

EDTR 243

Instruction in Literacy

3 Credits

Community College of Baltimore County Common Course Outline

Description

EDTR 243 – Instruction in Literacy: This course is designed to prepare teacher candidates and in-service teachers with the knowledge and skills to design and deliver effective literacy instruction for a diverse community of learners. Participants will learn how to design and deliver instruction focused on the core components of reading that lead to proficient and motivated reading behavior for all students, provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students, and manage speaking and listening opportunities that lead to more active, equitable and academically-oriented conversations for all students. In addition, participants will understand the role of classroom literacy instruction in a multi-tiered system of supports and learn how to work with colleagues to provide evidence-based interventions for students who struggle as readers and writers.

Pre-requisites: ACLT 052 or ACLT 053 or (ESOL 052 or ESOL 054)

Overall Course Objectives

Upon completion of this course, students will be able to:

1. use a variety of developmentally appropriate word recognition strategies;
2. use a variety of developmentally appropriate comprehension strategies to enhance student understanding and interpretation of text;
3. use early identification and intervention strategies to assist students with different learning styles, low achievement, special needs, limited English proficiency, and emergent readers;
4. demonstrate an organized classroom environment that fosters interest, motivation, and positive attitudes/perceptions about all aspects of literacy;
5. design speaking and listening opportunities that lead to more active, equitable and academically oriented conversations for all students;
6. identify the role of classroom literacy instruction in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers;
7. provide literacy instruction that reflects and is responsive to the diversity of the classroom community and promotes all students' cultural competence through inclusive and equitable literacy opportunities;
8. use the core components of reading that lead to proficient and motivated reading behavior for all students; and
9. use the core components of writing that lead to proficient and motivated writing behavior for all students.

The Common Course Outline (CCO) determines the essential nature of each course.

For more information, see your professor's syllabus.

Major Topics

- I. Nature of reading
- II. Stages of reading development
- III. Teaching phonics and sight words
- IV. Building student's vocabulary
- V. Comprehension theory and strategies
- VI. Teaching procedures and the role of questioning
- VII. Reading literature, voluntary reading, and incentives

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Creation and presentation of a vocabulary lesson
- One class presentation on instructional methods of literacy
- One research project
- Final exam

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course satisfies the requirements for a literacy instruction course for individuals seeking certification or recertification in elementary education.

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