

READ 6010. Foundations of Reading Instruction

Principles and practices in preschool through secondary reading instruction.

4:40-7:25 Spring 2008

412 Aderhold Hall

Professor Michelle Commeyras

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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

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. Proust and the Squid: The Story and Science of the Reading Brain by MaryAnne Wolf (2007)
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) available online: http://www.nifl.gov/partnershipforreading/publications/reading_first1.html

Required Weekly Writing Assignment based on assigned and self-selected readings.

Answers to these questions should be submitted as an attachment to WebCt by Monday 7am.

1. What did was your self-selected reading (give complete bibliographic information)?
2. What connections are you making across your readings, our class sessions and your prior knowledge?
3. What are you finding difficult, confusing, unbelievable, etc?
4. What would you to have a class discussion on?
5. How might what you are learning inform your professional life?

Remember to:

6. Put your full name at the top of the document.
7. Insert pages numbers.
8. Use American Psychological Association conventions for citing references and listing references.
9. Write coherently using standard grammar and spellings.
10. Name your attachment with “lastname_due date” (e.g. commeyras_jan14)

***Your grade for each weekly writing assignment will be based on the degree to which you answer the questions and meet the specifications.**

Final Grade Scheme

Course Work	Value	Results
10 weekly writing assignments	4 possible points per week = 40	
Midterm Examination	30 points	
Final Examination	30 points	
		100

Schedule

Meeting Dates	Book Readings	Self-Selected Readings from specified journal
Jan. 7		
Jan. 14:	Wolf Part I (Preface -78)	Education Week
Jan. 21:	Martin Luther King Jr. Holiday	
Jan 28	Wolf Part II (81-162)	Ed.gov
Feb. 4	Wolf Part III (165-236)	Reading Online
Feb. 11	Tracey/Mandel (Preface – 30)	Reading Research Quarterly
Feb. 18	Tracey/Mandel (Behaviorism 32-45)	Journal of Research in Reading
Feb. 25	Midterm Examination	
Mar. 3	Tracey/Mandel (Constructivism 47-74)	Journal of Language and Literacy Education
Mar. 10	Spring Break Holidays	
Mar. 17	Tracey/Mandel (Literacy Development 76-98)	ALAN Review
Mar. 24	Tracey/Mandel (Social Learning 100-123)	The Reading Teacher Journal of Adolescent and Adult Literacy
Mar. 31	Tracey/Mandel (Information/Cognitive Processing 125-146)	English Education
Apr. 7	Tracey/Mandel (Information/Cognitive Processing 148-162)	Teaching English in a Two Year College
Apr. 14	Tracey/Mandel (Information/Cognitive Processing 164-181)	Reading Research and Instruction
Apr. 21	Tracey/Mandel (Putting it all Together 183-204)	The Reading Matrix
Apr. 28	Review	
	Final Exam	

Midterm and Final Examination Rubric

Criteria	A Outstanding	B Very good	C Needs improvement	D Unacceptable
<ul style="list-style-type: none"> • The answer is comprehensive. • It answers the question with content from reading assignments and class sessions. • General statements and ideas are backed up with illustrative examples and details. • Professional terminology and key names are included. • The presentation of content is organized and logical. • Standard English spelling and grammar are used. 				