

Summer Semester 2000

EDUC 473 - 4
Designs for Learning: Reading
(K-12)
E01.00

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Mondays 17:30 -21:20

PREREQUISITE

EDUC 401/402

COURSE DESCRIPTION

The French Philosopher Jean-Jacques Rousseau wrote, in his Confessions: "I do not know how I learned to read. I only remember my first books and their effect on me; it is from my earliest reading that I date the unbroken consciousness of my own existence."

This course will examine various approaches to the complex process of reading. It will focus on the place of reading in a balanced literacy program, and it will explore some of the major methods, strategies and techniques of reading instruction. Participants will learn about and practise essential elements for establishing a classroom environment that promotes literacy acquisition throughout the grades.

TOPICS

- How we learn to read
- The cues and strategies readers use
- Models of reading
- The teacher's role: linking practice to theory
- Strategy teaching
- Reading and writing connections
- Guided reading
- Literature as the content of instruction
- Helping the struggling reader
- Classroom organization
- Assessment and evaluation

REQUIREMENTS

Participants will actively involve themselves in course readings, discussions of the readings and group activities.

ASSIGNMENTS

1. Reading Circle: reading, reflecting and responding to course readings (25%)
2. Comparing readers: a Child Study (30%)
3. Strategy demonstration: small group presentation (20%)
4. Individual Project for Reading Fair (25%)

REQUIRED TEXTS

May, Frank. (1997). Reading as Communication (5th ed.). Toronto: Maxwell Macmillan Canada. ISBN 0-13494683-9.

British Columbia Ministry of Education. (1994). Evaluating Reading Across the Curriculum: Using the Reading Reference Set to Support Learning. RB0034.

Plus *ONE* of the following *supplementary texts*:

Primary and Intermediate grades:

Cunningham, P.M., & Allington, R.L. (1999). Classrooms That Work: They Can All Read and Write. Don Mills, ON: Addison Wesley. ISBN 0-321-01339-5.

Fountas, I. & Pinnell, G. (1996). Guided Reading: Good First Teaching for All Children. Portsmouth, NH: Heinemann. ISBN 0-435-0863-7.

Late Intermediate and Secondary grades:

Ruddell, M.R. (1997). Teaching Content: Reading and Writing (2nd ed.). Needham Heights, MA: Allyn & Bacon. ISBN 0-205-26563-4.