

### Course Outline

**COURSE:** CD 8B                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2015                      **CURRICULUM APPROVAL DATE:** 10/27/2014

**SHORT TITLE:** TEACH READ/WRIT

**LONG TITLE:** Teaching Reading and Writing to Children

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

#### **COURSE DESCRIPTION:**

This course is designed to teach prospective teachers how a child learns to read and write successfully in school. Specific techniques will be taught. Students will be expected to work 24 hours with a child or children in order to practice their skills and techniques. This course has the option of a letter grade or pass/no pass. **ADVISORY:** Completion of English 250, English 260 or equivalent.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

#### **GRADING MODES**

L - Standard Letter Grade

P - Pass/No Pass

**REPEATABILITY:** N - Course may not be repeated

#### **SCHEDULE TYPES:**

02 - Lecture and/or discussion

#### **STUDENT LEARNING OUTCOMES:**

1. Identify and select appropriate and effective techniques to use with individual children and small groups to teach reading and writing.

Measure: written exams, classroom demonstrations, oral presentations, oral class discussions, journal entries

PLO: 1) Students will be able to use their understanding of young children's characteristics, needs and multiple interacting influences to create learning environments that are healthy respectful, supportive and challenging for all children 2)

Students will have experienced actual classrooms with actual children and they will be able to decide if a career in teaching is right for them

ILO: 2,1,3,6,4

GE-LO:

Year assessed or anticipated year of assessment: Spring 2015

2. Analyze and record children's progress and levels in reading and writing.

Measure: written assignments, classroom demonstrations, oral class discussions, journal entries

PLO: 1), 2)

ILO: 2,1,6,4

GE-LO:

Year assessed or anticipated year of assessment: Spring 2015

3. Identify and select appropriate materials to match children's levels and needs in reading and writing.

Measure: written exams, written assignments, classroom presentations, classroom discussions

PLO: 1), 2)

ILO: 2,3,6

GE-LO:

Year assessed or anticipated year of assessment: Spring 2015

4. Design and describe appropriate environments to support children's reading and writing skills acquisition.

Measure: Written exams, written assignments, presentations, classroom discussions, journal entries

PLO: 1)

ILO: 2,1,4,6

GE-LO:

Year assessed or anticipated year of assessment: Spring 2015

5. Match techniques and materials to adequately support special needs children and second language learners.

Measure: Written exams, written assignments, demonstrations, classroom discussions, classroom presentations, journal entries

PLO: 1) , 2)

ILO: 2,3,6,4

GE-LO:

Year assessed or anticipated year of assessment: Spring 2015

6. Describe and explain the reading/writing skill acquisition continuum.

Measure: Written reports, exams, oral presentations, classroom discussions, journal entries

PLO: 1)

ILO: 2,1,3,7

GE-LO:

Year assessed or anticipated year of assessment: Spring 2016

7. Identify cultural diversity components in teaching reading and writing to children.

Measure: Written reports, exams, oral presentations, classroom discussions, journal entries

PLO: 1

ILO: 2,1,3,7

GE-LO:

Year assessed or anticipated year of assessment: Spring 2016

8. Describe the role of understanding cultural competency when working with young children.

Measure: Written reports, exams, oral presentations, classroom discussions, journal entries

PLO: 1

ILO: 2,1,3,7

GE-LO:

Year assessed or anticipated year of assessment: Spring 2016

#### PROGRAM LEARNING OUTCOMES:

Liberal Studies, Elementary Education Emphasis: 1) Students who complete this emphasis will be able to use their understanding of young children's characteristics, needs and mutile interacting influences to create learning environments that are healthy, respectful, supportive, and challenging for all children; 2) Students having experienced actual classrooms with actual children, will be able to decide if a career in teaching young children is right for them.

#### CULTURAL DIVERSITY:

This course promotes understanding of:

Cultural awareness

Familiarity with cultural developments and their complexities

#### SLO:

4) Design and describe appropriate environments to support children's reading and writing skills acquisition.

5) Match techniques and materials to adequately support special needs children and second language learners

#### CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 10/27/2014

3 Hours

Overview of course; purpose, expectation for tutoring time; Read chapter 1 and related readings; begin reflective journal which will include both reactions to readings, class-work, and tutoring; begin log for tutoring hours (24 minimum) as soon as have identified potential tutoring locations and

ages/grade level of school-aged children

3 Hours

Becoming an effective teacher of reading; related readings; begin and maintain a notebook containing techniques and strategies for teaching reading and writing to children; continue journal writing; Objectives: 1. Identify relevant reading theories. 2. Define terminology related to teaching children to read. 3.

Identify strategies for partnering with parents

3 Hours

Supporting second language learners; read chapter 2 and related readings; prepare written and oral report on three literacy websites. Objectives: 4.

Identify specific needs of second language learners and researched based strategies which facilitate learning to read and write.

3 Hours

Teaching the reading and writing processes; Read chapter 3; complete worksheet;

Objectives: 5.

Describe effective strategies for scaffolding students' reading and writing; 6) describe cueing systems to support students' learning

3 Hours

Assessing students' literacy development; Read chapter 4 and related readings; Objectives: 7. Demonstrate the use of at least three assessment tools to

assess children's literacy development; Prepare a demonstration lesson both written and oral in a specific technique utilized in classrooms as identified in classroom discussions, activities, tutoring, and the text 8. Describe how to involve children in the assessment of their own work

3 Hours

Working with the youngest readers and writers; Read chapter 5 and related readings; Objectives: 9. Define relevant terminology about early readers and writers, e.g., invented spelling, concepts about print, language experience approach, shared reading, assisted reading, interactive reading.

3 Hours

Cracking the alphabetic code; Read Chapter 6 and related readings;

Objectives: 10. Describe the stages of spelling development; 11. Demonstrate phonemic awareness techniques; 12. Demonstrate effective ways to teach phonics 3 Hours

Developing fluent readers and writers; Read chapter 7 and related reading; Prepare demonstration lesson from strategies presented in class: Objectives:

13. Describe how to set up a classroom environment to support development of fluency in reading and writing.

3 Hours

Expanding students' academic vocabulary; Read Chapter 8 and related readings; Objectives: 14) Describe techniques to assist children to unlock meaning from words with which they come in contact.

3 Hours

Facilitating students' comprehension: reader factors; Read Chapter 9 and

related readings; Objectives: 15) Identify the five comprehension sub-processes and how to assess where children are in relation to the sub-processes

3 Hours

Facilitating students' comprehension: text factors; Read Chapter 10 and

related readings; Objectives: 16. Describe the elements of story structure, expository text structure, and poetic forms.

3 Hours

Organizing for Instruction I; Related readings; Objectives: 17. Describe how basal readers can be used effectively and when to use them

3 Hours

Organizing for instruction II; Read chapter 11 and related readings;

Objectives: 18. Describe the components of reading and writing workshop and strategies for incorporating them into a daily and weekly schedule

3 Hours

Differentiating reading and writing instruction; Read chapter 12 and related readings; Objectives: 19. Identify strategies to use with struggling readers and writers.

3 Hours

Reading and writing in the content area; Related Readings and Compendium of

Instructional Procedures; Objectives: 20. Describe how children can use their reading and writing skills in the content areas..

2 Hours

Final

### **METHODS OF INSTRUCTION:**

Lecture, in-class activities, out of class activities, videos, guest presenters, class assignments, demonstrations.

**METHODS OF EVALUATION:**

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 10 % to 40 %

Written Homework

Reading Reports

Term or Other Papers

Other: Journal entries about tutoring

Substantial writing assignments are not appropriate:

Course primarily involves skill demonstration or problem solving

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 10 % to 40 %

Homework Problems

Field Work

Quizzes

Exams

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 10 % to 40 %

Class Performance/s

Field Work

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 40 %

Multiple Choice

True/False

Matching Items

Completion

CATEGORY 5 - Any other methods of evaluation:  
Percent range of total grade: 10 % to 20 %

**REPRESENTATIVE TEXTBOOKS:**

Required:

Gail E. Tompkins, Literacy for the 21st Century: A Balanced Approach, Sixth Edition, Pearson, 2014, or other appropriate college level text.

ISBN: 0-13-340090-5

Reading level of text, Grade: 12. Verified by: Barbara Malaspina

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV F, effective 201530

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201530

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 8B

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000222584

Sports/Physical Education Course: N

Taxonomy of Program: 130500