

**THE UNIVERSITY OF GEORGIA**  
**Department of Language and Literacy**  
**READ 6010 – Foundations of Reading Instruction**  
**Mondays, 4:45 – 7:25**

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**Overview of the Course**

READ 6010, “Foundations of Reading Instruction,” is a graduate-level course in the principles and practices of teaching reading to PreK 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 current issues and topics in PreK-12 reading education. It is also appropriate for educators whose interests and responsibilities may not directly focus on reading, 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, by necessity, a survey course. For students wishing to pursue specific aspects of reading education, additional courses are available in topics such as early literacy (READ 6420), content area reading (READ 6060), middle and high school reading (READ 6030), culture and sociopolitical issues (READ 7800, 8300), the assessment and instruction of students with reading difficulties (READ 6020, 7020, 9020), technology in literacy (READ 7110, 8150), comprehension processes (READ 8880), the psychology of reading (READ 8170), and research literature in reading education (READ 9630).

**Course Objectives**

The objectives of this course are:

- to establish a forum for discussing current research and instructional practices, sharing ideas, raising issues, and addressing problems in PreK-12 literacy education
- to help educators become informed decision makers regarding the literacy education programs for children and adolescents
- to acquire an understanding of current research, theory and practice regarding students’ acquisition of reading abilities
- to develop an instructional unit based on your own fields and interests
- to explore an area of literacy development currently unfamiliar to you
- to better understand the scope and sequence of reading instruction across the grades

### Course Requirements

1. **Class Attendance and Participation**: Due to the design of the course, attendance and participation are important for a full understanding of course material. This is a graduate-level course and participation in all class activities and discussions is expected. Attendance and participation combine to make up the professionalism component of your grade – 10 points, or 10% of your course grade.
2. **Reading Portfolio**: You will keep a weekly reading log designed to help you focus on the readings and write about your own beliefs on literacy. Weekly entries will include both notes from the reading and a personal reflection on a topic or question brought up in class. For example, your first entry will describe a significant “literacy” event in your life and some notes from our first 2 chapters. This log will act as a portfolio in the end that will demonstrate your experiences and ideas on literacy and how they may (or may not) change over the course of the semester. This log will be checked periodically and is worth 5 points, for a total of 5% of your course grade.
3. **Assessments**: There will be 2 assessments – a midterm and a final. Both will cover materials from the readings and from class discussions. The formats will include multiple choice, short answer, short essay, and reflection. Each of these assessments will count for 15 points, for a total of 30 % of your course grade.
4. **The “I Have No Idea What I’m Talking About” Paper**: This assignment is designed to get you out of your comfort zone and into an area of reading instruction that you have limited experience with. Ideas for this “new area” include, but are not limited to, an age group that you have little to no experience with (including adult non-readers); working with students with exceptionalities; a reading program that you are interested in learning more about; recent legislation regarding reading instruction; financial considerations in designing instruction; grant writing; comparing reading programs on local, state, and national levels; or standardized testing issues surrounding reading. This assignment is meant to be self-directed based on your interests and desire to expand on your knowledge of current issues in reading instruction. It will be 2-3 pages in length, should include 3-5 references, and reflect how it has improved upon your overall understanding of the issue. It will be worth 10 points, or 10% of your course grade.
5. **Design of a Reading Unit**: Over the course of the semester, you will design a reading program for a target population of your choice. You may choose to focus on one aspect of reading instruction, such word identification, fluency, or vocabulary or you may instead design a more comprehensive program that incorporates multiple aspects. There will be four parts to the unit:
  - a. **Research-based rationale**: a 3-4 page review of the research behind your chosen unit. The research should be current (1990 – present) and reflect your rationale for choosing your methods based your targeted population. This part is worth 10 points, or 10% of your course grade.
  - b. **Description of your methods**: this will be an overview of your unit, including a detailed description of your chosen population, setting, methods, academic behavior targeted for change (i.e. increasing fluency) and delivery model (time, place, etc.). This part is worth 10 points, or 10% of your course grade.

- c. **Sample Lesson Plan:** Your unit lesson plan should mirror one that would be used in a classroom and to include: present level of performance; lesson objectives to include learner, target behavior, conditions, and your goal; materials; lesson introduction; instructional procedures including how you will address errors; closure/review; and evaluation procedures/assessment. This lesson plan is worth 15 points, or 15% of your course grade.
  - d. **Letter to parents:** You will compose a letter that explains the purpose and procedures of your unit to parents in “everyday” language. This is valuable practice for communicating with parents and others professionals that may not be privy to our educational jargon. This letter is worth 5 points, or 5% of your course grade.
- 5. Presentation:** You will make a brief (10 minute) presentation to the class on either your reading unit or your “I Have No Idea What I’m Talking About” paper. Along with your presentation, you will prepare a one-page summary of information, resources, references, etc. for the group. For example, you may discover a terrific website or publication that you could share. Pooling our findings and resources benefits everyone! It will be worth 5 points, or 5 % of your final grade.

### **Additional Information**

- 1) Written assignments must be prepared in a professional manner. "Professional" is defined as following guidelines stated in the Publication Manual of the American Psychological Association (5th ed.) (2001). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower evaluation.
- 2) Academic Honesty: to plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student may receive zero points for the assignment, and/or a grade of "F" for the course, and may be expelled from the University. For specific information, review the UGA publication *A Culture of Honesty: Policies and Procedures on Academic Honesty* which can be found at: [http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm).
- 3) Final course grades will be based on the number of points accrued from the submission of required products combined with professionalism points. There is a total of 100 possible points in the course.
- 4) The assignment of “incompletes” is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. In the event that an "I" grade is appropriate, students should notify the instructor at the time such circumstances arise. Upon notification, a course

completion contract between the student and instructor will be developed before the last week of the quarter.

5) Students with disabilities who anticipate a need for special accommodations in this course should meet with the instructor early in the semester.

6) UGA Inclement Weather Policy: Please be aware of the UGA Inclement Weather Policy regarding possible closings of the university. This policy can be found at: <http://www.uga.edu/news/newsbureau/releases/2002releases/0211/021111weather.html>

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

### Monitoring your Progress

Below is a table of course assignments, their tentative point values, and relative weight for determining your final grade at the end of the semester. You may use this organizer to track your progress. One way to determine an assignment's potential influence on your final grade is to convert the raw points you earn into the number of percentage points the assignment is worth.

Course Assignment	Relative Weight	Points Toward Final Grade
Attendance and Participation	10%	___/10
Reading Log	5%	___/5
Assessment 1	15%	___/15
Assessment 2	15%	___/15
“I Have No Idea What I’m Talking About” paper	10%	___/10
Reading Unit : Part A: Research-Based Rationale	10%	___/10
Reading Unit: Part B: Description of the Program	10%	___/10
Reading Unit: Part C: Sample Lesson Plan	15%	___/15
Reading Unit: Part D: Letter to Parents	5%	___/5
Presentation: Oral presentation with 1 page summary for class members	5%	___/5
<b>FINAL GRADE</b>	<b>100%</b>	<b>___ / 100</b>

### Course Calendar

<b>Wk/Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Due</b>
1 M 1/9	Introductions Review of Course Syllabus Overview of Book / IRA Standards (App.G)		<b>Reading Logs due Weekly</b>
2 M 1/16	-No Class : MLK Holiday		
3 M 1/23	-Knowledge and Beliefs About Reading -Approaches to Reading Instruction	Chapters 1 & 2	Appendix A and B
4 M 1/30	-Early Literacy: Birth to School	Chapter 3	
5 M 2/6	-Beginning Readers	Chapter 4	Reading Unit: Part A Draft
6 M 2/13	-Assessing Reading Performance	Chapter 5	
7 M 2/20	-Word Identification and Fluency	Chapter 6 & 7	Reading Unit: Part B Draft
8 M 2/27	-Vocabulary	Chapter 8	Assessment 1
9 M 3/6	-L.D. for a Day -F.A.T. City Video	Handouts	
10M 3/13	-No class: Spring Break		
11M 3/20	-Diverse Readers	Chapter 10 Handouts	Reading Unit: Part C Draft
12M 3/27	-Comprehension 5 Presentations	Chapter 9	Reading Unit: Part D Draft
13M 4/3	No Class		
14M 4/10	-Reading and Writing Connections -Bringing Children and Literature Together 5 Presentations	Chapters 11 & 12	I Have no Idea Paper
15M 4/17	-Basal Readers 5 Presentations	Chapter 13	
16M 4/24	-Content Area Text -Managing an Effective Classroom -5 Presentations	Chapters 14 & 15	Reading Unit
17M 5/1	-Final Exam -5 Presentations		