EDU 5645/6645 030
Language Essentials for Teachers of Reading & Spelling: Foundations for Reading Instruction (Modules 1-2)

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**Logistics:**
- University of Utah Reading Clinic, 5282 South 320 West, Suite D100
- call 801-265-3951 to register for seminar
- contact time: 12 hours
- undergraduate or graduate AOCE credit optional & available
- 1 credit hour = $100 - course does not apply toward degree
- presentation of university transcript to USOE earns 18 re-licensure points

**Course Description and Expectations**
This credit/no-credit continuing education course is designed to help educators develop in-depth theoretical and practical knowledge of the foundations for effective, research-based reading instruction. The course is open to all educators, including, but not limited to: classroom teachers, paraprofessionals, special educators, reading specialists, administrators, and English-Language-Learning (ELL) personnel.

Educators will be expected to extend their knowledge of the following topics: reading development, the reading process from a cognitive psychological perspective, causes of reading difficulty, phonology, phonological awareness development, consonants, vowels, and dialect differences.

Throughout the seminar, educators will be expected to apply what they learn to their own classroom and school situations as they participate in discussions with course leaders and colleagues.

**Textbooks & Materials**

**Required**

Course Schedule: Topics and Readings

Session 1/The Challenge of Learning to Read

Topics: After completing this module, educators should be able to:
- explain why reading is a national priority
- explain why learning to read is difficult for some students
- explain what the mind does when it reads (expert reading process)
- explain the progression of reading development
- explain what constitutes a comprehensive reading program
- understand how biological, genetic, cognitive, environmental and instructional factors interact to influence reading development
- identify the characteristics of reading difficulty (e.g., instructional casualties, dyslexia)


Session 2/The Speech Sounds of English

Topics: After completing this module, educators should be able to:
- execute a variety of phonological tasks
- explain the relationship among phoneme awareness, phonological processing, and phonics
- identify important linguistic units (i.e., syllables, consonants, vowels, onset-rimes, phonemes)
- correctly pronounce vowel and consonant phonemes
- achieve 90% accuracy with matching, producing, counting, blending, segmenting, and manipulating phonemes in one-syllable words
- recognize the influence of phonological awareness on children’s spelling
- understand the differences between Spanish and English phonemes
- understand that most dialect differences are rule-based


Course Credit

To receive credit for the course and/or re-licensure points, participants must satisfactorily meet the criteria outlined below.
1. Arrive on time and attend no fewer than 12 seminar hours.
2. Contribute orally and constructively in all whole and small-group discussions
3. Participate actively in all seminar activities.
4. Review that day’s module in preparation for subsequent module.

Note: Participants who fail to meet one or more of the criteria described above will not receive university credit or re-licensure hours.