

EDTR 242

Processes and Acquisition of Literacy

3 Credits

Community College of Baltimore County Common Course Outline

Description

EDTR 242 - Processes and Acquisition of Literacy: This course is designed to provide teacher candidates and in-service teachers with the foundations related to literacy processes and acquisition. Effective literacy teaching begins with a deep understanding of the component processes associated with reading and writing and the ways that students develop into skilled and motivated readers and writers. The course is organized along five major themes: the component processes involved in reading and writing, the nature and structure of the English language, the ways that native English speakers and English learners differ in how they read and write, the developmental phases associated with learning to read and write for native English speakers and English learners, and the many factors that influence literacy development. Where appropriate, students in this course will also explore how to assess literacy processes and acquisition.

Pre-requisites: ACLT 052 or ACLT 053 or (ESOL 052 and ESOL 054)

Overall Course Objectives

Upon completion of this course, students will be able to:

1. describe brain research both historical and current as it relates to reading acquisition;
2. identify cognitive theorists including Piaget, Vygotsky, Bloom, and Gardner;
3. describe the growth and development of the brain including critical periods of development;
4. identify the component processes involved in reading and writing;
5. describe how key components of reading and writing processes develop and what biological, cognitive, linguistic, and sociocultural factors may influence literacy development;
6. explain the relationship and role of each component of language acquisition to reading development;
7. apply knowledge to understand the reading and writing processes of native English speakers and English learners;
8. identify the components of language process;
9. explain the use of language as a form of multi-cultural expression;
10. describe the nature of dialect diversity and its role in literacy;
11. use evidence-based criteria to select and organize print and multimedia resources for teaching reading and writing;
12. identify theories of the reading process;
13. analyze the effects of phonemic awareness and phonics on developing readers;

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.

14. demonstrate an understanding of the essential connection of language development, reading acquisition, and writing; and
15. use a variety of print and multimedia resources to engage students as readers and writers.

Major Topics

- I. Four processor model
- II. Cueing systems
- III. Cognitive processing
- IV. Brain imaging (fMRI)
- V. Stages of reading development
- VI. Five components of reading
- VII. Oral language development
- VIII. Emergent reading
- IX. Fluency
- X. Vocabulary acquisition
- XI. Reading difficulties

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Five quizzes
- One lesson plan
- One final exam

Other Course Information

This course satisfies the requirements for a literacy processing course for individuals seeking certification and recertification in elementary education.

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