

**SIMON FRASER UNIVERSITY  
SUMMER SEMESTER 2007**

**EDUC 473-4**

**DESIGNS FOR LEARNING: READING  
(E03.00)**

**Susan MacLeod**  
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Tuesday 5:30-9:20  
SFU Surrey room 3340

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**PREREQUISITE:** 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. We will learn about, model, and discuss various methods of evaluation and instruction designed to develop the literacy skills of students.

**TOPICS COVERED**

- ◆ Reading Instruction from an Historical Perspective
- ◆ Developmental Stages/Phases of Reading
- ◆ The Reading Process
- ◆ Comprehension Instruction
- ◆ Vocabulary Instruction
- ◆ Early Literacy Instruction
- ◆ Reading-Writing Connections
- ◆ Developing an Effective Program of Literacy Instruction
- ◆ Assessment and Evaluation

**REQUIRED TEXTS**

Cunningham, P. M., Moore, S. A., Cunningham, J. W., & Moore, D. W. (2000). Reading and writing in elementary classrooms: Research based K-4 instruction (5th ed.). Toronto: Pearson.

Rasinski, T. V., & Padak, N. D. (2001). From phonics to fluency: Effective teaching of decoding and reading fluency in the elementary school. Toronto: Allyn & Bacon.

Additional readings from photocopies on file in CET and/or on the WWW