

Common Course Outline

EDTR 253 Teaching Reading in the Content Area, Part II

3 semester hours (3 classroom hours per week)

The Community College of Baltimore County

Overall Course Description:

Teaching Reading in the Content Area, Part II

Designed for secondary teachers in all content areas and expands on Teaching Reading in the Content Area, Part I. The focus of this course is on reading strategies used in content-area instruction. The emphasis is on student acquisition of content-area reading.

Participants implement and evaluate a coherent literacy plan. Participants also implement reading and writing strategies which promote student mastery of subject content. NOTE: This course is approved by the Maryland State Department of Education for individuals seeking certification or recertification in a secondary content area. Prerequisites: (ENGL 051 or ESOL 051 or LVE 1) and (RDNG 051 or LVR 1)

Overall Course Objectives:

Upon the completion of this course, the student will be able to:

- understand and use current research to improve teaching and learning
- infuse content area instruction with specific reading/writing strategies with an emphasis on content area reading skills
- use collaborative learning strategies to reinforce the reading/writing of students
- share findings in a clear and engaging format by presenting an action plan to improve teaching and learning
- recognize and discuss the experiential, cultural, and language influences on literacy acquisition and performance and how these elements impact student learning in content area classrooms
- present strategies for applying recommended intervention strategies to support content area learning and reading development
- differentiate the characteristics of grade level, delayed, and advanced readers, as well as students with learning disabilities, and present ways to modify instruction to support content area learning and reading development for these students
- demonstrate techniques for identifying individual interests of students and ways to link independent reading activities to those interests
- collect classroom resources to enable students to select materials for independent reading
- design classroom environments that support independent reading
- incorporate time for independent reading as an integral feature of a content area lesson plan

Major Topics:

- Textbook reading (research overview)
- Diversity (learning styles/disabilities)
- Vocabulary
- Writing strategies
- Material selection
- Technology and reading
- Assessment techniques
- Motivation for reading
- Planning a presentation

Requirements:

Participants will keep a portfolio that will include the following:

- Documentation of literature review pertaining to current research and best practices for reading/writing strategies
- Description of a coherent literacy plan, e.g., an original or revised unit plan incorporating reading and writing strategies
- A unit-level lesson plan which details specific reading/writing strategies, materials, resources, assessment rubrics, samples of student assignments

Grading/exams: Grading procedures will be determined by the individual faculty member but will include the following:

- Evaluation of portfolio
- Evaluation of class presentation

Writing: The individual faculty member will determine specific writing assignments.

Other Course Information:

This course is the second course in a required two-course sequence.

Individual faculty members may include additional course objectives, major topics, and other course requirements to the minimum expectations stated in the Common Course Outline.