

Summer Session 2000

EDUC 473 - 4
Designs for Learning: Reading
(K-12)
D02.00

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Office: MPX 9508
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Wed & Fri 8:30-12:20 in MPX 7600

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
- The big ideas around literacy
- The teacher's role: linking practice to theory
- Strategy teaching
- Reading and writing connections
- Guided reading
- Using literature to promote literacy
- Helping the struggling reader
- Learning environments that promote literacy
- 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. A Child Study on Reading Behaviour: participants will arrange to work with an elementary/secondary age child on their own time through the course (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.). John Wiley & Sons. ISBN 0471365572.

RECOMMENDED TEXT

Manguel, Alberto. (1996). History of Reading. Alfred A. Knopf, Canada. ISBN 0-394-28032-6.

* Additional photocopied readings will be provided by instructor.