

**EDUCATION 320
METHODS: TEACHING READING
SECOND SEMESTER 2001**

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| PROF.: | JOYCE JENSEN | CLASSROOM: | 205 PALMER |
| OFFICE: | 402 CLOUGH | CLASSTIME: | 3:00-5:00 P.M. |
| OFFICE HOURS: | M, W, 1-3 P.M. | | Monday |

OBJECTIVES:

The primary focus of Education 320 will be to introduce and to practice methods of teaching reading. As part of the teaching process, this course will provide the prospective teacher with the knowledge and skills to understand:

1. How to deal with individual differences in reading ability.
2. How to use diagnostic tools to determine reading ability.
3. Why word recognition skills are important.
4. How to increase vocabulary and comprehension skills.
5. How and when to place emphasis on good oral reading.
6. The connection between reading and writing.
7. The current issues regarding reading instruction.
8. How to setup an effective classroom reading program.

COURSE REQUIREMENTS:

Reading Assignments are as follows:

Bear, Donald R., & Barone, Diane (1998)
"Understanding the Range of Reading & Writing Difficulties." Boston:
Houghton-Mifflin Co.

Burns, Paul C., Roe, Betty D. & Ross, Elinor (1999)
"Word Recognition Strategies." Boston: Houghton-Mifflin Co.

Burns, Paul C., & Roe, Betty D. & Ross, Elinor (1999)
"Comprehension Part I." Teaching Reading in Today's Elementary
Schools. Boston: Houghton-Mifflin Co.

Tompkins, Gail E. (1997)

“Compendium of Instructional Procedures.” Literacy for the 21st Century.
Upper Saddle River: Prentice-Hall, Inc.

Terry, Paul & Knickelbine, Mark (1997)

“A New Look At Higher-Order Thinking and Literature-Based Reading,”
Reading of Learning Information Systems, Wisconsin Rapids, Wisconsin.

Two microteaches to be conducted need to include one or more of the following categories:

1. Word Recognition
2. Comprehension
3. Vocabulary Instruction
4. The Reading and Writing Connection

Any lesson plan model is acceptable, provided it includes a well-written performance objective and information about the content, materials, instructional method, closure and the evaluation process.

Typed copies of the lesson plan must be provided for the instructor and, if possible, for everyone in the class.

Grade calculation:

Two quizzes 10% each
Two microteach 15% each
Notebook 20%
Final Exam 30%