



L	T	P/S	SW/F W	TOTAL CREDIT UNITS
2	0	-	-	2

Course Title: Reading and Reflecting on Texts

Credit Units: 02

Course Code:

Level: UG

Course Objectives:

After studying this course the Student- teachers will be able to:

- reflect upon current level of literacy skills of the self.
- show interest and begin working upon basic skills required to be active readers in control of own comprehension.
- show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.
- prepare self to facilitate good reading writing in students across the ages.
- find reading writing as learning and recreational tools rather than a course task.

Student Learning Outcome:

- Pupil-teachers will be able to understand the role of literacy in education, career and social life.
- Pupil-teachers will be able to have the basic understanding of reading comprehension of children with disabilities.
- Pupil-teachers will be able to explain skill development in responding to text.
- Pupil-teachers will be able to reflect and analyse upon writing as a process and product.
- Pupil-teachers will be able to describe the concept of practicing independent writing and will be able to initiate process to improve self.



Course Contents/Syllabus:

	Weightage (%)
MODULE I : REFLECTIONS ON LITERACY	20
Descriptors/Topics 1.1 Literacy and Current University Graduates: Status and Concerns 1.2 Role of Literacy in Education, Career and Social Life 1.3 Literacy, Thinking and Self Esteem 1.4 Literacy of Second Language/ English: Need and Strategies 1.5 Basic Braille Literacy	
MODULE II : REFLECTIONS ON READING COMPREHENSION	20
Descriptors/Topics 2.1 Practicing Responses to Text: Personal, Creative and Critical 2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making 2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies 2.4 Basic Understanding of Reading Comprehension of Children with Disabilities	
MODULE III : SKILL DEVELOPMENT IN RESPONDING TO TEXT	20
Descriptors/Topics 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing 3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description) 3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation) 3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading	



MODULE IV : REFLECTING UPON WRITING AS A PROCESS AND PRODUCT	20
Descriptors/Topics 4.1 Understanding writing as a Process: Content (Intent, Audience and Organization) 4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling) 4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing) 4.4 Practicing Self Editing and Peer Editing of Sample Texts 4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness	
MODULE V : PRACTICING INDEPENDENT WRITING	20
Descriptors/Topics 5.1 Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories 5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking 5.3 Practicing Converting Written Information into Graphical Representation 5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists 5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self	

Pedagogy for Course Delivery:

- Lecture
- Tutorials
- Presentation and Discussions
- Seminar

Lab/ Practicals details, if applicable:

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience



- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							
Weightage (%)							

Text & References:

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.



- ASER report of 2015: Pratham Publication
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading . Heinemann Educational Books.
- Tovani, C., & Keene.E.O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- Suggested Readings
- Aulls, M. W. (1982). Developing readers in today's elementary school. Allyn and Bacon: Boston
- Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York
- McCormick, S. (1999). Instructing students who have literacy problems.(3rd) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallagher.K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam
- May, F. B. (1998). Reading as communication. Merrill: New Jersey
- Miller. D. (2002). Reading With Meaning: Teaching Comprehension in the Primary Grades.Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston.

Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books