



SYLLABUS TEMPLATE

Course Number Course Name	ED 411 Lab III
Credit Value (Breakdown of theory and lab credits)	1 Lab
Catalog Course Description	Designed to supplement the Teaching and Diagnosis of Reading Course (ED 410). As assigned by the instructor, you will be engaged in specific responsibilities for 37.5 hours in the field and/or lab experiences. Co-requisite: ED 410. (1, OT+1L)
Student Learning Outcomes of the Course	<ol style="list-style-type: none"> 1. b.1 – Understands learning theory, subject, and curriculum development; uses this knowledge in planning instruction to meet curriculum goals. 2. b.4 – Creates short- and long-term plans that are linked to student needs, performance, and learning styles 3. b.9 – Plans/uses assessment strategies/instruments appropriate to learning outcomes evaluated. 4. d.1 – Understands/uses formal/informal assessment strategies to evaluate/ensure continuous intellectual, social, physical, aesthetic dev. of learner. 5. d.11 – Demonstrates familiarity with variety of assessment tools, including portfolios, performance-based assessment, student writing. 6. f.1 – Understands how students differ in their approaches to learning. 7. h.9 – Understands the social, emotional, physical, and academic needs of students with exceptionalities. 8. h.11 – Assists students with exceptionalities to have positive experiences in the regular classroom. 9. j.a – a.) Foundations: the teacher understands the foundations of reading and language arts development, including but not limited to: <ol style="list-style-type: none"> i. research on reading; ii. how children learn to speak, read, write, and listen; iii. cultural, linguistic, environmental, and physiological factors in reading and language arts development; iv. children’s developmental processes; v. characteristics of proficient and non-proficient readers; vi. relationship between oral and written language; vii. language structure including graphophonics, semantics, syntax, and pragmatics systems. viii. writing instruction, including: different types of writing for different audiences and purposes; spelling generalizations; grammar instruction within authentic contexts; and writing processes, including drafting, revising, and editing; 10. j.b – b.) Assessment: <ol style="list-style-type: none"> i. The teacher understands the use of classroom reading assessment to diagnose students’ instructional needs and modify instruction appropriately. ii. The teacher links assessment and instruction to New Mexico language arts content standards, benchmarks and performance standards.



	<p>11. j.c – c.) Methods of instruction: the teacher differentiates methods of instruction based on needs of students and designs instruction based on the following reading and language arts components:</p> <ul style="list-style-type: none"> i. oral language development; ii. phonemic awareness and phoneme manipulations, such as blending, segmentation, and substitution; iii. phonics instruction, including a variety of strategies such as systematic, explicit instruction and the use of phonics in reading and writing; iv. vocabulary development, including both explicit instruction and indirect vocabulary development through authentic literature and students' experiences; v. comprehension strategies, including: instruction on predicting, re-reading, questioning, sequencing, summarizing, retelling, reading for pleasure and analytical and critical reading; activities to develop fluency, the ability to read text accurately and rapidly; and study strategies, for example, planning, accessing and organizing information from a variety of texts and sources;
<p>College-Wide Student Learning Outcomes</p>	<p>ED 411 learning objectives align with the following NNMC College Wide Goal:</p> <p>Cultural Competence The Field Disposition Form will be used to assess this goal.</p>