

**Governors State University
College of Education/Division of Education
Course Syllabus**

Course Title: Developmental Reading in Elementary Schools

Course Number: ELED 303

Credit Hours: 3

Instructor: Dr. Susan K. L'Allier
Telephone: (708) 534-4129
Office: D34029

Trimester: Fall 1997

GSU ARCHIVES
ELED 303

Catalogue Description:

Introduces prospective teachers to content, methodology, and materials for elementary school reading. Explores options for making instructional decisions.

Prerequisites and Corequisites:

Prerequisites: Admission to Teacher Education, EDUC 320, and
EDUC 321

Corequisites: ELED 301 and ELED 302

Required Texts:

Lowry, L. (1989). Number the stars. New York: Bantam
Doubleday Dell Books for Young Readers.

Vacca, J. L., Vacca, R. T., & Gove, M. K. (1995). Reading
and learning to read (3rd ed.). New York: HarperCollins.

ELED 303

Instructional Objectives:

Given the student's reading of the required texts and participation in lectures, discussions, demonstrations, field experiences, data collection, and analysis activities associated with this course, he/she should be able to:

1. demonstrate an understanding of linguistic and cultural differences and design instruction which reflects the literary heritage of a multicultural/multiracial nation;
2. explain the concept of emergent literacy and its implications for teaching and learning;
3. explain the function of prior knowledge and experience in learning new information and describe strategies which help students relate what they already know to what they are learning;
4. describe the role of metacognition in reading and learning from text, and identify strategies which aid students in developing metacognitive skills;
5. incorporate in lesson plans approaches for teaching the flexible use of a wide variety of word recognition strategies;
6. integrate reading and writing instruction so that reading comprehension enhances the development of skill with written language and writing enhances the development of skill in reading comprehension;
7. identify strategies and plan instruction which engages students in analytical, critical, and divergent thinking with text and in recognizing bias and propaganda in text;
8. select strategies for enhancing students' literal, inferential, and critical comprehension of narrative and expository texts;
9. plan instruction which teaches the use of reference and study skills in a meaningful context;
10. describe the relationship of graphophonemic, syntactic, semantic, and pragmatic systems of language to the reading process;
11. discuss approaches for creating a classroom atmosphere which fosters personal-social growth and is conducive to helping students become lifelong readers;

12. demonstrate an understanding of the implications of P. L. 94-142 and inclusion by planning instruction which is responsive to the needs of all students, including students with learning disabilities and/or language differences and students who are gifted;
13. demonstrate familiarity with research on reading and writing in elementary schools and with professional resources and organizations teachers can use to further their own professional development;
14. identify the advantages and disadvantages of standardized, informal, and portfolio assessment procedures.