

**Hagerstown Community College**  
**OFFICIAL COURSE SYLLABUS DOCUMENT**

**COURSE:** EDU 212                      Processes and Acquisitions of Reading Instruction                      3 credits

**INSTRUCTOR:** Mary Beth Chaney

**SEMESTER/YEAR:** 16 Fall

**COURSE DESCRIPTION:**

This course examines the theories, processes, and acquisition of reading and language development as well as the cognitive, linguistic, social, and physiological factors of emergent literacy. Topics include the role of experimental background, prior knowledge, motivation, and personal significance to developing young readers, as well as an understanding of phonemic awareness and the sequential nature of reading acquisition.

**TEXTBOOK:** Tompkins, Gail E. (2017). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach*, 7<sup>th</sup> Edition. Pearson. ISBN: 9780134204048/0134204042. (We do not use the Pearson REVEL access card).

**COURSE CONTENT OUTCOMES**

At the conclusion of the course, students will be able to:

- Explain and use the rationale for developmentally appropriate reading instruction;
- Recognize literacy processes and their patterns of development;
- Understand the science of reading through current research based practices and their connection to literacy instruction (Phonological Awareness, Phonics, Fluency, Vocabulary, Text Comprehension);
- Develop strategies for assisting children’s acquisition of knowledge about print cueing systems (Visual, Semantic, Syntactic).

**STUDENT LEARNING OBJECTIVES**

Upon successful completion of this course, the students should be able to:

- Apply the theories, processes and acquisition of reading and the development of language to their future instructional strategies;
- Incorporate comprehensive literacy instruction to planning, implementation and assessment;
- Develop a philosophy on literacy instruction in the early grades based on current and historical theories and research;
- Promote the integration of language arts/reading into all content areas;
- Create comprehensive literacy instruction for a minimum of five days, with differentiated components for all learners, and include appropriate Common Core standards, objectives, instructional activities, assessments, materials, and strategies.

## TOTAL HOURS OF EXPECTED COURSEWORK

To earn *one* academic credit at HCC, students are required to complete a minimum of 37.5 clock hours (45 fifty-minute “academic” hours) of coursework per semester. Those hours of coursework may be completed through a combination of hours within the classroom and hours outside the classroom. Certain courses may require more than the 37.5 minimum hours of coursework per credit.

This is a *three* credit course; therefore, you can expect to put in 112.5 clock hours per semester. This means the minimum that you should expect to put into your course per week is 9 hours. Plan at the beginning of the semester. Have 9 hours set aside for this classwork. If you have more than one class, than you will want to designate the hours for each class.

### DEFINITION OF CREDIT HOUR:

Components of the Course	Hours in Class	Hours Outside of Class	Total
Lecture/Classwork	<b>37.5</b>		<b>37.5</b>
Reading/Homework		<b>45</b>	<b>82.5</b>
Preparing for Exams		<b>12</b>	<b>94.5</b>
Student Success Center		<b>5</b>	<b>99.5</b>
Literacy Strategy		<b>13</b>	<b>112.5</b>

**Services for Students with Disabilities:** Students may receive reasonable accommodations if they have a diagnosed disability and present appropriate documentation. Students seeking accommodations are required to contact the Disability Support Services (DSS) office as early as possible. Students may contact a DSS staff member for an appointment at [dss@hagerstowncc.edu](mailto:dss@hagerstowncc.edu) or at 240-500-2530.