

READ 4010 – The Teaching of Reading – SPED Cohort
Fall 2008 – Thursdays 12:30-3:30
Professor Michelle Commeyras (pulane@uga.edu; 706-542-2718)
Aderhold Hall 531

This course covers methods, materials, and issues relevant to teaching reading from kindergarten through the twelfth grade. Particular attention will be given to teaching reading to special education students with a variety of needs.

Course Expectations and Responsibilities

Attendance, punctuality, preparedness, participation, and collegiality are expected. Successful class sessions depend on careful reading, attentive listening and a willingness to participate in discussion and activities. Being collegial means sharing your ideas and showing respect for other peoples thinking. Whenever possible find ways to be helpful to members of the class. 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.

http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Attendance

If you need to miss class due to illness or an emergency please send an email to pulane@uga.edu informing me you will be absent (you do not need to give the reason for your absence). Be aware that any UGA student who incurs an excessive number of absences may be withdrawn from the class at the discretion of the professor. Missing 20% or more of class sessions will be considered excessive regardless of the reasons for being absent.

Special Need Students

Both University policy and law (the Americans with Disabilities Act) require that students with documented disabilities receive reasonable accommodation by way of access to classroom information and expression of their knowledge. Reasonable accommodation may include course modification and course substitution. If you have special needs as a student please register with the University of Georgia's Disability Resource Center: <http://www.drc.uga.edu> and inform Dr. Commeyras at the beginning of the course.

Texts

Book: How the Brain Learns to Read by David A. Sousa (2005) published by Corwin Press.

Other: Articles will be available on WebCt. And you can select other readings based on your area of specialization.

Weekly Reading and Writing Assignment

Each week bring to class a paper based on the assigned reading and your self-selected reading. I will collect the papers at the end of class so I can give your course credit. We will use what you write on these papers as the basis for class discussion and to guide me in providing you with additional information or experiences. Each week your paper should include the following:

1. List complete reference information for your self-selected reading.
2. On one side of your paper there should be a completed word map for any new word or concept you encountered in the assigned reading or your self-selected reading.
3. On the other side there should be 500 – 700 words about anything from your assigned reading and self-selected reading that:
 - a. Confirms what you already knew.
 - b. Contradicts what you know or think you know.
 - c. Confuses you.
 - d. Enlightens you
4. Your first and last name with the due date should be on both sides of the paper.
5. Your writing should be coherent with standard grammar and spellings.

If you do all the above satisfactorily you will earn 5 points. Points will be subtracted if for not meeting these requirements. A scoring rubric will be used.

Specialization Groups:

Everyone will select an area of special education to study with regard to learning to read, reading to learn and teaching reading. We will use a jigsaw arrangement. You will work in small groups to learn about reading for a special population. Each group will plan an end of semester presentation about what they learned across the readings and discussion of readings. We will plan together how to evaluate the quality of the presentations.

Homework Activities:

You will be asked to conduct activities related to teaching and assessing reading abilities within your field placements. For each activity you complete satisfactorily you will earn 5 points. You can earn up to 30 points.

Final Examination:

There will be final examination.

Drop for undergraduate level courses (1000 – 5999)	Aug. 18 – Aug. 21	Monday - Thursday
Add for undergraduate level courses (1000 - 5999)	Aug. 18 - Aug. 22	Monday - Friday

Course Work	Value	Letter Grades			
Weekly Writing Assignments (8 due)	40 pts	A	93-100	C+	77-79
Homework Activities (6 due)	30 pts	A-	90-92	C	73-76
Specialization Group Presentation	15 pts	B+	87-89	C-	70 -72
Final Examination	15 pts	B	83-86	D	60-69
Totals	100%	B-	80-82	F	Below 60

Dates	Readings for Everyone	Self-Selected Readings	Homework Activities Due
August 21	None		
August 28	Put Reading First: The Research Building Blocks for Teaching Children to Read.		
September 4	Chapter One: Learning Spoken Language		
September 11	Chapter Two: Learning to Read		
September 18	Chapter Three: Teaching Reading		
September 25	Chapter Four: Recognizing Reading Problems		
October 2	Chapter Five: Overcoming Reading Problems		
October 9	Chapter Six: Reading in the Content Areas		
October 16	Chapter Seven: Putting it All Together		
October 23	Measuring Assistive Technology Outcomes in Reading (WebCt)		
October 30	Functional Reading (WebCt)	No Assignment	No Assignment
November 6	Group Presentations	No Assignment	No Assignment
November 13	Group Presentations	No Assignment	No Assignment
November 20	Planning Final Exam		
November 27	Thanksgiving Day	Be Thankful	Be Generous
December 4	Review	No Assignment	No Assignment
December 11	Final Examination		