



AMITY UNIVERSITY
 ——— UTTAR PRADESH ———

FORMAT FOR COURSE CURRICULUM

Course Title: READING AND REFLECTION ON TEXT

Course Code: Credit Units:03

Level : Undergraduate

L	T	S	SW/ FW	P	TOTAL CREDIT UNITS
1	1	-	-	2	3

Course Objectives:

This course would serve as a foundation to enable B.Ed students to read and respond to a variety of texts in different ways and also learn to think together, depending on the text and the purpose of reading

Pre-requisites: Language Competency (Reading)

Course Contents/Syllabus:

	Weightage (%)
Module I	20
<p>ACTIVITY : 1</p> <ul style="list-style-type: none"> • Reading of texts • Teacher Educator will give a topic (related to empirical, conceptual and historical work, policy documents) for reading, after intensive reading in group or individual pupil teacher will discuss their view on the given topic of reading. • Teacher educator will examine/observe the reading of diverse texts by the student and remedial suggestions will be given. <p>Suggested reading: 1) Girls – Mrinal Pande. 2) Go, Kiss the World –Subroto Bagchi</p>	
Module II	20
<ul style="list-style-type: none"> • Skill and Strategies • Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc) of reading and written work. • Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies. • Teacher Educator will set goals for learning, monitoring, comprehension and self reflection. <p>Suggested reading : 1) Soapnut Leaves – Chaaso. 2) Hitting Dowry for a Six – Kalpana Sharma.</p>	
Module III	20
<p>ACTIVITY : 3</p> <ul style="list-style-type: none"> • Reading Assignment • Student could read empirical, conceptual and historical work, policy documents, and studies about schools, teaching, learning and about different people’s experiences for discussion or creative writing. 	

<ul style="list-style-type: none"> • Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them. • 	
<p>Module IV</p>	<p>20</p>
<p>ACTIVITY: 4</p> <ul style="list-style-type: none"> • Observation and Discussion <p>Students to use reading strategies such as skimming, scanning, and reading for extracting information as appropriate for initial reading of articles (guided individual task)</p> <ul style="list-style-type: none"> • Student teachers will also observe the activities of peer group . • Teacher educator will motivate student teachers to thinking about and regulating one’s own thinking in the learning process. • Critically analyze activities of own and group during reading, discussion and writing. 	
<p>Module V</p>	<p>20</p>
<p>ACTIVITY: 5</p> <ul style="list-style-type: none"> • Evaluation and Reflection <ul style="list-style-type: none"> • Reflective journal will be developed by student teacher for reflecting experience, observation and views of participant (with the help of teacher educators) • Teacher Educator will critically analyse entire activities on the basis of reflective journal. 	

Student Learning Outcomes: After the completion of the course, the learners will be able to

- exhibit metacognitive awareness to become conscious of their own thinking processes as they engage in reading diverse texts.
- build their capacities as readers and writers by becoming participants in the process of reading.
- plan the readings interactively – individually and in small groups.
- appraise the writings with a sense of purpose and audience, through tasks such as, responding to a text with one’s own opinions or writing within the context of other’s ideas.
- assess over all areas of language proficiency that will lay a foundation for their becoming self-learners, reflective and expressive teachers

(a) Pedagogy for Course Delivery

Lectures, Discussions, Presentation. Field Visits

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)
67	33

Theory Assessment (L&T):

End Term Examination	
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Components (Drop down)	Class Test	Field Interaction	Attendance	End Term
Weightage (%)	20	25	05	50

Lab/ Practical/ Studio Assessment:

		Continuous Assessment/Internal Assessment			
Components (Drop down)	Home Assginment	Group Presentation	Viva- Voce	Term Paper	Attendance
Weightage (%)	25	20	25	25	05

Text & References:

1. Reflecting on Literacy in Education. Peter Hannon. Routledge Publication
2. Reflective Practice: Writing and Professional Development . Gillie Bolton. Sage Publication
3. Write to be Read Teacher's Manual: Reading, Reflection, and Writing. William R. Smalzer. Cambridge University Press.
4. Literacy and Learning: Reflections on Writing, Reading, and Society. Deborah Brandt. Wiley Publishers
5. Fostering Reflection and Providing Feedback: Helping Others Learn from . By Jane Westberg PhD, Hilliard Jason MD, EdD. Springer Publication
6. Research and Reflection: Teachers Take Action for Literacy Development. Andrea Izzo. Information age Publication.
7. Reading to Learn in the Content Areas. Judy Richardson, Raymond Morgan, Charlene Fleener. Cinage Learning
8. Fluency in English . Pramodini Varma, Mukti Sanyal, Tulika Prasad . Macmillan.

