

Summer Session 2002

EDUC 473 - 4

**Designs for Learning: Reading**

Kathie Cornell

Office: TBA

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Tuesday, Thursday & Saturday  
8:30-11:50 in EDB 7610

D03.00

**PREREQUISITE**

Educ 401/402

**DESCRIPTION**

Enabling learners to read and write with confidence is a fundamental goal for all elementary teachers. This course will examine the theories supporting the teaching of reading and writing and relate those principles to current classroom practice. We will explore the nature of the reading process and model and discuss structures and strategies to promote literacy acquisition throughout the grades. The following topics will be addressed:

- The Big Ideas Around Literacy
- Emergent Literacy
- Learning Environments That Promote Literacy
- Reading and Writing Connections
- Cues, Clues and Strategies Readers Use
- Using Literature to Enhance Literacy
- Developing a Balanced Literacy Program
- Assessment and Evaluation

**REQUIREMENTS**

Participants will be expected to attend class prepared to discuss assigned readings and become actively involve themselves in group activities. Assignments will include:

- Child Study on Reading Behaviour  
(participants will work with an elementary-age child throughout the course)
- Reading Strategy Demonstration
- Individual Inquiry Project

**REQUIRED READINGS**

May, Frank. Reading as Communication (5th ed.). Prentice-Hall Inc., 1998.

Province of B.C. Performance Standards: Reading. Victoria, BC: Ministry of Education

Custom Courseware Package (articles and resource materials)

A list of recommended texts, library reserves and suggested resource books will be given out on the first day of class.