EDIS 7700 Foundations of Reading Instruction

Instructor: Mary Abouzeid, Ph.D.
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Course dates: September 2 – December 9, 2013
Course Time/Place: 6:30 – 9:00 PM, Thornton A119

Technical Support: collab-support@virginia.edu

COURSE DESCRIPTION: This core course for understanding the teaching of reading addresses literacy development from its earliest stage to maturity in the processes of reading and writing. Based firmly on the understanding that reading is a language-based activity, the course will address the links between speech and print. The linguistic and developmental approach to learning to read is especially powerful in working with children of diverse backgrounds (culturally and linguistically). The theory presented in this course is essential for anyone who works with children who are learning to read. All people will be seen to develop literacy in similar patterns within variable cultural and social influences. Many of these influences will be explored as common threads throughout the course.

The major topics are: (1) social and cultural perspectives on learning to read and write; (2) developmental stages of reading and word knowledge, from emergent to maturity in reading; (3) the five research-based components of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension); and (4) reading disability and interventions.

PREREQUISITES: Undergraduate degree

GENERAL COURSE OBJECTIVES: This course will: (1) convey an understanding of the child's development as a reader and writer; (2) link theory of children's growing awareness of the conventions of written language with appropriate classroom practice; and (3) provide a medium for exploring and dealing with cultural and social issues influencing literacy development.

INSTRUCTIONAL PROCEDURES: The course will involve a high level of interaction between and among participants and the instructor. Lectures will be live (face-to-face) or live on-line interactions and video conferencing and will include demonstrations and pictorial case studies that illustrate points under discussion. Student interaction will take the form of class exercises including individual and small group oral and written presentations, responses to critical reading via discussions either in person or in the class forum, and practicum assignments that are submitted for grading. There will be a final exam.

MODE OF INSTRUCTION: We will use the University's platform for courses called Collab (https://collab.itc.virginia.edu/portal). Students are expected to activate their UVa ID and use it for access to the class site. Assignments will be submitted there; the gradebook will allow individual students to keep track of their performance in the course. All course materials and readings with the exception of textbooks will be available on the Collab site as downloadable documents.

COURSE REQUIREMENTS AND METHODS OF EVALUATION

The final grade will be based on the following requirements:

Level and quality of participation	20%	Participation is worth 3 points each week. (3 pts. will be given when this basic criteria is met; 1.5 point will be allotted if only half the posts are done and/or they did not meet deadlines/expectations; 0 points will be given if nothing is posted for the week.)
Practica Assignments **Must complete 5 of the 7 practica.** * Starred items must be completed by everyone.	50%	• Narrative • Concept of Word* • Spelling Assessment* • Running Record/Timed Repeated Reading* • Vocabulary • Comprehension • Teaching Writing
Final Exam	30%	This exam includes several short answer questions and several essay questions and will be taken online.

Points/percentages equate to grades as follows:

A+	100	B+	87-89	C+	77-79	D	60-67
A	95-99	B	83-86	C	73-76	F	Below 60
A-	90-94	B-	80-82	C-	70-72		

Course Requirements and Grading: Please note that simply fulfilling all of the requirements of the course does not automatically guarantee a final grade of A. The quality and scope of all course work are evaluated by the instructor. All assignments must be word-processed using Microsoft Word and submitted through the class website. All assignments must be submitted on the specified due date and using APA style (http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx). Assignments turned in late are subject to point reductions.

Grade Reports: You can obtain your grade at the end of the course by going to the Registrar's website. http://www.virginia.edu/registrar/

REQUIRED TEXTS

- Gunning, Thomas G. (2012). Creating Literacy: Instruction for All Children. Boston, MA: Pearson Education Inc. 8th edition.
- Samuels & Farstrup (2011). What Research has to say about Reading Instruction (Fourth edition). Newark, DE: International Reading Association.

Recommended Text

McCabe, A. (1996). Chameleon Readers: Teaching children to appreciate all kinds of good stories. New York: The McGraw-Hill Companies, Inc.

REQUIRED READINGS (in class e-library)

The readings listed below are required for the course. They were chosen to supplement the texts. These selections can be found on the class Collab site.

Narratives and Second Language Learning

McCabe, A. (1996). Chameleon readers: Notes toward an authentic multicultural literacy program. In A. McCabe, *Chameleon Readers: Teaching children to appreciate all kinds of good stories* (pp. 174-193). New York: The McGraw-Hill Companies, Inc.

McCabe, A., & Rollins, P. (1994). Assessment of preschool narrative skills. *American Journal of Speech, Language, and Pathology*, 45-56.
Goldenberg, Claude. (2013). Unlocking the research on English learners. *American Educator*. Summer. 4-12.

Concept of Word
Morris, D. (1993). The relationship between children's concept of word and phonemic awareness in learning to read. *Research in the Teaching of English, 27*. 133-154.

Flanigan, K. (2007). A concept of word in text: A pivotal event in early reading acquisition. *Journal of Literacy Research, 39 (1)*. 37-70.

Phonics
Invernizzi, M., Abouzeid, M., & Gill, J. T. (1994). Using children's invented spelling as a guide for spelling instruction that emphasizes word study. *Elementary School Journal, 93* (2). 155 - 167.

Invernizzi, M. and Hayes, L. (2004). Developmental spelling research: A systematic imperative. *Reading Research Quarterly, 39* (2). 216-228.

Reading Disability
Fuchs, D. & Fuchs, L. (2006). Introduction to response to intervention: what, why, and how valid is it? *Reading Research Quarterly*. 93-99.

Vellutino, F.R., Fletcher, J.M. Snowling, M.J. & Scanlon, D.M. (2004). Specific reading disability (dyslexia): what we have learned in the past four decades. *Journal of Child Psychology*, 45: 1. 2-20.

Vellutino, F.R. (1987). Dyslexia. *Scientific American. 256:3*. 35-41.

Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education,* 7, 6-10.