

READ 6010. Foundations of Reading Instruction

Principles and Practices in Preschool through Secondary Reading Instruction.

Wednesdays 4:40 – 7:25 Fall 2008

409 Aderhold Hall

Professor Michelle Commeyras

Pulane@uga.edu

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

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 Be aware that any UGA student who incurs an excessive number of absences may be withdrawn from the class at the discretion of the professor.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.

Required Books for Everyone:

1. An Essential History of Current Reading Practices edited by Mary Jo Fresh (2008)
2. Lenses on Reading: An introduction to theories and models by Diane H. Tracey and Lesley Mandel Morrow (2006).
3. Put Reading First: The Research Building Blocks for Teaching Children to Read by Bonnie Armbruster and Jean Osborn (2003) : http://www.nifl.gov/partnershipforreading/publications/reading_first1.html
4. Self-Selected Readings from Assigned Sources

Required Weekly Writing Assignment Your grade for each weekly writing assignment will be based on the degree to which you answer the questions and meet the specifications. Post your assignment to WEBCT by 8am Wednesday morning or it will not count toward your final grade.

Write about three connections you make across your readings, our class sessions and your prior experiences. Label each connection as one of the following: (a) text-to-experience; (b) text-to-text; (c) text-to-class.	+3
What are you finding difficult, confusing, or unbelievable?	+1
What would you like to discuss in class?	+1
Total Possible	5 points

Remember to do the following to avoid penalties.

Put your full name at the top of the document.	-.1
Insert pages numbers.	-.1
Provide complete reference information for self-selected reading	- .5
Use American Psychological Association conventions for citing references and listing references. Include a complete APA reference for your self-selected reading.	-.1
Write coherently using standard grammar and spellings.	-.1 per error
Name your attachment with "lastname_due date" (e.g. commeyras_jan14)	-.1

Course Work	Value	Your Results
8 weekly writing assignments*	40	
Midterm Examination	30	
Final Examination	30	
	100	

*You can earn 40points but no more. Once you have the 40 points you can discontinue the writing while continuing to do the readings.

Exams: You will be involved in developing the exams. Everyone will be given the same outline to study from and to use on the day of the exam.

Letter Grade	GPA Value*	Course Grade Value
A	4.0	93 -100
A-	3.7	90 - 92
B+	3.3	87 - 89
B	3.0	83 - 86
B-	2.7	80 - 82
C+	2.3	77 - 79
C	2.0	73 - 76
C-	1.7	70 - 72
D	1.0	60 - 69
F	0.0	Below 60

- <http://bulletin.uga.edu/PlusMinusGradingFAQ.html>

August 20 First Class Meeting			
Date Due	Lens of Reading	Current Reading Practices	Self-Selected Readings from....
Aug. 27	Chapter 1 Theories and Models	Chapter 11 Teacher Professional Development	The Reading Teacher
Sep. 3	Chapter 2 Early Roots	Chapter 1 Historical Perspectives	Journal of Adolescent and Adult Literacy
Sep. 10	Chapter 3 Behaviorism	Chapter 2 Phonics Chapter 10 Spelling/Vocabulary	Reading Online
Sep. 17	Chapter 5 Literacy Development	Chapter 3 Family Literacy	Reading Research Quarterly
Sep. 24	Chapter 4 Constructivism	Chapter 4 Guided Reading	The Reading Matrix
Oct. 1	Review		
Oct 8	Midterm		
Oct. 15	Chapter 6 Social Learning	Chapter 5 Reading Comprehension	Journal of Research in Reading
Oct 22	Chapter 7 Information/Cognitive	Chapter 6 Fluency	Literacy
Oct 29	Chapter 8 Information/Cognitive	Chapter 7 Content Area Reading	ALAN Review
Nov. 5	Chapter 9 Information/Cognitive	Chapter 8 Children's Literature	Teachers College Record
Nov. 12	Chapter 10 Putting it Together	Chapter 9 Remedial Reading	Reading and Writing Quarterly
Nov 26	Review		
Dec 3	Study for Exam		
Dec. 11	Exam Due on WEBCT		