

J. Sargeant Reynolds Community College
Course Content Summary

Course Prefix and Number: EDU 220

Credits: 3

Course Title: Teaching Reading

Course Description: 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. Prerequisite: Students must satisfy general college curricular admission requirements. 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 improve their comprehension.

Course Prerequisites and Co-requisites:

Prerequisite: Students must satisfy general college curricular admission requirements.

Student Learning Outcomes:

Upon completing the course, the student will be able to

- a. Demonstrate an understanding of the basic principles of reading instruction;
- b. Identify the components and stages of literacy;
- c. Identify common phonetic patterns and decoding strategies;
- d. Demonstrate knowledge of the basic word recognition strategies;
- e. Demonstrate the use of instructional strategies to enhance vocabulary development;
- f. Demonstrate an understanding of a variety of comprehension strategies (including, but not limited to, thinking aloud);
- g. Incorporate appropriate graphic organizers to enhance reading instruction;
- h. Demonstrate knowledge of the reading/writing connection;
- i. Research current state-approved reading programs;
- j. Demonstrate expertise in matching specific reading programs to the needs of the reading students;
- k. Give an oral presentation on a state-approved reading program;
- l. Recognize the importance of reading in the content areas;
- m. Demonstrate the use of effective strategies to enhance reading in the content areas;
- n. Recognize the importance of technology in the reading classroom;
- o. Demonstrate expertise in the various uses of technology in the reading classroom;
- p. Evaluate technological applications to match the needs of the student;
- q. 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); and
- r. Demonstrate an understanding of the results of reading assessment tools and how those results affect future reading instruction.

Major Topics to Be Included:

- a. Definition of reading
- b. Reading product (comprehension) vs. reading process (main aspects)
- c. Principles and theories of teaching reading
- d. Cognitive development
- e. Emergent literacy

- f. Print-rich classroom environment
- g. Reading/writing connection
- h. Journal writing in the reading classroom
- i. Word recognition strategies (sight words, context clues, phonics, word structure clues)
- j. Dictionary skills
- k. Vocabulary development and instruction
- l. Content area vocabulary
- m. Reader's schemata
- n. Purpose for reading, motivating students to read
- o. Organizational patterns of texts
- p. Pre-reading, during-reading, and post-reading strategies and activities to improve comprehension.
- q. Literal versus higher-order comprehension
- r. Effective student questioning to increase comprehension
- s. Major approaches and materials for reading instruction (basal series, literature-based series, language-integrated series, literature circles, language experience approach)
- t. Reading/study techniques to use in the content areas (SQ3R, DRTA, study guides, graphic organizers)
- u. Research skills (reference books, library skills, computer databases)
- v. Integrating technology in the reading classroom (transparencies, television, audiotapes, videotapes, CD-ROMs, DVDs, videodiscs, computer applications)
- w. Current views of assessment of student progress
- x. Pre- and post-assessment tools
- y. Readers with special needs (include main types of disabilities)
- z. Current legislation for students with disabilities
- aa. Using paraprofessionals and tutors in the reading classroom
- bb. Involving parents in the reading classroom

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