

**THE UNIVERSITY OF GEORGIA**  
**College of Education**  
**Department of Language and Literacy Education – Reading Program Area**

**Course Outline for READ 6010 - “Foundations of Reading Instruction”\***

**Instructor:** Mary Love, 309 Aderhold Hall, UGA, Athens, GA 30602

**Overview of the Course**

READ 6010, “Foundations of Reading Instruction,” is a graduate-level course in the principles and practices of teaching reading to PreKindergarten through Grade 12 students. 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. READ 6010 is appropriate for practicing teachers, supervisors, administrators, and other educators who are interested in pursuing issues and topics in PreK-12 reading education. It also is appropriate for educators whose interests and responsibilities may not directly focus on reading (e.g. speech and language, special education, school psychology, counseling, subject matter areas) but are interested in obtaining an overview of issues and trends in reading education. Background in reading education is neither assumed nor required for enrollment in this course. Given the breadth of topics and issues covered in READ 6010, it is a survey course. For students wishing to pursue specific aspects of reading education, additional courses are available.

**Course Objectives**

The objectives of READ 6010 are:

- to establish a forum for discussing research and instructional practices, sharing ideas, and addressing issues in PreK-12 literacy education;
- to facilitate students becoming informed decision makers regarding the literacy education for children and adolescents; and
- to begin to acquire an understanding of research, theory, and practices regarding children’s acquisition of reading abilities.

**Course Prerequisites**

For enrollment and success in this section of READ 6010, students must have (a) frequent and reliable access to a computer with Internet access (a high-speed connection is highly desirable), (b) a UGA MyID, and (c) proficiency with a computer.

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\* Please read this course outline carefully and thoroughly, for READ 6010 students are responsible for being aware of, understanding, and complying with the details of all course requirements and procedures as specified in this outline, any updates to it, and all information on the READ 6010 WebCT site. Also, please note that the course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary. .

**Required Textbook**

Vacca, J. L., Vacca, R. T., Gove, M. K., Burkey, L. C., Lenhart, L. A., & McKeon, C. A. (2006). *Reading and Learning to Read* (6th ed.). Pearson/Allyn & Bacon: Boston. (ISBN 0-205-43154-2).

If you have not purchased your textbook yet, please purchase the text promptly, for you will need to read and respond to a portion of it during Module 1.

### **Course Requirements**

There are 5 course requirements as follows:

**1. Responses to Course Materials.** This requirement involves reading course materials and then preparing a response assignment to submit through WebCT. Course materials include:

- A. The required textbook: *Reading and Learning to Read* (6th ed)
- B. Articles in pdf format that are in compliance with “fair use,” as specified by the 1976 US Copyright Act and the 2002 TEACH Act.
- C. Internet documents
- D. Class handouts
- E. Professional journal articles

You are required to make written responses for each module. Each response will relate to readings as specified on the “Content Calendar” in this course outline and as listed on each “Module Overview.” Response assignments are to be submitted by the specified due dates.

**2. Discussion Boards.** There will be 7 Discussion Boards, one each for Modules 1-7. This requires you to compose and post comments, responses, and replies to the course discussion boards. This forum is intended to replicate the in-class discussions that take place during on-campus courses and to provide peer interaction and learning that is crucial for understanding and learning of course material. Specifically, your instructor will provide a topic, question, short reading, or problem for each Module, and you are required to:

- A. Make an initial, substantive posting for the discussion topic as described within the Module.
- B. Respond directly and specifically to the initial posting of each member of your discussion group.
- C. Reply thoughtfully and substantively to responses received from the other members of your discussion group.

**3. Research Paper.** This paper will be a brief review of the literature on a current trend or issue in reading education. The purpose of the paper is to have you delve into a topic in reading education in **considerable depth**. You should address both the research and theoretical base for the topic as well as the practical applications/implications of it. Therefore, you are required to read, synthesize, and provide ample citations of the relevant, empirical, theoretical, and/or applied literature that supports your topic. The following are examples of possible topics: issues surrounding phonics/decoding instruction, alternative vs. traditional reading assessments, early intervention programs, teaching reading in the content areas, balanced instruction, teaching struggling readers in the regular classroom, issues and practices regarding teaching phonemic awareness, research on

teaching a specific aspect of reading vocabulary or reading comprehension, composition as it relates to comprehension, current trends in content area instruction, perspectives and strategies for teaching English learners in the regular classroom, integrating technology into the literacy curriculum, etc. There are many topics in reading education that can be used for this paper.

Organize your report into sections as follows, using headings in your paper to denote each section:

1. **Introduction:** Begin with a brief introduction in which you provide an overview of your topic, an explicit purpose statement or guiding question that you pursued in your review, and a preview of the organization for the remainder of your paper.
2. **Review and Critique:** Present a review and critical analysis of the relevant literature that address your purpose or question. Use subheadings as necessary to organize this section.
3. **References:** Provide a complete reference list for all works cited in your paper.
4. **Appendices:** Provide any illustrative materials for your paper if needed.

Your written report should be **8-10 double-spaced, typed pages** using 12-point Times New Roman font with 1-inch margins, excluding references and appendices. It will be your responsibility to select and refine a topic, ideally choosing one that is relevant, interesting, and useful to you. It is recommended that you select a topic that will benefit you in either your graduate studies or in a current or future teaching/educational position. You will submit the topic you have decided upon for your term paper by the end of Module 2 on Feb. 1<sup>st</sup>.

It is **expected** that all readings you do for this course will be materials not previously read for another course or in another context, so that you expand your repertoire of knowledge within the professional literature in reading education. Similarly, it is **expected** that all writing you do will be original for this course and not a reworking of materials written for other courses or professional experiences, again to promote your learning and construction of new ideas and perspectives on reading education.

**4. Research Paper Presentation.** You will make an oral presentation of your completed research paper. Your presentation will be made as a multimedia PowerPoint presentation with audio narration. The length of your presentation should be 10-15 minutes (not be less than 10 minutes nor more than 15 minutes in duration) therefore you may need to be selective in what you share.

**5. Final Examination.** There will be a final, cumulative examination that requires you to demonstrate both (a) factual knowledge of course content and (b) application of course information by applying it to problems and issues typically faced by literacy teachers.

### **Additional Information**

**Email:** Please use the WebCT email for all one-to-one communications with your instructor and others in the course. Please do not use other email accounts or addresses because it is important to have all course-related communications centralized and readily accessible for everyone. Therefore, if you wish to communicate with other persons in the course, please use the WebCT email function. Please demonstrate professionalism, clarity, and efficiency in all course emails, including a clear subject line and a succinct message.

**Discussion Boards:** In contrast to email, the discussion boards will be used for group communications for either the whole class or groups of students within the class. There are two types of discussion boards used this semester as follows (others may be added if needed):

- **Module Discussions:** These will be topic-specific discussion boards that correspond to each module. There will be multiple boards for each module, dividing the class into smaller groups (e.g., “Group A,” “Group B,” etc.) to promote more personalized discussions. For example, the board for the first module for Group A is labeled “Module 1: Foundations – Group A.” You will post your comments, responses, and replies to these boards on the discussion topic specified by your instructor for each module.
- **Introduction Bios:** We will use this board for introducing ourselves at the beginning of the semester.
- **Instructor’s Announcements:** This is a place where general course announcements will be posted. **Please do not post to or respond to this board.**

**Due Dates:** Your work is **due on or before the specified dates within each module**. This includes Responses to Course Materials, term paper, term paper presentation, and all but one Discussion Board post. Regarding the latter, to allow time for follow-up responses, **please make your initial post to each discussion board by the date indicated in each “Module Overview”**. Your enrollment in this course indicates that it is a high priority and you commit to the work and work schedule. **Points will be deducted for late work** (2 points will be deducted for each day an assignment is late). The only exceptions to this policy will be at the discretion of the instructor for extraordinary circumstances.

**Checking for Updates and Announcements:** Please log on to WebCT for READ 6010 regularly so that you are aware of announcements and keep up with discussion boards and other course activities. You are responsible for checking course information in order to remain informed of possible changes and updates regarding course content, the schedule, due dates, and so forth.

**Preparation of Written Work:** Prepare all written work according to the style outlined in the *Publication Manual* of the American Psychology Association (5<sup>th</sup> ed., 2001), in particular the heading format and the reference list. When evaluating your written work in READ 6010, your instructor will consider substance as the primary criterion; that is, what you say (its clarity, depth, insight, etc.). However, how you say it (the form of the written work) will also be used to evaluate your written assignments. Correct grammar, proper punctuation, correct spelling, neatness, and adherence to assignment guidelines are expected. If you need assistance with academic writing, you are encouraged to avail yourself of services provided online by the UGA Writing Center (<http://www.english.uga.edu/writingcenter/home.html>).

**Academic Honesty:** All academic work must meet the standards in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work. The UGA “Academic Honesty Policy (A Culture of Honesty)” can be found at <http://www.uga.edu/ovpr/honesty/acadhon.htm>.

**Disabilities and Health-Related Issues:** Students with a disability or health-related issue who need a class accommodation should contact the instructor as soon as possible.

**General Plan:** The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.

**Grades**

Work evaluation criteria and grading standards for course requirements are as follows:

<b>Requirement</b>	<b>Total Points</b>	<b>Evaluation Criteria and Point Distribution</b>
<b>1. Responses to Course Materials</b> [Graded after each Module]	80 points [10 points for each of 8 gradings]	A. Responding thoroughly, thoughtfully, and insightfully to specific questions or tasks required = 6 points B. Complying with specific response format = 2 points D. Using proper grammar, mechanics, usage, and spelling in responses = 2 points
<b>2. Discussion Boards</b> [Graded after each module]	70 points [10 points for each module]	A. Providing thoughtful, substantively important, and relevant postings that address directly the specific topic posed for each module discussion board = 4 points B. Making the initial posting for the discussion topic on time = 2 points C. Making the required response and reply posts within the discussion group = 2 points D. Using proper grammar, mechanics, usage, and spelling = 2 points
<b>4. Research Paper</b>	60 points	A. Research paper topic email sent by the designated date = 5 points B. Thoughtful, thorough description of research literature = 25 points C. Depth of conclusions, reflections, or evaluation concerning literature = 20 points D. Grammar, mechanics, usage, neatness, spelling, compliance with requirement guidelines = 5 points E. Completed research paper turned in by designated date = 5 points

<b>5. Research Paper Presentation</b>	40 points	A. Thoughtful, substantively important and relevant content addressed in presentation = 20 points B. Engaging, pedagogically-sound, well-paced presentation = 10 points C. Multimedia elements incorporated in the PowerPoint presentation including audio narration = 10
<b>6. Final Examination:</b>	50 points	
<b>Total Possible Points</b>	300 points	

**Grading Process:** A course grade for READ 6010 will be determined by computing a final point total (0-300), which will be converted to a final grade. The following table presents the possible course grades (note the UGA plus/minus grading system), the corresponding university standards for each grade, the READ 6010 Percent Score Range for each grade, and the READ 6010E Point Totals for each percent range. For example, if you earned a course point total of 281, which is in the 91-95% range, this would convert to a course grade of A-. You may also use this table to determine the letter grade associated with a specific course assignment. For example, if you earned 8 points for the first Response to Course Materials, each of which is worth 10 points, this would equate to 80% (i.e., 8/10), which would be in the B- range (76-80%). According to the *UGA Bulletin* the UGA grading systems assigns the following quality labels to grades: A and A- are *Excellent*; B+, B, and B- are *Good*; C+, C, and C- are *Satisfactory*; D is *Passing*; and F is *Failure* (see <http://bulletin.uga.edu/bulletin/ind/grades4.html>). These same quality labels should be used to interpret grades on course requirements and the course final grade.

#### Grading Procedure

Course Grade	University GPA Standard	6010 Percent Score Range	6010 Point Totals
A	4.0	96-100	288-300
A-	3.7	91-95	273-287
B+	3.3	86-90	258-272
B	3.0	81-85	243-257
B-	2.7	76-80	228-242
C+	2.3	71-75	213-227
C	2.0	66-70	198-212
C-	1.7	61-65	183-197
D	1.0	56-60	168-182
F	0.0	0-55	0-167

## Content Calendar\*

Module # & Dates	Module Topics	Readings/Viewings & Work Due
<b>Module 1</b> <b>Jan. 7 –</b> <b>Jan. 18</b>	<b>Foundations of Reading Instruction</b> <ul style="list-style-type: none"> <li>• Teachers' belief systems</li> <li>• Personal philosophy of reading instruction</li> <li>• Cognitive insights into reading</li> <li>• Models of the reading process</li> <li>• Instructional approaches</li> </ul>	<b>Read:</b> Chapter 1 of <i>Reading and Learning to Read (R&amp;LTR)</i> <b>Read:</b> Chapter 2 of <i>R&amp;LTR</i> <b>Read:</b> "Making a Difference Means Making It Different: Honoring Children's Rights to excellent Reading Instruction" IRA Position Statement, <a href="http://www.reading.org/downloads/positions/ps1042_MADMMID.pdf">http://www.reading.org/downloads/positions/ps1042_MADMMID.pdf</a> <b>Due:</b> Introduction Bio posted by 1/9 <b>Due:</b> Response to Course Materials by 1/14 <b>Due:</b> Discussion Board 1 (Initial posting by 1/10 and all posts completed by 1/18)
<b>Module 2</b> <b>Jan. 21 –</b> <b>Feb. 1</b>	<b>Teaching Young Readers &amp; Writers</b> <ul style="list-style-type: none"> <li>• Emergent literacy</li> <li>• Reading aloud and literacy development</li> <li>• Concepts about print</li> <li>• Phonemic awareness</li> </ul>	<b>Read:</b> Chapter 3 of R&LTR <b>Read:</b> Chapter 4 of R&TLR <b>Read:</b> "Why Reading to Children is Important," Susan L. Hall & Louisa C. Moats, <i>American Educator</i> , Spring 2000, pp. 26-33. <b>Read:</b> "Phonemic Awareness and the Teaching of Reading," IRA Position Statement, <a href="http://www.reading.org/downloads/positions/ps1025_phonemic.pdf">http://www.reading.org/downloads/positions/ps1025_phonemic.pdf</a> <b>Read:</b> Phonemic Awareness Instruction section of <i>Put Reading First</i> booklet <b>Due:</b> Response to Course Materials by 1/28 <b>Due:</b> Discussion Board 2 (Initial posting by 1/24 and all posts completed by 2/1) <b>Due:</b> Research topic email by 2/1

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<p><b>Module 3</b> Feb. 4 – Feb. 15</p>	<p><b>Word Identification &amp; Reading Fluency</b></p> <ul style="list-style-type: none"> <li>• Development in children’s ability to identify words</li> <li>• Approaches and guidelines for teaching phonics</li> <li>• Oral reading fluency</li> <li>• Silent reading fluency</li> </ul>	<p><b>Read:</b> Chapter 6 of <i>L&amp;LTR</i>  <b>Read:</b> Chapter 7 of <i>L&amp;LTR</i>  <b>Read:</b> “Saying the ‘P’ Word: Nine Guidelines for Exemplary Phonics Instruction,” Steven A. Stahl, <i>The Reading Teacher</i>, April 1992, Vol.45 Issue 8, pp. 618-625.  <b>Read:</b> “The Role of Phonics in Reading Instruction,” IRA Position Statement, <a href="http://www.reading.org/downloads/positions/ps1018_phonics.pdf">http://www.reading.org/downloads/positions/ps1018_phonics.pdf</a>  <b>Read:</b> “Phonics Instruction” section of <i>Put Reading First</i> booklet  <b>Read:</b> “Fluency Instruction” section of <i>Put Reading First</i> booklet  <b>Due:</b> Response to Course Materials 3 by 2/11  <b>Due:</b> Discussion Board 3 (Initial posting by 2/7 and all posts completed by 2/15)</p>
<p><b>Module 4</b> Feb. 18 – Feb. 29</p>	<p><b>Vocabulary Knowledge &amp; Meeting the Needs of Diverse Learners</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and its relationship to comprehension</li> <li>• Principles to guide vocabulary instruction</li> <li>• Complexity of diversity in literacy classrooms</li> </ul>	<p><b>Read:</b> Chapters 8 of <i>L&amp;LTR</i>  <b>Read:</b> Chapters 10 of <i>L&amp;LTR</i>  <b>Read:</b> “Vocabulary Instruction” section of <i>Put Reading First</i> booklet  <b>Read:</b> “Second Language Literacy Instruction,” IRA Position Statement, <a href="http://www.reading.org/downloads/positions/ps1046_second_language.pdf">http://www.reading.org/downloads/positions/ps1046_second_language.pdf</a>  <b>Due:</b> Response to Course Materials 4 by 2/25  <b>Due:</b> Discussion Board 4 (Initial posting by 2/21 and all posts completed by 2/29)</p>
<p><b>Module 5</b> Mar. 3 – Mar. 21</p>	<p><b>Comprehension &amp; Reading-Writing Connections</b></p> <ul style="list-style-type: none"> <li>• Scaffolding development and use of comprehension strategies</li> <li>• Developing awareness of story structure</li> <li>• Interactions between reader and text</li> <li>• Relationships between reading and writing</li> <li>• Connecting reading &amp; writing</li> </ul>	<p><b>Read:</b> Chapters 9 of <i>L&amp;LTR</i>  <b>Read:</b> Chapters 11 of <i>L&amp;LTR</i>  <b>Read:</b> “Text Comprehension Instruction” section of <i>Put Reading First</i> booklet  <b>Due:</b> Response to Course Materials 5 by 3/10  <b>Due:</b> Discussion Board 5 (Initial posting by 3/6 and all posts completed by 3/21)                       *Spring Break: March 10-March 14</p>

<b>Module 6</b> <b>Mar. 24 –</b> <b>Apr. 4</b>	<b>Reading Assessment</b> <ul style="list-style-type: none"> <li>• Trends in assessment</li> <li>• Formal assessment</li> <li>• Informal assessment</li> <li>• Portfolios in the classroom</li> </ul>	<b>Read:</b> Chapter 5 of <i>L&amp;LTR</i> <b>Read:</b> “High Stakes Testing in Reading,” IRA Position Statement, <a href="http://www.reading.org/downloads/positions/ps1035_high_stakes.pdf">http://www.reading.org/downloads/positions/ps1035_high_stakes.pdf</a> <b>Due:</b> Research paper & research paper presentation by 3/26 <b>Due:</b> Response to Course Materials 6 by 3/31 <b>Due:</b> Discussion Board 6 (Initial posting by 3/27 and all posts completed by 4/4)
<b>Module 7</b> <b>Apr. 7 –</b> <b>Apr. 18</b>	<b>Using Literature, Basal Readers, &amp; Content Area Texts</b> <ul style="list-style-type: none"> <li>• Literature-based instruction</li> <li>• Using basal reading textbooks</li> <li>• Using informational text</li> </ul>	<b>Read:</b> Chapters 12 of <i>L&amp;LTR</i> <b>Read:</b> Chapters 13 of <i>L&amp;LTR</i> <b>Read:</b> Chapters 14 of <i>L&amp;LTR</i> <b>Due:</b> Response to Course Materials 7 by 4/14 <b>Due:</b> Discussion Board 7 (Initial posting by 4/10 and all posts completed by 4/18)
<b>Module 8</b> <b>Apr. 21 –</b> <b>Apr. 28</b>	<b>Managing and Organizing a Literacy Classroom &amp; Technology</b> <ul style="list-style-type: none"> <li>• Organizing a classroom community</li> <li>• Technology in the literacy classroom</li> </ul>	<b>Read:</b> Chapter 15 of <i>L&amp;LTR</i> <b>Read:</b> “Integrating Literacy and Technology in the Curriculum,” IRA Position Statement, <a href="http://www.reading.org/downloads/positions/ps1048_technology.pdf">http://www.reading.org/downloads/positions/ps1048_technology.pdf</a> <b>Due:</b> Response to Course Materials 8 by 4/28
<b>Semester Conclusion:</b>	<b>Final Activities</b> <ul style="list-style-type: none"> <li>• Final exam</li> <li>• Course evaluation</li> </ul>	<b>Due:</b> Date will be announced  <b>Due:</b> Date will be announced