

**SIMON FRASER UNIVERSITY
SUMMER SEMESTER 2008**

**EDUC 473W-4
DESIGNS FOR LEARNING: READING
(E100)**

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Monday 5:30-9:20 pm EDB 9651

PREREQUISITE: EDUC 401/402.

COURSE DESCRIPTION:

Research has clearly demonstrated that reading ability is directly related to overall school success. Thus, providing effective reading instruction is the most important task that the classroom teacher faces. In this course, we will seek to develop a better understanding of best practice in reading instruction through an examination of the research and practical application of the principles learned. Emphasis will be made on designing instruction that meets the needs of diverse learners in the regular education classroom.

OBJECTIVES:

Students will

- be able to identify, evaluate, and select appropriate instructional materials and methods of instruction using their understanding of the phases of reading development, cognitive processes related to reading, and factors relevant to the context of the classroom and school
- be able to collect, analyze, and interpret data that provide information regarding students' levels of development in literacy and use this information in the planning process
- create a year-long instructional plan in reading for the grade level/course they are preparing to teach

EVALUATION:

In class assignments: 25%

Portfolio: 75% (Portfolio will include lesson plans, a year plan, and instructional resources)

REQUIRED TEXTBOOKS:

Cunningham, P.M., Moore, S.A., Cunningham, J.W., & Moore, D.W. (2004). Reading and writing in elementary classrooms: research-based K-4 instruction (5th ed.). Toronto: Allyn & Bacon
ISBN: 0205463703

Rasinski, T.V., & Padak, N.D. (2001). From phonics to fluency: Effective teaching of decoding & reading fluency in the elementary school. Toronto: Allyn & Bacon ISBN: 0321049039

Students in all Faculty of Education courses are encouraged to review policies pertaining to academic integrity available on the Undergraduate Programs website:

http://www.educ.sfu.ca/ugradprogs/student_resources/index.html