Name of Course: Reading and Writing in English, Normal Development and Disabilities (M.Ed.)

Course Objectives:
1. Students will acquire a knowledge of developmental and cognitive models of the reading process in L1.
2. Students will learn to identify cognitive processes basic to reading and writing in L1 and in L2.
3. Students will compare the reading process and reading development in Hebrew and in English.
4. Students will develop an awareness of cognitive thought processes to be related to expressions of reading disorders in L2.
5. Students will understand the expressions of reading disorders in Hebrew and in English.
6. Students will be acquainted with research-based methods of assessment and intervention in L2, including computer-based, interactive programs.

Course Outline:
1. Skilled reading in L1
   1.1 Components of reading
      1.1.1 Accuracy
      1.1.2 Fluency
      1.1.3 Comprehension
   1.2 Models of skilled decoding
1.2.1 Dual route
1.2.2 Parallel processing
1.2.3 Interaction between levels of linguistic processing

1.3 Psychological processes basic to decoding
1.3.1 Phonological processing
1.3.2 Morphological processing
1.3.3 Letter-sound correspondence retrieval
1.3.4 Orthographic processing
1.3.5 Executive control

1.4 Psychological processes basic to comprehension
1.4.1 Vocabulary
1.4.2 Reasoning and conceptualization
1.4.3 Working memory
1.4.4 Executive functions
1.4.5 Syntax

1.5 Models of normative reading development

2. Reading Disability: expressions in L1
2.1 Dyslexia
2.1.1 Definitions and diagnostic criteria
2.1.2 Subtypes
2.1.3 Behaviors characteristic of dyslexia
2.1.4 Research-based interventions

2.2 Specific Language Impairment
2.2.1 Definitions and diagnostic criteria
2.2.2 Subtypes
2.2.3 Behaviors characteristic of Specific Language Impairment
2.2.4 Research-based interventions

3. Characteristics of English as compared with Hebrew orthography
4. Psycholinguistics of reading in L2
   4.1 Cognitive processes basic to reading in L2
   4.2 Normative development of reading in L2
   4.3 Reading disability in L2
   4.4 Research-based interventions

5. Writing in L1 and L2
   5.1 Comparison of written and oral expression
   5.2 Comparison of decoding and spelling
   5.3 Comparison of reading and writing in L2
   5.4 Characteristics of writing difficulties in L2
   5.5 Research-based interventions

Methods of Teaching: Lectures, case studies

Course Requirements: 1. Attendance
                      2. Required readings prior to each lecture
                      3. Term paper which will relate to one aspect of reading or
                         writing in L2 as compared with L1

Assessment:          10%  Required readings
                      30%  Term paper
                      60%  Final exam

References (* = required reading):

readers while reading Hebrew as compared to English
sentences. Reading and Writing: An Interdisciplinary Journal,
17(7-8), 707-737.


