

**J. Sargeant Reynolds Community College
Course Content Summary**

Course Prefix and Number: EDU 220

Credits: 3

Course Title: Teaching Reading

Course Description (including lecture hours, lab hours, and total contact hours)

Provides instruction in concepts and strategies involved in teaching reading at the K-12 levels. Includes topics on literacy and components and development, various reading programs, technology integration, and assessment tools. May include a field placement in a K-12 school. Lecture 3 hours per week.

General Course Purpose

Teaching Reading is designed provide students with strategies to help students learn how to read, improve their reading and to improve their comprehension.

Course Prerequisites/Corequisites

Students must satisfy general college curricular admission requirements.

Course Objectives

Upon completing the course, the student will be able to:

1. Demonstrate an understanding of the basic principles of reading instruction.
2. Identify the components and stages of literacy.
3. Identify common phonetic patterns and decoding strategies.
4. Demonstrate knowledge of the basic word recognition strategies.
5. Demonstrate the use of instructional strategies to enhance vocabulary development.
6. Demonstrate an understanding of a variety of comprehension strategies (including, but not limited to, thinking aloud.)
7. Incorporate appropriate graphic organizers to enhance reading instruction.
8. Demonstrate knowledge of the reading/writing connection.
9. Research current state-approved reading programs.
10. Demonstrate expertise in matching specific reading programs to the needs of the reading students.
11. Give an oral presentation on a state-approved reading program.
12. Recognize the importance of reading in the content areas.
13. Demonstrate the use of effective strategies to enhance reading in the content areas.
14. Recognize the importance of technology in the reading classroom.
15. Demonstrate expertise in the various uses of technology in the reading classroom.
16. Evaluate technological applications to match the needs of the student.
17. Demonstrate expertise in selecting from and administering a variety of appropriate pre- and post-assessment tools (including, but not limited to, running records and PALS).
18. Demonstrate an understanding of the results of reading assessment tools and how those results affect future reading instruction.

Major Topics to be Included

1. Definition of reading
2. Reading product (comprehension) vs. reading process (main aspects)
3. Principles and theories of teaching reading
4. Cognitive development
5. Emergent literacy
6. Print-rich classroom environment
7. Reading/writing connection
8. Journal writing in the reading classroom
9. Word recognition strategies (sight words, context clues, phonics, word structure clues)
10. Dictionary skills
11. Vocabulary development and instruction
12. Content area vocabulary
13. Reader's schemata
14. Purpose for reading, motivating students to read
15. Organizational patterns of texts
16. Pre-reading, during-reading, and post-reading strategies and activities to improve comprehension.
17. Literal versus higher-order comprehension
18. Effective student questioning to increase comprehension
19. Major approaches and materials for reading instruction (basal series, literature-based series, language-integrated series, literature circles, language experience approach)
20. Reading/study techniques to use in the content areas (SQ3R, DRTA, study guides, graphic organizers)
21. Research skills (reference books, library skills, computer databases)
22. Integrating technology in the reading classroom (transparencies, television, audiotapes, videotapes, CD-ROMs, DVDs, videodiscs, computer applications)
23. Current views of assessment of student progress
24. Pre- and post-assessment tools
25. Readers with special needs (include main types of disabilities)
26. Current legislation for students with disabilities
27. Using paraprofessionals and tutors in the reading classroom
28. Involving parents in the reading classroom.

Effective Date of Course Content Summary (Month, Date Year): February 11, 2009