

# **Common Course Outline**

EDTR 252 Teaching Reading in the Content Area, Part I

3 semester hours (3 classroom hours per week)

## **The Community College of Baltimore County**

### **Overall Course Description:**

#### **Teaching Reading in the Content Area, Part I**

Designed for secondary level teacher candidates and educators in all content areas. The course will present current theory about various types of reading and cognitive strategies. Participants will review and demonstrate a variety of reading techniques applicable to secondary classrooms.

NOTE: This course is approved by the Maryland State Department of Education for individuals seeking certification or recertification in secondary education. Prerequisites: (ENGL 051 or ESOL 051 or LVE 1) and (RDNG 051 or LVR 1)

### **Overall Course Objectives:**

At the end of this course the student will be able to

- 1) Integrate reading instruction in classroom activities, as stated in the Maryland State requirements for secondary content teachers, that includes types of reading; reading assessment data to improve instruction; skills, theories and cognitive strategies in reading; and strategies for intrinsic and extrinsic motivation
- 2) Use reading and writing as constructive and interactive processes to help students increase knowledge and understanding in the content areas
- 3) Construct activities to empower students to become active learners so they can take responsibility for their own learning
- 4) Use the diversity of students' personal and academic backgrounds and experiences to enrich the understanding of written materials

### **Major Topics:**

Role of Reading and Writing in the Content Areas

The Reading Process: Theories and Strategies

The Reading Process: Vocabulary and Learning Styles

The Writing Process: Writing to Learn

Cognitive Strategies for Different Purposes

Reading for Literary Experience: Intrinsic and Extrinsic Motivation

Coordinating Core Learning Goals/Curriculum with Content Area Reading

Textbook Strategies

Workshops, collaboration, and Cooperation

Using Diversity as a Learning Resource

Formal and Informal Assessment

Alternative Media for Content Instruction

Lesson Planning to Incorporate Reading into the Content Area Classroom

## **Requirements:**

Participants will:

1. Create an on-going portfolio which shall include:
  - A. Weekly learning logs in which they will report on their plans to use specific techniques, their implementations of these techniques in their classroom and their assessment of the efficacy of the techniques. A response sheet will present their overview and analysis of the techniques.
  - B. A summary of two case studies that will have been conducted during the semester. Participants will identify two students in their classroom: one, a high level functioning student and the other, a struggling student.
  - C. A lesson plan which incorporates a variety of reading techniques into the content area.
  - D. A sample of real life reading materials to be used in the content area classroom. These materials will be accompanied by a response sheet which explains the relevance and applicability of the materials to the development of reading skills in the content classroom.
  - E. A videotape which shows the participant modeling specific techniques in his/her classroom. (This is contingent upon the schools having the capacity to videotape the participants in their classrooms).
2. Individual faculty members will determine specific evaluation. The evaluation procedures will consist of the following: tests and exams, research papers, and other written assignments.