IND-1215A: The Art of Reading and Comprehension Course Syllabus

- **Instructor: Dr. Maryam Torbati**
- **Number of Credits/Units: 3 Semester Credits/Units**
- **Format: Online Self-Paced Course**
- **You will have 3 months from your date of registration to complete the course.**

Course overview:

Studies show that reading for pleasure makes a big difference to children's educational performance. Evidence & research suggests that children who read for enjoyment every day not only perform better in any types of tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a student does well at school than their social or economic background. Learning to read is about learning how our Brain learns to read, it is about associations in the Brain; it is about listening skills and understanding technique & procedures as well as. As children start to learn to recognize the letters & the sound, they come to associate things in their Brain with those symbols & sounds, reading become a pleasure or an unpleasant chore.

Participants in the **Art of Reading and Comprehension** course will learn, how the Brain learns to read and what good readers do when reading fiction and nonfiction texts. Participants will learn the seven core reading strategies used most often by good readers and will ultimately be able to practice and internalize these core strategies when reading for school, work, or pleasure. Participants in this Reading Comprehension course will also learn how to actively participate and collaborate within peer groups as they come to understand what good readers do. Participants will learn to inspire through reading! They will discover how reading will cause the reader to THINK, PONDER, QUESTION and EXAMINE which all make for a critical decision maker, one of the bases of Common Core Standards.

Participants learn through the practice of reading strategies and collaboration that will make them more purposeful readers students will become more purposeful readers and in turn, will increase their reading comprehension and growth.

This course   will highlight how to effectively provide reading comprehension strategies through instruction, facilitation and practice for all levels of readers. Over the use of precise comprehension strategies and engaging activities, the dynamics of the traditional classroom can be changed to reflect the needs of all students & connection to common core. All discussions and activities are based on recent, compelling Brain research in the field of literacy

There is no <u>Required Text</u>: *readings are provided by the instructor*

CCSS Standard for reading comprehension

1, Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

2. Be able to read & comprehend

3. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details

4. Be able to emphasize in a focused, coherent manner with relevant evidence.
5. Integrate   visual displays into presentations to clarify information

6. Presentation of Knowledge and Ideas form the text:

7. Present information, findings, and supporting evidence clearly, concisely, and logically

8. Have a Perspective on reading, such as listening, questioning, and following the line of reasoning

9. Strategic use of context clues

10. Produce complete sentences when appropriate to task and situation.

11. Tell a story on a topic or text or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

12. Clarify ideas, thoughts, and feelings in a sentence format

TAKEAWAYS -- What this course gives you:

1. three keys to growing proficient, lifelong readers and learners
2. how keen readers think-and how skilled writers compose

3. activities that support students before, during, and after reading (based on multiple intelligences & CCSS research)
4. reading comprehension and discussion
5. broadening students' reading diets
6. teaching the techniques
7. procedures in supporting struggling readers
8. mini lessons that enhance comprehension and discussion skills
9. preparing students to fall in love with reading

Course Objectives and Outcomes:

Participants will be able learn;

1. How to monitor students' reading comprehension
2. How to teach/learn visualization skills and make sensory images /reading with multisensory
3. How to connect to their student's background knowledge
4. How to ask critical questions (art of questioning)
5. How to listen effectively
6. How to teach in drawing inferences
7. How to teach the determination what's important
8. Synthesizing and summarizing
   - to develop and improve students' general reading comprehension of authentic reading materials.
   - to develop and enlarge students' general vocabulary, at both receptive and productive levels.
   - to develop the ability to use reading materials for specific purposes: identifying main ideas, finding supportive information, making inferences, and distinguishing fact from opinion
   - to develop a connection to common core
   - to describe *learning to read* and *reading to learn*

Assignments

Assignment 1.1 Reflection and Goals

Reflect on your past experience with Reading Comprehension and describe your future goals for Reading Comprehension

Assignment 2.1: Readings to acquaint you with Reading Comprehension

This assignment will help you to understand and reflect on what you have read about <u>reading comprehension</u> and how you can transfer this knowledge to your classroom. There are 2 activities to complete.

Assignment 3.1: Reading Comprehension Pre-Planning

Produce creative activities to teach reding comprehension

Assignment 4.1 & 4.2: Lesson Plan and Presentation

Create a detailed, multi-paged, 3-Day lesson plan for applying reading & comprehension concepts in your classroom. Create a <u>10-slide</u> *Powerpoint* or *Google Slides* project based on 5 articles of the 12 Extra Readings found in Moodle, to present to an audience of peers.

Forum Posting

Share your experience with other course participants

Course Assessment Rubric:

EXCELLENT Meets or Exceeds Course Objectives:	ACCEPTABLE Majority of Work Meets Course Objectives	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.