

**READ 6010**  
The Teaching of Reading  
Spring, 2009

Instructor:  
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**Required Texts:**

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 Self-Selected Readings from Recommended Sources

**Optional:**

4. *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](http://www.nifl.gov/partnershipforreading/publications/reading_first1.html)

**Course Overview:** In this course you will have opportunities to

- explore your own literacy
- read and respond to professional literature
- be a co-learner in acquiring knowledge of reading development and instruction
- to work collaboratively to build and explore literacy instruction
- reflect on your learning
- This is a BLENDED/Hybrid course, which means that some meetings will be held face-to-face and others will be conducted online through WEBCT. WEBCT resources are rich and include communication tools such as e-mail and discussion webs. You will have access to learning modules to complete for each assignment. This is an opportunity to reflect on the nature of your thinking and level of collaboration when you gain your information out of class/online and in class/face to face.

**Course Prerequisites:**

- Reasonable proficiency with computer, including using email and word processing programs
- UGA MyID
- High speed internet connection
- Frequent and reliable access to computer in order to complete the course to the satisfaction of the instructor. If you lack access to a high speed connection it is you have access in one of the Aderhold Hall Computer Labs (e.g., Room 233 is open until 8 pm)..

**Course Requirements:**

- |  |   |
|--|---|
| A. 8 Modules   | <p><b>POINTS</b><br/>       80 points (10 points each)<br/>       Modules will be accessible on WEBCT during the week in which the assignments are due.<br/> <i>You will work collaboratively with 3 other classmates (<b>group of 4</b>) to complete the assignments.</i> Directions for the header For all group work are given in Module 1.<br/>       All students in a small group will receive the same number of points. (see More information about Modules at the end of the syllabus)</p> |
| B. 3 one page article reviews  | <p>9 points (3 points each)<br/>       for self-selected readings.<br/>       Individual assignment.<br/>       The purpose is to expose you to various Professional journals. See List of appropriate Journals at the end of syllabus.</p>   |
| Or   |   |
| One three-page review<br>Of the Armbruster/Osborn<br>Text (first come first serve<br>Basis). | (also 9 points)   |
| C. Professionalism   | <p>11 points<br/>       Attendance for all scheduled face-to-face meetings. Participation in each online WEBCT learning assignment. Participation In all in-class learning activities.</p>  |

Grading Scale: 96-100=A 90-95=A- 86-89=B+ 81-85=B 77-80=B-  
 Below 77 is a C+ or lower.

**READ 6010****Tentative Course Schedule of Dates for Module Assignments & Readings****Date(s)**


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**January 14**                    **On Campus Meeting – Orientation  
Form Small Groups of 4**

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**Dates:**

**January 14 – 28**        **Off campus – Online Work**

*Module 1 assignments are due on the 28<sup>th</sup>.*

**Module 1: Living the Professional life**

- Tracey & Morrow, Chapter 1: Theories and Models
  - Fresch, Chapter 11: Teacher Professional Development
  - Other readings and activities within Content Module Folders on WEBCT (in Course Content)
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**Dates: January 28-Feb 11<sup>th</sup> Off Campus – Online Work**

Module 2 assignments are due on the 11<sup>th</sup>.

**Module 2: Views of Readiness & Reading to Children**

- Tracey & Morrow, Chapter 2: Early Roots
  - Fresch, Chapter 3: Family Literacy
  - Other readings and activities within Content Module Folders on WEBCT (in Course Content)
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Dates: February 18 – 25th

**On Campus FACE -To- FACE MEETING On the 25<sup>th</sup>**

Module 3 Assignments are due on February 25<sup>th</sup>

**Module 3: Phonemic Awareness and Phonics**

- Tracey & Morrow: Chapter 3 Behaviorism
  - Fresch, Chapter 2: Phonics
  - Other readings and activities within Content Module Folders on WEBCT (in Course Content)
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**READ 6010 Tentative Course Schedule of Dates for Module Assignments & Readings - continued**  
**Date(s)**

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**Dates: February 25<sup>th</sup>- March 4<sup>th</sup>**

**On Campus FACE -To- FACE MEETING On March 4<sup>th</sup>.**

Module 4 Assignments are due on March 4<sup>th</sup>

*Come prepared to share 1 of your self-selected readings*

*And your Module 4 activities.*

**Module 4: Vocabulary**

- Tracey & Morrow, Chapter 5, Literacy Development
  - Fresch, Chapter 10, Spelling & Vocabulary
  - Other readings and activities within Content Module Folders on WEBCT (in Course Content)
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**March 4 to 18<sup>th</sup>**

**On Campus Face-to-Face Meeting On the 18<sup>th</sup>**

**Module 5 activities due on the 18<sup>th</sup>.**

**Be prepared to discuss activities and readings in class**

*Come prepared to share 1 of your self-selected readings*

*And your Module 5 activities*

**Module 5: Shared Reading**

- Tracey & Morrow, Chapter 4: Constructivism
  - Fresch, *Chapter 8: Children's Literature*
  - Other readings and activities within Content Module Folders on WEBCT (in Course Content)
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**March 18<sup>th</sup> – 25<sup>th</sup>**

**On Campus Face-to-Face Meeting On the 25<sup>th</sup>**

**Module 6 activities due on the 25<sup>th</sup>.**

*Come prepared to share 1 of your self-selected readings*

**Module 6: Guided Reading**

- Tracey & Morrow, *Chapter 6: Social Learning*
  - Fresch, Chapter 4: Guided Reading/Then & Now
  - Other readings and activities within Content Module Folders on WEBCT (in Course Content)
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**READ 6010 Tentative Course Schedule of Dates for Module Assignments & Readings - continued**  
**Date(s)**

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**April 1 – 8th                      Off Campus – Online Work**  
**Module 7 activities due on the 8<sup>th</sup>**

**Module 7: Independent Reading**

- Tracey & Morrow, Chapter 7: Information/Cognitive Processes (1950s- 1970)
  - Fresch, Chapter 7: Content Area Reading
  - Other readings and activities within Content Module Folders on WEBCT (in Course Content)
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**April 15 – 29<sup>th</sup>                      Off Campus – Online Work**  
**Module 8 activities & final reflection due on the 29<sup>th</sup>**

**Module 8: Comprehension and Fluency**

- Tracey & Morrow, Chapters 8 & 9: Information/Cognitive Processes (1980's-Present)
  - *Fresch, Chapter 5 & 6: Comprehension & Fluency*
  - Other readings and activities within Content Module Folders on WEBCT (in Course Content)
  - Other readings and activities within Content Module Folders on WEBCT (in Course Content)
  - Final Reflection
  - Course Evaluation
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- **SELF SELECTED READINGS OPTIONS AND RECOMMENDATIONS**
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- **I have 22 copies of *Put Reading First: The Research Building Blocks for Teaching Children to Read* by Bonnie Armbruster and Jean Osborn (2003) : so 22 of you may decide to read and review contents of this short book in leu of 3 other self-selected readings as listed on the **Tentative schedule**.**
  
- **(You must select 3 different journals for self-selected readings)**
- **Approved/Recommended Journals for Self-Selected Reviews**
- **The Reading Teacher**
- **Journal of Adolescent and Adult Literacy**
- **Reading Online**
- **Reading Research Quarterly**
- **Journal of Research in Reading**
- **Teachers College Record**
- **Reading and Writing Quarterly**
- **Journal of Early Childhood Literacy**
  
- **FORMAT (one page single spaced size 12 font)**
- **1. Header: Your name, Date, Citational Information in APA format**
- **2. Paraphrase of the abstract (if one is given), or 4 sentence summary of the article**
- **3. Key ideas that relate to our course readings**
- **4. Implications for Instruction**
- **5. Questions you have**

- **Modules**

This course is divided into eight modules. You have various amounts of time to complete each module as listed on the course tentative schedule. A module will be closed at midnight of the final day. No assignments will be accepted after the module closes.

Each module will have readings and assignments. Participation is absolutely essential. This class is intended to be interactive and how much we learn depends on the community we form in face to face and in cyberspace. You will be expected to post at least twice to your small group on the bulletin board related to the text readings for each module. The first post has to be during the first week of the module. The second post can be anytime until the module closes. The postings should relate to the readings, be reflective, and may also include responses to the postings of the instructor or other students in the course. These postings must state or support an issue, or add a new perspective to the discussion. Most modules will have guiding questions to help you think about our topic. Insights gained from discussion posting may be used in your small group reflective/synthesis papers.

Use good “netiquette”:

- Check the discussion frequently so that your responses are timely and on the topic
- Focus on one subject per message and use titles that are self-explanatory
- While disagreement is fine, avoid judgment comments that may be taken personally
- Include quotes, references, page numbers, and sources whenever possible
- Vague or general comments may be interpreted as a sign that you haven’t read the material.
- Humor is fine but can be misinterpreted without face-to-face cues.

**NOTE:** There are many helplets at the WebCT homepage when you have difficulties.

### Technology Helplet

*Created by Rachel J. Pinnow, 2002; updated 12.04.04*

[How do I post to the Discussions area in WebCT?](#)

[How do I post to an individual folder in the Discussions area of WebCT?](#)

[How do I post a document I composed in Word into a message in WebCT?](#)

[How do I download an attached file in WebCT?](#)

[How do the links operate in this course?](#)

### Posting to the Discussions area of WebCT

The WebCT "Discussions" area is made up of many "folders". Each of these folders has been strategically named according to the title of your module. Thus, make sure that you post your assignment to the correct folder.

### To post to the Discussions area:

1. Click on the word "Discussions" on the Navigation bar to your left. This will take you to the Discussions area.
2. Once you are inside the "Discussions" area, click on "Compose Discussion Message". This will take you to the compose message screen.
3. When composing a message to be posted to the Discussions area, first choose your **topic**. *Please be mindful* as choosing the incorrect topic area will post your message to the incorrect discussion area, which may result in lost participation points.
4. After choosing your topic, type in your **subject**.
5. Now simply place your cursor in the blank "message" screen and begin typing.
6. **PLEASE NOTE:** If you have already typed your message or document in Word (or a similar program) and simply want to copy it into the message box, all you must do during this step is copy your document in Word, place your cursor inside the 'message' box, **right click** your mouse and choose "paste".

### Posting to an individual folder in WebCT

You can post to any discussion folder by entering that folder (just click on it) where you will be given the exact same message posting screen as in the 'compose' option. If you would rather enter into a folder in order to post your information, simply click on the title of the folder and post according to the instructions above.

### Posting a message in Discussions area of WebCT via an original Word document:

All students are encouraged to type their documents in Word first in order to preserve spelling and grammar integrity of written documents.

If you have already typed your message or document in Word (or a similar program) and want to copy it into the message box, copy your document in Word, place your cursor inside the WebCT 'message' box (either in the Discussions area or a folder), **right click** your mouse, choose **paste** and this will copy your Word document into the message window. Now click on WebCT's "post" option at the bottom of the page to post your message.

### Downloading an attachment in WebCT

1. Click on the discussion message with the attached file that you want to access.
2. Once the message opens, click on the **large paper clip** with the words "**See attached**".
3. Next, click on the **small circle** to the left of the file title then click on the "**Download**" button.
4. Your computer will then ask you where you want to save the document, so all you need to do is direct the file where you want it saved.

### Links

Please note that all links leading to web sites *outside* of this course will open in new browser windows. However, links that are *internal* to this course will open in the same browser window or in a WebCT browser window.