

Common Course Outline
EDTR 253
Teaching Reading in the Content Area, Part II
3 Credits

Community College of Baltimore County

Description

EDTR 253 – 3 credits – Teaching Reading in the Content Area, Part II focuses 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 that promote student mastery of subject content. This course is designed for secondary teachers in all content areas and expands on Teaching Reading in the Content Area, Part I.

NOTE: This course is approved by the Maryland State Department of Education for individuals seeking certification or recertification in a secondary content area.

3 Credits

Prerequisites: ACLT 052

Overall Course Objectives

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

1. incorporate teaching and learning methods to address student diversity including experiential, giftedness, disabilities, cultural, and language influences on literacy, content acquisition and performance;
2. construct, adapt, and apply assessment techniques and appropriate instructional strategies to the strengths and the needs of individual learners;
3. use a variety of strategies to promote student independence in content area reading;
4. apply a wide variety of reading materials in classroom instruction;
5. develop various forms of content reading guides and directed reinforcement activities;
6. develop and teach lessons that use a variety of student-centered strategies that support text-based concept development;
7. identify and use internet resources to locate assessments, programs and approaches for meeting content area goals;
8. integrate vocabulary acquisition, concept development, and student learning in the content areas;
9. use formal and informal writing strategies to facilitate student learning in the content areas; and
10. implement a literacy program that supports and enhances content area learning.

Major Topics

- I. Textbook reading (research overview)
- II. Diversity (learning styles/disabilities)
- III. Vocabulary
- IV. Writing strategies
- V. Material selection
- VI. Technology and reading
- VII. Assessment techniques
- VIII. Motivation for reading
- IX. Planning a presentation

Course Requirements

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

Grading:

- Annotated Reference List – Review of 5 sources pertaining to best practice in teaching and learning in the content areas, informs Literature Review
- Literature Review pertaining to current research and best practices for reading/writing strategies
- Review of Self-Selected Independent Reading
- Content Area unit/lesson plan detailing specific reading/writing strategies, materials of instruction, text, assessment rubric(s), and samples of student assignments

Written Assignments: The individual faculty member will determine specific writing assignments. Students are required to use appropriate academic resources.