UPAC FORM #2 (Page 1)

COURSE IMPLEMENTATION DATE: Sept. 2007
COURSE REVISED IMPLEMENTATION DATE: Sept. 2010
COURSE TO BE REVIEWED: (Four years after UPAC final approval date)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

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FACULTY/DEPARTMENT: 
EDUC 443 
Education 
3

COURSE NAME/NUMBER: 
FORMER COURSE NUMBER: 
UCFV CREDITS: 
Literacy Across the Curriculum 
3

COURSE DESCRIPTIVE TITLE:

CALENDAR DESCRIPTION:

This course will focus on developing knowledge, skills and strategies to create a stimulating and balanced reading program in the classroom and across the curriculum. To this end, we will explore the research-supported theoretical principles that underpin effective instructional practices in reading and learn about, model, and discuss various methods of instruction and evaluation designed to develop the literacy skills of students.

PREREQUISITES: 
Admission to the Teacher Education Program (TEP)

COREQUISITES:

SYNONYMOUS COURSE(S) 
(a) Replaces: 
(Course #) 
(Department/Program)
(b) Cannot take: 
(Course #) 
(Department/Program)

SERVICE COURSE TO:

TOTAL HOURS PER TERM: 45

TRAINING DAY-BASED INSTRUCTION

STRUCTURE OF HOURS:
Lectures: 23 Hrs
Seminar: 22 Hrs
Laboratory: Hrs
Field Experience: Hrs
Student Directed Learning: Hrs
Other (Specify): Hrs

LENGTH OF COURSE:

HOURS PER DAY:

MAXIMUM ENROLLMENT: 32

EXPECTED FREQUENCY OF COURSE OFFERINGS: once a year

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) X No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) X Yes
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: X No

AUTHORIZATION SIGNATURES:

Course Designer(s): 
Allan McNeill

Chairperson: Allan McNeill (Curriculum Committee)

Department Head: 
Paul Orlowski

Dean: Dianne Common, VP Academic

UPAC Approval in Principle Date: 
UPAC Final Approval Date:
LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

In the successful completion of this course, students will:

- Understand how children learn language
- Understand how reading constructs knowledge
- Understand different reading programs
- Understand the use of a variety of strategies to teach, integrate and assess reading
- Develop skills in planning and developing a short sequence of lessons in reading
- Develop skills in creating an effective program of literacy instruction across the curriculum

METHODS: (Methods will vary and may include)

- Lecture, seminar, 3 assignments

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:)  Yes  No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

REQUIRED READING

RECOMMENDED READING

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Assignment 1  20%
Assignment 2  30%
Assignment 3  50%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

TOPICS

- How children learn language: a socio-cultural process
- Reading as the active construction of knowledge
- Emergent readers and writers
- Creating a classroom for readers
- The teacher’s role: reading aloud, conferencing, teaching skills and strategies
• Selecting reading materials
• Teaching reading: decoding to comprehension
• Reading and writing connections
• Reading for information and reading in the content areas
• Developing an effective "program" of literacy instruction across the curriculum
• Analyzing readers and reading programs
• Assessment and evaluation

ASSIGNMENTS

1. Completion of short oral and written assignments to be shared in class
2. Observing and assessing reading behavior
3. Designing a program for reading across the curriculum