

The University of Georgia  
 College of Education  
 Department of Language & Literacy  
 Course Outline for READ 4020 – Fall 2006

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 Time & Location: Wednesdays 10:10 – 1:10 319 Aderhold Hall  
 Office Hours: Prior to class (9:00 – 10:00 on Wednesday) or by appointment.

READ 4020 is one course in the Early Childhood Pre-Kindergarten – Grade 5 elementary certification program. The other courses taken by the members of the cohort are: EDEC/CHFD 4020 Early Childhood Education, ELAN 3110 Children’s Literature and Oral Language for Grades P-5, EMAT 3410 Mathematics Teaching and Curriculum in P-5 and ESOC 3420 Early Childhood Social Studies.

Time	Monday	Tuesday	Wednesday	Thursday
7:45-9:00	EDEC /CHFD 4020	EDEC /CHFD 4020	EDEC/CHFD 4020	EDEC/CHFD 4020
9:05-9:55				
10:10-1:10	ELAN 3110	Fieldwork	READ 4020	Fieldwork
1:25-4:25	EMAT 3410	5 hours	ESOC 3420	5 hours

READ 4020 is designed to capitalize on and be complementary to other ELAN courses that Early Childhood Education students are enrolled in. Reading instruction is a balance of teaching reading skills and strategies and engaging students in literacy practices. The aim of READ 4020 is to introduce undergraduate students to the principles and instructional methods appropriate for emergent, beginning and independent readers in Pre-K- Grade 5. In addition to course readings, in-class and field experience activities the READ 4020 students will engage in reflective writing as part of their course assignments.

**Course Texts & Readings:**

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

Leu, D.J., Kinzer, C.K., Wilson, R.M., & Hall, M. (2006). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial*. Upper Saddle River, NJ: Merrill Prentice Hall.

\* See Readings Bibliography

## **Course Requirements:**

### **I. Attendance, Participation and Professionalism** 5% of Grade

The course policy follows Pre-K Program guidelines: “Attendance is expected and required in both classroom and field. This policy means either perfect attendance or documented absence(s) due to death or illness. Undocumented absences will result in a letter grade reduction per absence in courses or unsatisfactory grade in the field. A ‘C’ or above is required in all courses to be able to move to the next level. Students are responsible for communicating with all university faculty and/or school cooperating teacher to let them know reason of absence.”

As educators in the near future you will be called upon to interact with young children, parents and colleagues in a respectful and professional manner. Both your field assignments and your in-class activities will provide occasions to demonstrate sensitivity to other people and their points of view, responsible and enthusiastic participation in group work that promotes the learning environment of the class, and individual initiative and reflexivity in evaluating your own work and critiquing others. As a class we will develop specific indicators of professionalism and participation. (5 points)

### **II. Course Keeping Committee Work** 5% of Grade

Each member of the class will serve on a committee that will contribute to the make-up and/or tenor of the class. You will meet as a group to select a committee chair who will be your liaison with the instructor. The instructor will meet with the chair at least twice during the semester. At your initial meeting discuss the manner in which you will establish your fellow classmates concerns, problems, suggestions, etc. in relationship to your committee’s specific assignment. The Committee assignments will be 1) Classroom Learning Environment and Professionalism; 2) Field Placement Activities; 3) In-class Activities & Demonstration Lessons; 4) Student assessment; 5) Course Readings & Course Schedule. (5 points)

### **III. Group Work – 2 Demonstration Lessons** 10% of Grade

As a member of a small group you will prepare a lesson plan for and teach two 15 minute reading skill or strategy lessons to your fellow students. Your classmates will critique your presentation. Following each of your demonstration lessons your group will meet again to debrief the effectiveness of the lesson taking into consideration your own analysis of its effectiveness and the critiques of your classmates. As a group you will turn in a copy of your lesson plan, the feedback you received and your own evaluation of the strong points and/or recommendations for changes. (Each demonstration lesson is worth 5 points).

### **IV. Field Experience Activities:** 35% of Grade

1) Observational Assignment – A 4-5 page write up of the Intern’s initial days in their field experience. The mini-paper should include a description of the classroom, the literacy framework, and the reading instruction modeled by the mentor teacher. (5 points)

2) Lesson Plan Assignment - Using the Early Childhood Education Lesson Plan format the READ 4020 student interns will write up, conduct and critique 3 Reading Instruction and 3 Reading Immersion activities from the options listed below. These activities should be compatible with the literacy program of their mentor teachers and appropriate for the age/grade level of the students. (Each lesson plan and critique is worth 5 points)

Reading Instruction: The intern will teach or engage students in 3 of the following activities:

1. Phonemic awareness or phonics lesson
2. Word attack / word analysis strategy
3. Vocabulary strategy
4. Comprehension
5. Content area reading strategy
6. Guided reading (based upon the school's adopted reading program)
7. Reading skill or strategy from the school's adopted reading program
8. Literature Genre
9. Other (These activities must be discussed with the course instructor prior to implementation)

Reading Immersion: (The intern will plan, design, organize and implement activities from 3 of the following:

1. Read aloud to class or small group over a series of days (Plan should include embedded reading skills or strategies)
2. Literature response activity
3. Center – Literature based
4. Written response activity based upon students' independent reading
5. Paired ("Buddy") reading activity
6. Computer-based literacy activity
7. Author's Chair
8. Thematic unit
9. Other (These activities must be discussed with the course instructor prior to implementation)

## V. Exams

45% of Grade

1. Phonics Post Test 2 from Leu, D.J. et al (2006). *Phonics, phonemic awareness, and word analysis for teachers: An interactive tutorial*. Work through the tutorial at your own pace. Take Post Test 2 and check your responses with the answer key. Turn in a photocopy of Post Test 2 on September 20<sup>th</sup>. (5 points)
2. Midterm – The midterm will be 'open book.' You may consult handouts, class notes and all texts and readings to complete the exam. However, the midterm is to be an individual effort; Collaboration with another student would be considered a violation of the Academic Honesty policy. (15 points)

- Final Exam – The final exam will be ‘open book.’ You may consult handouts, class notes and all texts and readings to complete the exam. The final exam will be comprehensive of all material covered during the course and is to be an individual effort. The Academic Honesty policy regarding collaboration with other students also applies to the final exam. (25 points)

Academic Honesty: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." All students admitted to the University of Georgia agree to abide by the code when they sign the UGA admissions application. Please read the UGA Academic Honesty policy, *A Culture of Honesty: Policy on Academic Honesty*, which can be found at [http://www.uga.edu/ovpi/honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/honesty/culture_honesty.htm) . It is expected that all written work turned in for this course will be original and that all exams will be completed independently and without collaboration with others. Academic dishonesty will automatically result in a failing grade.

### Summary of Grades

Professionalism	5 points	
Course Keeping Committee Work	5 points	
Group Work – Demonstration Lessons	10 points	
Field Experience Activities	35 points	
Phonics Post Test 2	5 points	
Midterm	15 points	
Final Exam	<u>25 points</u>	
	100 points	(Total Possible Points)

### Grading scale

A	= 94-100
A-	= 90-93
B+	= 87-89
B	= 83-86
B-	= 80-82
C+	= 77-79
C	= 73-76
C-	= 70-72
D	= 60-69
F	= 0-59

### VI: Other Important Information

- A note on written work: Your written assignments and exams for this course will be primarily assessed by the clarity, depth and insight you demonstrate. However, in addition to the substance of your ideas, you will also be assessed for how you present the information stylistically. As teachers you will be called upon to express yourselves in writing on a number of different occasions including your communications with your

students' parents. Beyond physical neatness, it is important that your work be characterized by correct grammar, proper punctuation, and correct spelling. Please double-space and use 12-point font and one-inch margins for your observational write-up and lesson plans. No cover is necessary.

- A note on religious observances: On August 2, 2006, the Office of Student Affairs issued the following statement: "Many of our faculty, staff, and students commemorate various events that are of import to their particular religions. Our institutional practice is to make ever reasonable effort to allow members of the University community to observe their religious holidays without academic penalty. Absence for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who miss classes, examinations, or other assignments as a consequence of their religious observance should be provided with a fair alternative opportunity to complete such academic responsibilities. Students must provide instructors with reasonable notice of the dates of religious holidays on which they plan to be absent." Please contact me prior to your religious observance so that we can make the necessary arrangements to adjust the schedule of your assignments.
- A note on special needs or disabilities: Please see me during the first two weeks of classes to discuss and plan modifications, if needed.

<b>Date</b>	<b>Topic</b>	<b>Due Date</b>
8/ 16	Introduction	Syllabus / Committee work
8/23	The Challenge and the Rewards	Text Chapter 1
8/30	Literacy Frameworks	Text Chapter 2
9/6	Developing Insights: Defining you literacy framework	Text Chapter 3 Observational write-up due
*** 9/13	Decoding	Text Chapter 4
9/20	Decoding	* assigned readings Phonics Post Test 2 due
9/27	Emergent Literacy	Text Chapter 5 Demonstration Lesson One & debriefing
10/4	Children's Literature	Text Chapter 6 Midterm Exam Due First Set Reading Activities Due
10/11	Connecting Reading & Writing	Text Chapter 7
10/18	Vocabulary	Text Chapter 8
10/25	Comprehension	Text Chapter 9 Second set Reading Activities due
11/1	Diversity	Text Chapter 12 Demonstration Lesson Two & debriefing
11/8	Classroom Organization	Text Chapter 13
11/15	Computers	Text Chapter 14 Third set Reading Activities due
11/29	Last Day of Class	Final Exam distributed
12/ 13	FINAL EXAM MUST BE TURNED IN BY 5:00 PM ON DECEMBER 13	