



**Pontifícia Universidade Católica de São Paulo**  
**Programa Pós-Graduação em Linguística Aplicada e**  
**Estudos da Linguagem**

Disciplina: Mini-Curso: ***Learning to Read: Reading to Learn***

**Professor: David Rose**

**Horário: 14h:00 às 18h:00, de 17 a 19/07/06**

**Semestre/Ano: 2/06**

**Créditos: 01**

**Nível: M/D**

### **Ementa**

This course introduces a methodology for scaffolding academic reading and writing that has proved highly successful in universities, secondary and primary schools, across Australia and internationally, accelerating learning of all students at 2 to 4 times expected rates of development. The strategies draw on principles of scaffolded learning, systemic functional discourse analysis and genre approaches to writing, in a form that is accessible, practical and meets the needs of teachers and students. They are designed to be applied as part of normal teaching practice, integrated with the curriculum at all levels of education, and can be used in first language or second language learning. The course begins with a discussion of the principles of scaffolding reading in the context of academic curricula. Strategies are then demonstrated for supporting all learners in a class to accurately read, and critically interpret, academic texts. Strategies are then demonstrated for supporting learners to write successful academic texts, using what they have learnt from reading. Finally a method is described for selecting and analysing texts to prepare lessons, that has been adapted from SFL discourse analysis for teachers to apply in the classroom. Active discussion and hands on practice will be used in the course as far as possible. Video and transcripts of classroom practice will be used to illustrate the strategies.

### **References**

Martin, J.R. & Rose, D. 2006. Designing Literacy Pedagogy: Scaffolding democracy in the classroom. In J. Webster, C. Matthiessen & R. Hasan (eds.) *Continuing Discourse on Language*. London: Continuum

Rose, D. 2005. Learning To Read: Reading To Learn: Submission to the *National Inquiry into the Teaching of Literacy 2005*. Canberra: Department of Education, Science and Training

[http://www.dest.gov.au/sectors/school\\_education/policy\\_initiatives\\_reviews/key\\_issues/literacy\\_numeracy/national\\_inquiry/documents/pdf2/sub\\_315\\_pdf.htm](http://www.dest.gov.au/sectors/school_education/policy_initiatives_reviews/key_issues/literacy_numeracy/national_inquiry/documents/pdf2/sub_315_pdf.htm)

Rose, D. 2006. Reading Genre: a new wave of analysis. In *Linguistics and the Human Sciences*, 2:1, 25pp

Rose, D., Lui-Chivizhe, L., McKnight, A. & Smith, A. 2004. Scaffolding Academic Reading and Writing at the Koori Centre. In *Australian Journal of Indigenous Education*, 30th Anniversary Edition, <http://www.atsis.uq.edu.au/ajie/>