

DISCIPLINE SPECIFIC ELECTIVE COURSE – 12 (DSE-12): FOUNDATION OF READING AND WRITING

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Foundation of Reading and Writing DSE 12	4	3	1	0	Class XII th pass	NIL

The primary objective of the course is to help students develop understanding about the reading and writing processes. A part of the course dwells on examining reading and writing processes in the Indian context for a better appreciation of the processes and their critical examination.

Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable students to develop understanding and appreciation of the complexities of the reading process.
2. To help students develop a process perspective in understanding writing.
3. To develop an analytical stance in their engagement with reading and writing.

Learning Outcomes

After completion of the course student will be able to:

1. Demonstrate an understanding of important theories and research that inform the foundations of the reading and writing processes.
2. Appreciate the constructivist role of the reader in reading and the processes and purposes of writing.
3. Understand the socio-cultural context of reading and writing.
4. Apply the theoretical knowledge in analysing and examining reading and writing in their lives including educational settings.

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Total Hours: 45

Unit I: Understanding the Reading Process (15 Hours)

- Evolution of the definition of reading: perspectives ranging from cognitive to socio-cultural
- Prediction in reading; the transaction between the text and the reader; the role of schema
- Factors affecting reading comprehension: the nature of the text, reader's background knowledge, strategic reading, socio-cultural factors
- Challenges of reading comprehension in second language

Unit II: Understanding Process Writing (8 Hours)

- Examining the prevalent view of writing: Focus on handwriting and correctness
- Viewing writing as a process: from pre-writing to writer; writing as a non-linear process, importance of drafting and revising
- Significance of the context of writing: aspects of voice, purpose, audience, ownership

Unit III: Examining Reading and Writing in Different Contexts (15 Hours)

- Approaches to reading information-based text (content-area texts) and literature;
- Reading strategies for comprehension while engaging with and responding to a text;
- Reading and writing in educational settings - Analysing the nature of reading and writing in schools in different school subjects, reviewing textbooks for the reading opportunities

Unit IV: Reading and Writing in the Indian Context (7 Hours)

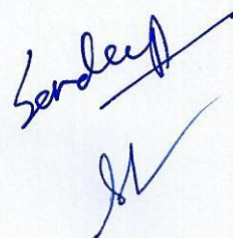
- Socio-economically and culturally diverse learners in India
- Multi-lingual realities of the Indian sub-continent.

Suggested Practicum and Assignments

1. Analyse the writing exercises in the language or subject notebook of a middle school student. Use process writing as a theoretical framework for analysis.
2. Observe the teaching of a text from a school textbook in an instructional setting. Analyse how the readers engage with the text and how is reading taking place in the setting.
3. Interview 3-4 middle or senior school students to understand the reading strategies they use while reading.

*The assignments are suggestive in nature and can be designed with more detail or adapted

Essential/ Recommended Readings



- Rai, M. (2015). Writing in Indian school: The product priority. *Language and Language Teaching* 4:7, 32-36.
- Kunwar, N. (2015) 'Right Writing' in classrooms: Learning to be artificial. *Language and Language Teaching*, 4:7, 15-19.
- Kaushik, S. (2008). Reading for Meaning. NCERT
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1:1. 22- 26.
- Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, *Contemporary Educational Dialogue*, 6:2, 223-237.
- Kumari, S. (2014), Reading in first and second languages. *Language and Language Teaching*, 3:2, 27-31
- Holt, J. (2005). Making children hate reading. In *The under achieving schools*. Eklavya.
- Rosenblatt, L. M. (2005). Making meaning with texts. Portsmouth: Heinemann.
- Agnihotri, R. K. et al., (1994). Prashika. Eklavya

Teaching Learning Process

The course will be taught through interactive pedagogic ways including classroom discussions, reflective deliberations, analysis of data and opportunities to learn collaboratively. The students will be urged to apply theoretical knowledge they will develop about reading and writing to the diverse contexts and ways in which they engage with the two processes.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words: reading process, process writing, constructivist, comprehension, socio-cultural factors, Indian context.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

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