

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

 X Transfer course X A.A. degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: Education 201- Literacy Instruction

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills.

ENTRANCE REQUIREMENTS:

PREREQUISITE:

COREQUISITE:

RECOMMENDED PREPARATION:

SCOPE OF COURSE: This course is designed for both the student who is considering a career in teaching as well as the prospective literacy tutor. The basic process of literacy acquisition is presented as well as literacy strategies for the emerging and developing reader. The literacy dynamics of a multicultural learning environment will also be presented. 20 hours of literacy tutoring required. CSU; UC pending

SPECIFIC COURSE OBJECTIVES:

Upon completion of this course, successful students will be able to:

- A. Demonstrate a basic understanding of the psycholinguistic approach to reading as well as the phonological process related to reading.
- B. Evaluate and apply a variety of effective and appropriate instructional literacy strategies in a tutorial setting.
- C. Demonstrate an understanding of the literacy development of children.
- D. Create and administer several Informal Reading Inventories (IRI) for emerging readers, and interpret the results.
- E. Apply the results of the *IRI* to create appropriate and effective material for a literacy tutorial session.
- F. Evaluate successful learning in tutorial sessions based on a research-based framework.

- G. Effectively utilize a language experience story in a tutorial session.
- H. Evaluate and select children's literature that is culturally diverse and engages the emerging Reader.
- I. Develop a personal definition of reading and philosophy of reading.
- J. Demonstrate an understanding of the dynamics of a culturally diverse classroom.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

A. Defining literacy

- 1. Defining reading
- 2. Reading philosophy

B. Understanding Children's Literacy Development

- 1. Language development
- 2. Literacy development
- 3. Children's concepts about written language
- 4. Language Functions
- 5. Language Meaning
- 6. Written language forms
- 7. Meaning - form links

C. From Birth to Five Years.

- 1. Home influences in literacy learning
- 2. Implication for child care and preschool
- 3. Novice Readers and Writers - the three to five year olds
- 4. Building a foundation for literacy learning

D. Language and Literacy Learning in the elementary grades

- 1. Psycholinguistics
 - a. Language experience
 - b. Whole language
 - c. Research
- 2. Phonics
 - a. Research
 - b. Application
- 3. Sight Methodology
 - a. Advantages/Disadvantages
 - b. Sight Word Lists

4. The Reading Workshop

E. Elements of an effective literacy tutorial session.

1. Strategies
2. Record keeping

F. Assessment

1. Informal Reading Inventories
2. Standardized Reading Assessment

G. Dynamics of a diverse classroom

H. Choosing Children's Literature to promote lifelong reading

REQUIRED READING: (At least one of the following as determined by the instructor.)

1. Teaching Language and Literacy Preschool through the Elementary Grades, 2/E., James Christie, Arizona State University, Allyn & Bacon, 2003.
2. Literacy Beginnings: Supporting Young Readers and Writers, 3/E., Lea M. McGee, University of Alabama, Northern Illinois University, Allyn & Bacon, 2000.
3. Developing Literacy -- An Integrated Approach to Assessment and Instruction., Donald R. Bear, University of Nevada, Allyn & Bacon, 2000.
4. Children's Literature: An Invitation to the World, Diana Mitchell, Allyn & Bacon, 2003.

SUGGESTED READING:

1. Words and Pictures: Lessons in Children's Literature and Literacies, Nina Mikkelsen, Indiana University of Pennsylvania, McGraw Hill Higher Education, 1999.
2. Strategies for Developing Emergent Literacy, Wilma Miller, Illinois State University. McGraw Hill Higher Education, 1999.
3. Content Area Literacy - An Integrated Approach, John E. Readence, Thomas W. Bean, R Scott Baldwin, Kendall Hunt Publishing, 2001.
4. The Reading Teacher
5. The Reading Journal
6. Journal of Adolescent and Adult Literacy
7. Multicultural Education
8. Reading Research Quarterly

REQUIRED WRITING: Writing assignments may include but are not limited to:

1. Setting up and maintaining a reflective journal regarding a literacy tutoring and experience.
2. Preparing a case study along with a student summary report.
3. Develop and write a personal definition of reading as well as a philosophy of reading.
4. Write 3 summaries of articles from The Reading Journal or The Reading Teacher or Reading Research Quarterly, Journal of Adolescent & Adult Literacy, IRA Publication or Teach Magazine.
5. Visit a literacy training session before class.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit per week in class and on outside assignments, prorated for short-term classes.

Developing and organizing tutoring sessions that include:

1. Creating an Informal Reading Inventory
2. Implementing standardized assessment
3. Using the IRI results to develop an appropriate literacy strategy in a tutoring session
4. Affectively engage the tutor in an appropriate price of literature

INSTRUCTIONAL METHODOLOGY:

Lecture, cooperative learning, one on one literacy tutoring sessions.

Check all that apply:

- lecture
 laboratory
 lecture-laboratory combination
 directed study

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes _____ No

If yes, check all that apply.

- _____ Television Course (Video one-way, e.g. ITV, video cassette, etc.)
 _____ Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
 _____ Two-Way Video Conferencing (Two-way interactive video and audio)
 _____ One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
 _____ Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

25% tests on lecture and text reading

25% writing assignments

50% completion of 20 hours of guided and independent literacy tutoring sessions.

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes ___ No x Number of times course may be taken for credit: _____

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON: Sue Musgrove, Reading Services ext. 2764.

SIGNATURES ON FILE
