

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EPI 0009

COURSE TITLE: Foundations of Language and Cognition

PREREQUISITE(S): None

COREQUISITE(S): None

CREDIT HOURS: 3 (type 15)

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	
Other _____:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 30

CATALOG COURSE DESCRIPTION: This course teaches language structure and function and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. This instruction is grounded in scientifically-based research.

SUGGESTED TEXT(S):

Honig, B, Diamond, L. & Gutlon (2000) Teaching Reading Sourcebook for Kindergarten through Eighth Grade. Emeryville, CA: Arena Press.

Adger, C.T. Snow, C.E. & Christian, D. Eds. (2002) What Teachers Need to Know about Language. McHenry, IL: Center for Applied Linguistics & Delta Systems Co. Inc.

Tankersley, K. (2003) The Threads of Literacy. Alexandria, VA: Association for Supervision and Curriculum Development.
Bloom's Taxonomy

Other supplements on Reading and Language Acquisition.

IMPLEMENTATION DATE: Spring Term, 2007 (20072)

REVIEW OR MODIFICATION DATE:

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Phonological and Phoneme Differences in Language	5
II. Structural Patterns of Words as related to Reading	4
III. Structural Analysis Applied to Words	4
IV. Principles of Syntactic Function related to Language Acquisition and the Reading Process	4
V. Impact of Variations in Written Language	4
VI. Cognitive Task Levels and Cognitive Development	4
VII. Transactive Nature of the Reading Process	4
VIII. Characteristics of Informal Language and Academic Language	4
IX. Differences between English and other Languages	4
X. Interdependence Between each of the Major Reading Components and their Effect on Fluency	4
XI. Interdependence Between each of the Major Reading Components and their Effect on Comprehension	4



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i>	
COURSE PREFIX AND NUMBER: <u>EPI 0009</u>	SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Foundations of Language and Cognition</u>	

Section 2

TYPE OF COURSE: (Click on the box to check all that apply)

AA Elective AS Required Professional Course College Prep
 AS Professional Elective AAS Required Professional Course Technical Certificate
 Other Institutional Credit/PostBaccalaureate Certificate
 General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)

INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:

Communications Social & Behavioral Sciences Mathematics
 Natural Sciences Humanities

Section 4

INTELLECTUAL COMPETENCIES:

Reading Speaking Critical Analysis Quantitative Skills Scientific Method of Inquiry
 Writing Listening Information Literacy Ethical Judgment Working Collaboratively

<i>Section 5</i>		
LEARNING OUTCOMES		METHOD OF ASSESSMENT
•	Students will identify and apply basic concepts of phonology.	Written papers or quizzes, teacher observation of classroom and/or online discussions, and a series of portfolio projects (primarily lesson plans) demonstrating each of the five major components of reading and their correlation to the Sunshine State Standards.
•	Students will develop strategies for teaching phonemic awareness.	Written papers or quizzes, teacher observation of classroom and/or online discussions, and a series of portfolio projects (primarily lesson plans) demonstrating each of the five major components of reading and their correlation to the Sunshine State Standards
•	Students will demonstrate an understanding of structural analysis as it applies to words	Written papers or quizzes, teacher observation of classroom and/or online discussions, and a series of portfolio projects (primarily lesson plans) demonstrating each of the five major components of reading and their correlation to the Sunshine State Standards
•	Students will demonstrate knowledge of reading comprehension and develop strategies for teaching comprehension	Written papers or quizzes, teacher observation of classroom and/or online discussions, and a series of portfolio projects (primarily lesson plans) demonstrating each of the five major components of reading and their correlation to the Sunshine State Standards
•	Students will show knowledge of the interdependence	Written papers or quizzes, teacher observation of

	of the major reading components and develop strategies for teaching the integration of major skills.	classroom and/or online discussions, and a series of portfolio projects (primarily lesson plans) demonstrating each of the five major components of reading and their correlation to the Sunshine State Standards
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Section 6

Name of Person Completing This Form: Carole Byrd

Date: 10/2/2006