

Today's topics:

- **Introduction to this course**
- **Approaches to teaching reading**

0. Key points today

- About this course
 - Course information: Goals, requirements
 - Course structure: Topics we will cover
 - Introducing ourselves
- A quick *overview* of some methods for teaching reading (of English)
 - We'll come back to some of these again
- Reflection: How to approach college

1. Course information

Welcome!

- I am **Jen Smith** [[my web site](#)]
 - Please call me “Dr. Smith” or “Prof. Smith” or “Jen”

1. Course information

- Let's go around the class and introduce ourselves
 - **About you**
 - Name
 - Major
 - Pronouns if you wish
 - What's an early **memory** you have about reading or learning to read, especially **in school**?

1. Course information

- **Course web site:**

<https://users.castle.unc.edu/~jlsmith/ling060.html>

- Check the “**Daily syllabus**” web page after every class to find out about readings and assignments
 - Today’s entry has the “**Course info and policies**” handout — ***download and keep in a safe place***

*Remember to REFRESH your web browser
to get the latest version of a web page*

1. Course information

- Course structure and requirements — Highlights
 - Reflection essays
 - Article interpretation and presentation
 - Final project
 - Development assignments
 - Presentation slides & lightning talk

1. Course information

- See the “[Course info and policies](#)” handout for
 - Grading information
 - Course policies
 - ...and more
 - Looking for something?
 - These slides
 - Reading or assignment links
 - Due dates
 - etc. ...
- Always check the [Daily syllabus page](#) first!

2. Structure of this course

How Reading Works: Language, Cognition, & Literacy

- The first few weeks introduce key background ideas
 - **Linguistics** = the science of **language** and its **cognitive** representation
 - **Visual processing** of text
 - **Statistics** and **research design**
- Then: research on **reading skills** in adults, children
- Implications for **reading education/pedagogy**
- Over the final weeks, you will develop a **project** on a topic of your choice for your **final presentation**

3. Methods for teaching reading

Some historical reading textbooks

- [McGuffey Readers](#) (1830s–early 1900s)
 - [Wikipedia](#)
- ["Dick and Jane"](#) (Elson-Gray readers; 1930s–1970s)
 - [Wikipedia](#)
- For discussion:
 - What teaching methods do we see here?
 - How are the two series of readers similar and different?

3. Methods for teaching reading

Methods in current use

- Phonics
 - What defines a phonics-based method? You'll explore this in the first Reflection Essay

3. Methods for teaching reading

Methods in current use

- Whole Language
 - “...based on the premise that learning to read English comes naturally to humans, especially young children, in the same way that learning to speak develops naturally.

“Whole-language practitioners...focus on teaching meaning and making students read more.”

— Wikipedia, “[Whole Language](#)”

3. Methods for teaching reading

Methods in current use

- Balanced Literacy
 - “Balanced literacy ... has a variety of interpretations. For some, balanced literacy strikes a balance between whole language and phonics and puts an end to the so called reading wars. Others say balanced literacy, in practice, usually means the whole language approach to reading.”
— Wikipedia, “[Balanced literacy](#)”

3. Methods for teaching reading

Recent interest in reading curricula based in the “science of reading”

- FYI: NC “Excellent Public Schools Act of 2021” ([Senate Bill 387 / SL 2021-8](#))
 - [“What does this Science of Reading bill really mean, and how did we get here?”](#) (EdNC)
- For a general overview:
Video: [“The Science of Reading: a top-level primer”](#)
(EducationNC; 8:04 on YouTube)

4. Pause for thought

Discussion

- Why do people go to college?

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Discussion

- Why do people go to college?
 - From class survey in progress (n=13):

<i>find/qualify for a career</i>	8
<i>make connections/friends</i>	8
<i>explore</i>	7
<i>knowledge/education</i>	6
<i>earn a degree</i>	4
<i>income/independence</i>	4
<i>family expectations</i>	2

4. Pause for thought

Perspective shift

- Now that you're here — Focus on learning rather than grades!

Resources

- [The Happiness Lab](#) podcast (Laurie Santos, Yale)
- [Carol Dweck on mindset](#) (article and talk)

Be sure to give this some thought every semester:

- What are your goals for your time at UNC? **Why?**

5. For next class

- See “[Daily syllabus](#)” page for assigned reading and information about reflection essay (RE) #1
- Next time, we will:
 - Discuss **writing** versus **language**
 - Consider what makes a method for teaching reading **phonics**-based
 - Prepare for the first section of the course