

COURSE OUTLINE
EDUC-201
Processes and Acquisition of Reading
3 Semester hours

HOWARD COMMUNITY COLLEGE

Description

This course is designed to assist pre-service and in-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes, and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research. This course meets the Maryland State Department of Education Reading requirement for an initial certificate in Early Childhood Education, Elementary Education, Special Education Generic Infant/Primary, and Special Education Generic Elementary/Middle. (3 hours weekly)

Overall Course Objectives

Upon successful completion of this course, participants will be able to

1. Describe and recognize phases of the reading acquisition process.
2. Apply knowledge of language structure to understand the reading and writing processes of children.

Course Outcomes

Participants will

1. Explain the role of orthographic, phonological, semantic, and syntactic processes in word recognition.
2. Describe the interactions between phonological skills, phonic decoding, spelling, word recognition, reading fluency, vocabulary, reading comprehension and writing.
3. Discuss the progression (stages) of reading development.
4. Describe the relationship between the findings of longitudinal research on long-term prediction of reading outcomes.
5. Describe the characteristics of proficient, mature readers: sufficient phonological awareness; automatic, accurate word recognition; passage reading fluency; active construction of meaning, flexibility, and self-monitoring.
6. Discuss the progressive development of phonological and orthographic skill, word recognition, fluency, and comprehension from preschool to mature reading.
7. Explain the contributions of both neurobiological/intrinsic factors and environmental/extrinsic factors to reading success and failure, including genetics, medical history or condition,

sociocultural context, family context, educational and instructional history, and language background.

8. State the current definition of dyslexia endorsed by the National Institutes of Health.
9. Summarize current scientifically based research that has identified various types of reading difficulties.
10. Describe a model of cognitive processing in reading acquisition that is supported by scientific research regarding reading and the brain.
11. Discuss how the data discerned in brain imaging (MRI) of a reading performance is used by neurologists and researchers.
12. List the print concepts young children must develop.
13. Describe the role of letter name knowledge in reading and spelling.
14. Describe the relationship between language proficiency and reading proficiency.
15. Summarize the historical evolution of the English language and alphabetic writing.
16. Describe language organization: phonology, orthography, morphology, syntax, semantic networks, and discourse structure.
17. Discuss the speech sound system of English.
18. Explain the differences between the English speech sound system and that of at least one other language and how those may interfere with English pronunciation, phonics, reading, and comprehension.
19. Describe the role of fluency in phonological processing, letter naming, word recognition, oral reading, silent reading, and comprehension.
20. Describe the role of vocabulary development and knowledge in comprehension.
21. Explain the nature and organization of English orthography (writing).
22. Describe the differences between English orthography and that of at least one other language.
23. List Anglo-Saxon, Latin, and Greek-derived morphemes in English.
24. Discuss text characteristics and syntax (phrases, clauses, sentences, paragraphs and “academic language”) that students may misinterpret.
25. Describe the development of writing and its relationship to reading.
26. Utilize key elements of narrative construction and informational literacy.
27. Discuss the influence of language differences on the reading and writing processes of children.
28. Describe the relationship between family literacy and the reading and writing processes of children.

Major Topics

- I. Reading process
- II. Cueing and Processing systems
- III. Literacy curriculum
- IV. Reading Research
- V. Psychology of Reading
- VI. Social and Cultural Contexts for Literacy Learning
- VII. Instructional principles: motivation, attitudes and engagement
- VIII. History of reading instruction
- IX. Family literacy
- X. Reading and the Brain
- XI. Emergent Literacy
- XII. Word Recognition and Vocabulary Development
- XIII. Comprehension
- XIV. Independent and Content Area Reading

- XV. Writing and Reading
- XVI. Language
- XVII. English Language Learners, Dyslexia, Other Reading Difficulties
- XVIII. Assessment

Course Requirements

Literacy Expert Role Play

Each student will assume the role of a literacy expert/reading researcher and participate in an in-class discussion of classroom literacy situations. The student's response to the situations will be based on how the literacy expert that was chosen would respond to the situation. The purpose of this assignment is to make connections between scientifically based research and classroom practice. Each student will provide the instructor and class members with a handout that provides an overview of the key ideas of the literacy expert and a listing of sources used in your research.

TBQs (The Big Question) (4)

The student will synthesize and apply specific course concepts by responding to questions derived from each segment of the course.

TBQ # 1: Application of current reading research to instructional practices

TBQ # 2: Language and Reading Development and the Brain

TBQ # 3: Reading-Writing Process; Phases of Literacy Acquisition

TBQ # 4: Reading Difficulties and Special Populations

Field Experience/Observation

During the time spent in the classroom during reading instruction, the student will describe the elements of reading instruction that were observed: emergent literacy, phonemic awareness, conditions of learning, cueing systems, phonics, vocabulary, balanced literacy, the reading process, fluency, writing, and comprehension. A written paper will be developed that analyzes what was observed, comparing this to course concepts.

Test I and Test II

The content of Test I and Test II will be based on information from the course texts, quite write questions, discussions/work in class, chapter quizzes, class activities, handouts, and lecture notes.

Other Course Information

This course meets the Maryland State Department of Education reading requirement for an initial certificate or renewal of a certificate.

This course is an Arts and Sciences elective.