

Summer Semester 2001

**EDUC 473 - 4**  
**Designs for Learning: Reading****D01.00**

Thursdays 13:00-16:50 in EDB 8620

Dr. Paul Neufeld  
Office: EDB 9502  
Phone: 291-4390  
E-mail: pneufeld@sfu.ca**PREREQUISITES**

Educ 401/402

**COURSE DESCRIPTION**

The ability to read and write effectively is fundamental to success in school. Thus, providing students with high quality instruction that enables them to become effective readers and writers is one of the most important challenges faced by teachers. This course focuses on how best to meet this challenge. To this end, we will explore the research supported theoretical principles that undergird effective instructional practices in reading and learn about, model, and discuss various methods of evaluation and instruction designed to develop the literacy skills of students.

**TOPICS COVERED**

- A Look at Reading Instruction from an Historical Perspective
- Reading Across the Life Span: Developmental Perspectives
- The Reading Process: How Does it Work?
- Comprehension Strategies Instruction
- Vocabulary Instruction
- Early Literacy Instruction
- Reading-Writing Connections
- Developing an Effective "Program" of Literacy Instruction
- Assessment and Evaluation

**REQUIREMENTS**

- Article Reviews (3) (10%)
- Midterm Exam (20%)
- Strategy Demonstration (Small Groups) (20%)
- Professional Resource Collection (25%)
- Final Project (25%)

**REQUIRED TEXTS**

Cunningham, P. M., Moore, S. A., Cunningham, J. W., & Moore, D. W. (2000). Reading and writing in elementary classrooms: Strategies and observations (4th ed.). Don Mill, Ontario: Longman.

Tierney, R. J., & Readence, J. E. (2000). Reading strategies and practices: A compendium (5th ed.). Toronto: Allyn & Bacon.

Additional readings from photocopies and WWW.