Generic Syllabus

Course Prefix and Number: EDUC 304
Title: Teaching Reading in the Elementary School

Credit Hours: 3 Credit Hours
Prerequisites: EDUC 201/202/211, FULL SARTE STATUS

Course Description: Credit 3 hours. A study of the reading process as a fundamental aspect of the elementary school curriculum. Special attention will be given to the basic reading skills and strategies needed by mature readers. The newest in techniques, methods and materials will be appraised through study, observations, and demonstrations in actual classroom.

Conceptual Framework: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare students for the future, The College of Education and Human Development (COEHD) has identified critical components of The Effective Educator: professional standards (PS), knowledge of the learner (KL), strategies and methods (SM), content knowledge (CK), Diversity and Technology

Course Objectives:
The objectives have been coded to state and national standards and SLU COEHD Conceptual Framework using these abbreviations: Conceptual Framework (CF); Louisiana English Language Arts Standards K-12 (LA/ELA); International Reading Association (IRA); and National Council for the Accreditation of Teacher Education Standards (NCATE).

Upon the completion of this course, the teacher candidate should be able to do and understand the following:

1. Recognize and make instructional decisions based on the view that reading should be taught as a process. CF: SM, KL, PS, CK.; LA/ELA 1; IRA 1.1; NCATE 1, 2.
2. Reflect upon, monitor and assess one’s own learning; engage in activities conducive to lifelong learning and ongoing professional development. CF: PS; IRA; 13.1-13.6, 16.1, 16.2; NCATE: 5.
3. Interact and collaborate with students, colleagues, parents, and community members to enhance literacy and development and facilitate educational change and improvement. CF: SM, KL, PS, CK. IRA: 16.5; NCATE:5
4. Identify and apply current research about teaching and learning as they relate to literacy development, thinking, and the diverse needs of students. CF: CK, SM, KL; IRA: 16.1; NCATE: 5.
6. Demonstrate competence in reading, writing, listening, speaking, and representing visually as tools for learning and communicating. CF: KL, CK; LA/ELA 1-7; IRA: 2.5, 2.6; NCATE: 2.
7. Analyze and explain the major theories and theorists associated with language development, cognition, and learning. CF: CK, SM, KL; IRA: 1.6; NCATE: 1.
8. Understand, respect, and value cultural, linguistic, ability, gender, and ethic diversity and select and learn how to adapt the curriculum based upon these diverse needs of students. CF: SM, KL, CK; IRA: 3.1, 3.2, 3.4, 5.2; NCATE: 1, 3, 4.

9. Identify and address factors within the reader, text, and learning environment that influence literacy development. CF: KL, SM, CK; IRA: 1.5, 3.13, 4.1-4.4, 5.1-5.8; NCATE: 1-4.

10. Plan and analyze learning experiences for developing students’ knowledge of the various components of the reading process (e.g., word meaning and identification, literacy genre, study skills, structure of English, response to literature, metacognition, spelling development). CF: SM, KL, PS, CK; LA/ELA: 1; IRA: 2.4, 2.7, 2.8, 6.1-6.6; NCATE: 2.

11. Adapt teacher instruction to meet the needs of different learners to accomplish different purposes. CF: SM, KL, PS, CK. IRA. 1.3, 12.2, 12.7 NCATE:

12. Build awareness, appreciate, develop, and administer informal and formal assessments that involve multiple indicators of learners’ literacy development. CF: SM, KL, PS; IRA: 10.1, 10.2; NCATE: 4.

13. Explain and promote the integration of the language arts in all content areas. CF: SM, KL, PS, CK; LA/ELA: 5, 7; IRA: 5.6, 5.7, 1.7, 6.1-8.5, and 9.1-9.3; NCATE: 2.

14. Demonstrate the use of children’s literature to promote growth and literary appreciation in the English Language Arts. CF: SM, KL, PS, and CK; LA/ELA: 1, 6 and 7; IRA: 2.12, 2.13, 5.2, 5.4, 5.5; NCATE: 2.

15. Analyze various text structures, figurative language, and intertextual links to gain comprehension. CF: KL, SM, CK; LA/ELA: 5; IRA: 7.5; NCATE: 3.

16. Observe, describe, and understand the behaviors and skills of fluent readers and writers and how to foster them. CF: CK, SM, KL; LA/ELA: 1-7; IRA: 2.3 and 2.6; NCATE: 2 and 4.

17. Observe and describe effective teaching strategies that help foster student independence. CF: SM, KL; IRA: 12.2; NCATE: 2 and 3.

18. Identify and integrate applications of technology into language arts teaching. CF: SM; LA/ELA 5 and 7; IRA: 8.1 NCATE: 3.

**Evaluation:** A variety of performance-based (e.g., interactions with PK-5 students with reflection) and non-performance-based (content knowledge exams) assessments

**Reference List:**


National Institute of Child Health and Human Development (2000). Report of the National Reading Panel, Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. Washington, DC: NICHD.


**Audiovisual Media**


Gautreaux, K. (Producer) & Elliott, C. B. (Director). (1999). Literacy and learning in content area reading: Language Arts and Writing, Grade 8 [Videotape]. (Available from Louisiana Public Broadcasting)

Journals

Reading Teacher
Reading Research Quarterly
Teaching Exceptional Children