li>• A scoring rubric will be used to grade the final examination</li> </ul>   |
| <b>Total Possible Points = 200 points</b>    |  |  |

The course grade will be determined on a final point total (0-200). This total will be converted as follows: A = 200-180 points (100-90%); B = 179-160 points (89-80%); C = 159-140 points (79-70%); D = 139-120 points (69-60%); F = 119-0 points (59- 0%). See the *Undergraduate Bulletin* for more information (<http://bulletin.uga.edu>). In addition UGA has recently adopted the use of pluses and minuses in grading. Pluses will be awarded to the highest 3 points of each total range, and minuses to the lowest 2 points. Please remember that I am committed to giving students the fairest and best possible numerical representation of their work in the class.