

Interseccion 2000

**EDUC 473 - 4**  
**Designs for Learning: Reading**  
**(K-12)**  
**\*D04.00**

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**PREREQUISITE**

Educ 401/402

**COURSE DESCRIPTION**

This course will examine the connection between the theory and practice necessary to better enable all learners to increase their level of literacy, appreciation of literature, and their ability to think critically. The following topics will be addressed:

The Big Picture - English Language Arts  
Language Acquisition/Reading/Writing/Listening/Communicating  
Creating a Holistic Learning Environment  
Review of Models, Approaches, Programs and Strategies  
Intervention Strategies for Students with Learning Differences  
Adaptations, Modifications and Ways of Representing Knowledge  
Assessment and Evaluation

**REQUIREMENTS**

- Reading Responses - Reflection log - 30%
- Brief individual class presentation - 15%
- Development of a Literacy Unit - 25%
- Four quizzes - 20%
- Representation of new understandings - 10%

**REQUIRED READINGS**

May, Frank. Reading as Communication (5th ed.) Toronto: Maxwell Macmillan Canada, 1997.

Province of B.C. Integrated Resource Package: English Language Arts K-7, 8-12. Victoria, B.C.: Ministry of Education.

**Plus choose between the following texts:**

Peterson, R. & Eeds, M. Grand Conversations: Literature Groups in Action. Scholastic. ISBN 0-590-73422-9. (For Early Primary and early Intermediate grades)

Purves, A. Et al., How Porcupines Make Love III. Teaching a Response-Centered Literature Curriculum. Longman. ISBN 0-8013-1260-4. (For Late Intermediate and Secondary grades)