Administrative Unit: Education Department

Course Prefix and Number: EDUC 331

Course Title: Teaching of Reading

Number of: Credit Hours: 2 Lecture Hours: 0 Laboratory Hours: 0

Catalog Description: The study of how to teach reading skills. Students learn to describe, compare, and contrast theories, models, approaches, and methods of teaching reading. Phonic methods and whole language methods are taught and studied, as are individualized teaching strategies, unique uses of children’s literature, and writing processes. Offered Fall.

Prerequisite(s)/Corequisite(s): EDUC 101, EDUC 300.

Technology Requirement: An educational technology application is required.

Text(s): Most current edition of the following:


Course Objectives:

- To describe, compare and contrast various theoretical models and approaches to reading. MoSTEP: 1.2, 2.4, 9.1, 9.2
- To evaluate the most common approaches or methods of teaching reading. MoSTEP: 1.1, 2.1, 2.4, 9.1
- To plan and utilize teaching strategies as organized through directed reading activity. MoSTEP: 1.1, 2.1, 2.4, 9.1
- To analyze and evaluate various materials including basal textbooks. MoSTEP: 2.1, 2.4, 5.1, 9.1
- To evaluate modify and supplement lesson plans in basal readers. MoSTEP: 1.2, 2.1, 2.4, 4.2, 5.1, 5.2, 6.3, 7.1, 7.3, 8.1, 8.4, 9.2
- To apply appropriate techniques for evaluating the reader. MoSTEP: 2.4, 8.1
- To evaluate methods of meeting individual student needs as related to the management of the reading program. MoSTEP: 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1, 7.3, 8.1
- To investigate the structure of language. MoSTEP: 1.1
- To evaluate the learner as relevant to reading—including physiological and intellectual differences. MoSTEP: 1.3, 2.1, 2.4, 3.1, 7.2, 8.1, 8.2, 10.3, 10.4
- To interpret the relationship of reading to writing and analyze children and their writing and reading.
• To develop instructional strategies for teaching and facilitating literacy. MoSTEP: 1.1, 2.1, 2.4, 4.1, 5.1, 9.1
• To describe the reading process and strategies that facilitate it. MoSTEP: 1.1, 1.3, 2.1, 2.4
• To analyze possible contributing and negative effects of basal readers as instructional tools. MoSTEP: 1.1, 2.1, 2.4, 4.1, 5.1, 9.1

Measurable Learning Outcomes:
• Compare and contrast balanced reading programs with whole language and skills-based programs.
• Evaluate basal reading texts and literature-related activities.
• Examine state assessments of reading (MAP).
• Choose appropriate reading instructional strategies to fit the needs of the learner.
• Create activities which connect home and school environments.

Topical Outline (major areas of coverage):
• Overview/What is Reading?
• The Reading Process
• Theories of Reading
• Emergent Literacy
• Approaches and Models for Reading Instruction
  • Basal Readers
  • Literature-based
  • Language Experience
  • Others
• Decoding/Word Attack and Recognition
• Meaning Vocabulary
• Comprehension
• Study Skills
• Assessment
• ESL and Reading
• Creating a Classroom Environment for Literacy

Recommended maximum class size for this course: 20

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

Prepared by: ___________________________

Name

Signature

Date: January 28, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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