Minnesota State University Moorhead

SPED 530: Foundation of Reading and Writing Methods

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

In this first of two literacy intervention courses, candidates will learn pedagogy that supports the development of reading and writing. By knowing and understanding the foundation of literacy & literacy instruction, candidates will begin to explore instructional practices, focusing on developing a holistic framework for teaching.

B. COURSE EFFECTIVE DATES: 08/20/2012 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Fostering Emergent/Early Literacy
2. Teaching Phonics, High--Frequency Words, and Syllabic Analysis
3. The Learning Environment
4. Building Vocabulary
5. Comprehension
6. Creating and Managing a Literacy Program
7. Exploration of professional reading teacher associations and affiliations

D. LEARNING OUTCOMES (General)

1. The candidates will demonstrate knowledge of the English language.
2. The candidate will understand how to develop phonemic awareness in readers.
3. The candidate will identify strategies for decoding new words.
4. The candidate will identify evidence based practice from the literature.
5. The candidate will understand the stages of spelling and writing development.
6. The candidate will understand systematic instruction in reading.
7. The candidate will understand the relationship between reading and writing.
8. The candidate will understand the relationship between motivation and reading.
9. The candidate will understand the relationship between vocabulary development, comprehension, and fluency.
10. The candidate will understand how text structure and use of strategies impacts comprehension.
11. The candidate will be able to design curriculum based measures to assess reading skills.
12. The candidate will understand various roles of commercial curriculum based measures.
13. The candidate will design literacy lessons wrapped around essential literacy skills.
14. The candidate will describe an effective literacy rich environment.
15. The candidate will communicate goals for continued professional development as a teacher of reading.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted