



Detailed Course Syllabus

Academic Year 2023./2024.		Semester		Summer
Study Program	undergraduate university study	Specialization/Major in	For Student Incoming Mobility	Year of Study 1-3

I. BASIC COURSE INFORMATION

Name	PSYCHOLOGY OF READING			
Abbreviation	IZBEPSIH6	Code	251853	
Status	Elective	ECTS	3	
Prerequisites	None			
<i>Total Course Workload</i>				
Teaching Mode	Total Hours	Teaching Mode	Total Hours	
Lectures	15	Seminars	15	
Class Time and Place	according to the published schedule			

II. TEACHING STAFF

Course Holder

Name and Surname	Mia Šetić Beg			
Academic Degree	PhD	Professional Title	Associate professor	
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Office Hours	according to the published schedule			

Course Collaborator

Name and Surname	Ana Haramina			
Academic Degree	PhD	Professional Title	assistant	
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Office Hours	according to the published schedule			

Course Collaborator

Name and Surname				
Academic Degree			Professional Title	
Contact E-mail			Telephone	
Office Hours				

III. DETAILED COURSE INFORMATION

Teaching Language Croatian, English

Objectives of the course: To acquaint students with the corpus of concepts and research findings that we can call the Science of Reading and with all that it offers us in a new and useful way for organizing and improving the teaching of reading. An overview of contemporary research and terms in the field of reading will provide students not only with knowledge about the structure and prerequisites for the emergence of reading skills, but also guidelines for effectively organizing and supporting the learning of reading, working with parents, teachers and children.

Course Description

Course content: Nature of reading skills; Components of reading skills; Internal prerequisites for the development of reading skills; External prerequisites for the development of reading skills; The influence of orthographic features of the language; Phonological sensitivity as a prerequisite for reading development; Importance and achievement of reading comprehension; Mature reading criteria; The role of reading motivation in successful reading development; Possibilities of applying knowledge about reading development in structuring teaching; Possibilities of psychologists in improving reading development (work with parents, educators, teachers and children)

Expected Educational Outcomes

Explain the neurophysiological and environmental prerequisites for successful reading. Explain the conditions of quality development and the causes of difficulties in the development of quality reading. Oral and written presentation of professional content and results of simpler research and projects relevant to the field of reading science. Recognize individual differences in the development of reading quality. Design guidelines for the development of programs to encourage reading comprehension.

Textbooks and Materials

Required

Pollatsek, A., & Treiman, R. (Eds.). (2015). The Oxford handbook of reading. Oxford University Press. - selected chapters
Snowling, M. J., & Hulme, C. E. (2005). The science of reading: A handbook. Blackwell Publishing. - selected chapters

Supplementary

Alvermann, D. E., Unrau, N., & Ruddell, R. B. (2013). Theoretical models and processes of reading (Vol. 978, No. 0-87712). International Reading Assoc..

Examination and Grading

To Be Passed	Yes	Exclusively Continuous Assessment	No	Included in Average Grade	Yes
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Prerequisites to Obtain Signature and Take Final Exam

Regular class attendance (attendance at least 70% of classes)
Obtaining a minimum of 35% points (out of a total of 100 points) during classes (colloquium, seminar paper)

Examination Manner

Teaching activities: Continuous evaluation of student work through teaching activities.
Final exam: Final written exam (minimum for passing the written exam is 50% correct answers)

Grading Manner

1. Teaching activities - 70%:
 - 1st colloquium - 25%
 - 2nd colloquium - 25%
 - written seminar paper - 10%
 - presentation of the seminar paper - 10%

2. Final written exam – 30%

- excellent (5) – 90 to 100% points
- very good (4) – 80 to 89.9% points
- good (3) – 65 to 79.9% points
- sufficient (2) – 50 to 64.9% points
- insufficient (1) – 0 to 49.9 % points

Detailed
Overview of
Grading within
ECTS

ACTIVITY TYPE	ECTS Student Workload Coefficient	GRADE PERCENTAGE (%)
Attending classes	0.8	0
Seminar presentation	0.44	20
Colloquium-interim exam	0.55	25
Colloquium-interim exam	0.55	25
Total in Class	2.34	70
Final exam	0.66	30
TOTAL ECTS (Classes + Final Exam)	3	100

Midterm Exam Dates

7th and 15th term of classes

Final Exam Dates

According to the published schedule

IV. WEEKLY CLASS SCHEDULE

Lectures

Week	Topic
1.	The nature of reading skill
2.	Components and prerequisites for the development of reading skills
3.	Internal preconditions of reading development
4.	Gene function, intactness of nerve pathways
5.	Application of knowledge about internal prerequisites (biomarkers, sensitivity to syllabic rhythm, neuroprognosis, possibilities of neurological rehabilitation)
6.	External prerequisites for the development of reading skills (society and culture, encouragement of family, nature of school teaching)

7.	Application of knowledge about external prerequisites for reading development (natural approach to teaching, development of independence and self-regulation)
8.	The influence of spelling clarity of the language on reading development
9.	Phonological sensitivity in the development of reading skills (phonemic awareness, naming speed)
10.	The importance of reading comprehension (creating a mental model of comprehension, maintaining coherence standards, teaching comprehension)
11.	Application of knowledge about reading comprehension
12.	Criteria and forms of mature reading
13.	Reading motivation and its interaction with reading performance
14.	Application of knowledge about the reading process when structuring teaching
15.	The role of psychologists in improving reading development (working with parents, teachers, children, children with reading difficulties)

Seminars

Week	Topic
1.	related to the topic of the lecture
2.	related to the topic of the lecture
3.	related to the topic of the lecture
4.	related to the topic of the lecture
5.	related to the topic of the lecture
6.	related to the topic of the lecture
7.	related to the topic of the lecture
8.	related to the topic of the lecture
9.	related to the topic of the lecture
10.	related to the topic of the lecture
11.	related to the topic of the lecture
12.	related to the topic of the lecture
13.	related to the topic of the lecture
14.	related to the topic of the lecture
15.	related to the topic of the lecture

Exercises

Week	Topic
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

13.	
14.	
15.	