



# BROWARD COMMUNITY COLLEGE COURSE OUTLINE

**LAST REVIEW: 2005-2006      NEXT REVIEW: 2010-2011      STATUS: A**

**COURSE TITLE: Foundations of Language and Cognition**

**COMMON COURSE NUMBER: EPI 0010**

**CREDIT HOURS: 3.0**

**CONTACT HOUR BREAKDOWN**

*(per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: **45**

Lab:

Clinic:

Other:

**PREREQUISITE(S):**

**COREQUISITE(S):**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION:** This module provides substantive knowledge of language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Further, it provides knowledge of the integration of the reading components. Instruction in this module is grounded in scientifically-based reading research as a mechanism to inform instructional practice.

## **UNIT TITLES**

- 1. Evidence About Learning to Read**
- 2. Literacy Development**
- 3. Phonemic Awareness and Phonics Instruction**
- 4. Techniques for Building Fluency**
- 5. Vocabulary Development**
- 6. Assessment**
- 7. Student Comprehension and Independent Reading**
- 8. The Reading and Writing Connection**
- 9. Reading in the Content Areas**
- 10. Instruction for Struggling Readers**



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**Common Course Number: EPI 0010**

## **UNITS**

### **Unit 1 Evidence About Learning Read**

#### **General Outcome:**

- 1.0 The student shall be able to demonstrate familiarity with various educational learning theories and exemplary teaching practices concerning reading.

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 1.1 Describe the major characteristics of Behaviorist, Constructivist, Interactive and Sociolinguistic Theories as they relate to reading instruction.
- 1.2 Distinguish between a teacher centered and a student centered learning theory/program.
- 1.3 Define a balanced approach to literacy and identify the characteristics of a good reading program.



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**Unit 2 Literacy Development**

**General Outcome:**

**2.0 The student shall understand Literacy stages and the development of the reading and writing process.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 2.1 Understand that reading and writing are integrated processes that develop in common stages.
- 2.2 Identify the emergent literacy components of print awareness, environmental print and book orientation concepts.
- 2.3 Describe activities to promote emergent literacy in classrooms and play centers.



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**Unit 3 Phonemic Awareness and Phonics Instruction**

**General Outcome:**

**3.0 The student shall understand that reading, writing, listening and speaking are integrated processes and phonics instruction is important to a balanced reading program.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 3.1 Define the phonological system and the individual components.
- 3.2 Define phonemic awareness, phonics and spelling.
- 3.3 Identify classroom activities for alphabetic learning.
- 3.4 Explain phonics as a supplement to literacy instruction.
- 3.5 Identify activities to enhance the Beginning reading stage.



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**Unit 4 Techniques for Building Fluency**

**General Outcome:**

**4.0 The student shall understand and demonstrate techniques for building fluency.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 Define the components of fluency
- 4.2 Identify 300 high frequency words for reading grades 1-8
- 4.3 Describe classroom techniques used to teach new words
- 4.4 Describe classroom techniques used to promote fluency



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**Unit 5 Strengthening Vocabulary Skills**

**General Outcome:**

**5.0 The student shall demonstrate and understanding of strategies used to build and strengthen vocabulary skills.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 5.1 Understand how students build their vocabulary skills and word knowledge.
- 5.2 Understand how increased vocabulary influences reading success.
- 5.3 Identify guidelines for teachers to teach vocabulary.
- 5.4 Identify classroom activities to promote word knowledge.



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## **Unit 6 Assessment**

### **General Outcome:**

**6.0 The student shall understand** the wide range of assessment tools available to measure student achievement.

### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 6.1 Identify specific standardized tests.
- 6.2 Identify specific informal assessments for individuals and groups.
- 6.3 Understand the use of portfolios as assessment tools.



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**Unit 7 Student Comprehension**

**General Outcome:**

**7.0 The student shall understand the process of reading comprehension**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

7.1 Compare definitions of reading comprehension.

7.2 Identify common comprehension skills.

7.3 Differentiate between literal and inferential comprehension skills.

7.4 Identify pertinent comprehension strategies.

7.5 Explain techniques for comprehension strategy instruction.



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**Unit 8 The Reading and Writing Connection**

**General Outcome:**

**8.0 The student shall understand and demonstrate the integration of reading and writing skills**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 8.1 Explain why reading and writing activities should be integrated.
- 8.2 Describe four types of journals and the purpose for each type.
- 8.3 Identify multiple writing projects that link reading and writing.



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**Unit 9 Reading in the Content Area**

**General Outcome:**

**9.0 The student shall understand how to teach reading in the content areas**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 9.1 Identify content area textbooks and common characteristics found in these textbooks.
- 9.2 Explain how teachers can increase student understanding of content area texts.
- 9.3 Identify activities that promote students learning when using content textbooks.
- 9.4 View multimedia presentations for QAR and SQ3R strategies
- 9.5 Create a themed unit.



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**Unit 10 Instruction for Struggling Readers**

**General Outcome:**

**10.0 The student shall demonstrate an understanding of guidelines and strategies needed to assist struggling readers**

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, the student shall be able to:

- 10.1 Understand general guidelines used to focus instruct for struggling readers
- 10.2 Define differentiated instruction
- 10.3 Examine characteristics of instruction for struggling readers and explain why guided reading instruction is successful
- 10.4 Demonstrate the use of a readability formula
- 10.5 Summarize the Reading Recovery Program