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Summer Semester 2000

**EDUC 473 - 4**  
**Designs for Learning: Reading**  
**(Elementary)**  
**E02.00**

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Tuesdays 17:30-21:20 in MPX 7600

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### PREREQUISITE

Educ 401/402

### COURSE DESCRIPTION

Enabling learners to read and write with confidence is a fundamental goal for all elementary teachers. This course will examine the theory around teaching reading and writing from Kindergarten through Grade 7 and relate those principles to current classroom practice. We will explore the nature of the reading process and model and discuss strategies and techniques to promote literacy acquisition throughout the grades. The following topics will be addressed:

- Learning Environments That Promote Literacy
- Emergent, Early and Developing Literacy
- A Balanced Literacy Program
- Reading/Writing Connections
- Cues, Clues and Strategies Readers Use
- Using Literature to Enhance Literacy
- Assessment and Evaluation

### COURSE REQUIREMENTS

Participants will be expected to attend class prepared to discuss assigned readings and actively involve themselves in all group activities.

Assignments will include:

- Child Study on Reading Behaviour  
(participants will need to work with an elementary-age child throughout the course)
- Reading Strategy Demonstration (small group)
- Novel Study
- Response to Course Readings
- Individual Inquiry

### REQUIRED TEXTS

Toronto District School Board. (1997). Teaching Children to Read and Write. Toronto: Scarborough Board of Education.

Fox, Mem. (1993). Radical Reflections: Passionate Opinions on Teaching, Learning and Living. New York: Harcourt Brace and Company.

B.C. Ministry of Education. English Language Arts K-7: Integrated Resource Package. Victoria, B.C.: Province of British Columbia.

EDUC 473 E02.00 Custom Courseware Package (available from SFU Bookstore)