

Course Outline

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

TERM EFFECTIVE: Spring 2021 **CURRICULUM APPROVAL DATE:** 10/13/2020

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.

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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Identify and select appropriate and effective techniques to use with individual children and small groups to teach reading and writing.
2. Analyze and record children's progress and levels in reading and writing.
3. Design and describe appropriate environments to support children's reading and writing skills acquisition.
4. Match techniques and materials to adequately support special needs children, second language learners and culturally diverse populations..
5. Describe and explain the reading/writing skill acquisition continuum.

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

Curriculum Approval Date: 10/13/2020

3 Hours

Overview of course; purpose, expectation for tutoring time.

Learning outcome: Identify techniques and strategies appropriate for working with young children.

3 Hours

Becoming an effective teacher of reading.

Learning outcome: Define terminology related to teaching children to read. Identify strategies for partnering with parents.

Identify and select appropriate and effective techniques to use with individual children and in groups.

6 Hours

Supporting second language learners.

Learning outcomes: 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.

Learning outcome: Describe effective strategies for scaffolding students' reading and writing.

Describe cueing systems to support students' learning. Define and explain the reading and writing continuum.

6 Hours

Assessing students' literacy development.

Learning outcome: Demonstrate the use of at least three assessment tools to assess children's literacy development.

Describe how to involve children in the assessment of their own work. Analyze and record children's progress.

6 Hours

Working with the youngest readers and writers;

Learning Outcome: Define relevant terminology about early readers and writers, e.g., invented spelling, concepts about print, language

experience approach, shared reading, assisted reading, interactive reading.

6 Hours

Cracking the alphabetic code.

Learning outcomes: Describe the stages of spelling development. Demonstrate phonemic awareness techniques. Demonstrate effective ways to teach phonics 3 Hours

Developing fluent readers and writers. Describe how to set up a classroom environment to support development of fluency in reading and writing.

3 Hours

Expanding students' academic vocabulary;

Learning outcomes: Describe techniques to assist children to unlock meaning from words with which they come in contact.

3 Hours

Facilitating students' comprehension: and reader factors,

Learning outcomes: 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.

Learning outcomes: Describe the elements of story structure, expository text structure, and poetic forms.

3 Hours

Organizing for Instruction I.

Learning outcomes: Describe how basal readers can be used effectively and when to use them

3 Hours

Organizing for instruction II.

Learning outcomes: Describe the components of reading and writing workshop and strategies for incorporating them into a daily and weekly schedule

4 Hours

Differentiating reading and writing instruction.

Learning outcomes: Identify strategies to use with struggling readers and writers.

3 Hours

Reading and writing in the content area.

Learning outcomes: Describe how children can use their reading and writing skills in the content areas..

Match techniques and materials.

2 Hours

Final

METHODS OF INSTRUCTION:

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

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 108

Assignment Description:

Reading, research, observation and practice techniques and strategies in local agencies. Service Learning hours in the school district.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 10.00 %

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

Problem-solving assignments

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 40 % Homework Problems Field Work Quizzes Exams

Skill demonstrations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 40 % Class Performance/s Field Work Performance Exams

Objective examinations

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 40 % Multiple Choice True/False Matching Items Completion

Other methods of evaluation

Percent of total grade: 10.00 %

Percent range of total grade: 10 % to 20 %

REPRESENTATIVE TEXTBOOKS:

Gail E. Tompkins. Literacy for the 21st Century: A Balanced Approach, Seventh Edition. Pearson,,2018.

ISBN: ISBN: 0-13-340090-5

Reading Level of Text, Grade: Reading level of text, Grade: 12. Verified by: Verified by: Pat Henrickson/Pearson online

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: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

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