



EDIS 7700 Foundations of Reading Instruction

3 Credit Hours

Department of Curriculum, Instruction, and Special Education

Students enrolled in this course must have completed an undergraduate degree.

Instructor

Sarah Lupo, M.Ed.,

Mary P. Abouzeid, Ph.D.

Office: online

Practitioner

Instructor of Record

Office Hours: TBA

Description

The theoretical foundations of reading development are the focus of this survey course. Topics covered include: children's basic language development as a precursor to reading and as a medium for instruction, and how stage theories of reading development can inform instruction across a spectrum of readers from emergent to advanced.

Learning Objectives

This course will: (1) convey an understanding of the child's development as a reader and writer; (2) link theory of children's growing awareness of the conventions of written language with appropriate classroom practice; and (3) provide a medium for exploring and dealing with cultural and social issues influencing literacy development.

Instructional Methods

We will use the University's platform for courses called Collab (<https://collab.itc.virginia.edu/portal>).

Students are expected to activate their UVa ID and use it for access to the class site. Assignments will be submitted there; the gradebook will allow individual students to keep track of their performance in the course. All course materials and readings with the exception of textbooks will be available on the Collab site as downloadable documents.

Course Texts

Required

Gunning, Thomas G. (2012). *Creating literacy: Instruction for all students* (8th ed.). Boston, MA: Pearson Education Inc.

Samuels & Farstrup (2011). *What Research has to say about reading instruction* (4th ed.). Newark, DE: International Reading Association.