

EDTR 254

Literacy in the Content Area Part I

3 Credits

Community College of Baltimore County Common Course Outline

Description

EDTR 254 – Literacy in the Content Area Part I: Students examine literacy in the present day, with an emphasis on the literacy development of adolescent learners. The course content focuses on the interactive nature of the reading process in the content area; students examine the use of effective instructional strategies for developing content reading literacy, skills, vocabulary, and concepts. Students focus on the design of instruction that incorporates appropriate methods and materials for developing reading proficiency in the content area, with a concentration on meeting the linguistic and cultural needs of all students.

Overall Course Objectives

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

1. describe the developmental characteristics of adolescent literacy learners;
2. examine the characteristics of active, independent readers using appropriate theoretical orientations and practical frameworks;
3. analyze the processes of constructing meaning in relationship to reader, text, contextual, and task factors;
4. distinguish between motivation and engagement by identifying factors that affect each in the context of literacy development;
5. distinguish features of diversity that have an impact on literacy development and learning;
6. interpret linguistic and cultural differences among adolescent learners and demonstrate understanding of their effects on learning;
7. describe the characteristics of a high-quality learning environment;
8. describe purposes and opportunities for reading, writing, and communicating within and across content areas;
9. analyze types of new literacies and their uses for acquiring content knowledge and student understandings;
10. describe guiding principles and practices for content literacy assessment;
11. examine assessment types, tools, and purposes for content literacy assessment;
12. appraise appropriate multimodal sources and resources for inquiry;
13. examine factors of text complexity in relation to instructional materials and context;
14. analyze student data to inform and evaluate instructional practice;
15. identify professional and literacy standards and curricula for lesson development;
16. design engaging instruction that supports all learners in meeting goals and intended outcomes;

The Common Course Outline (CCO) determines the essential nature of each course.
For more information, see your professor's syllabus.

17. examine research and theoretical frameworks for comprehension;
18. investigate evidence-based, multi-modal instructional practices to develop comprehension;
19. examine research and theoretical frameworks for vocabulary acquisition and development;
and
20. investigate evidence-based, multi-modal instructional practices to develop academic- and content-specific vocabulary lessons.

Major Topics

- I. Learner Development
- II. Learning Environments
- III. Learning Differences
- IV. Content Knowledge
- V. Application of Content
- VI. Assessment
- VII. Short- and Long-Term Planning for Instruction
- VIII. Evidence-Based Multimodal Instructional Practices; Short- and Long-Term Planning
- IX. Evidence-Based Multimodal Instructional Practices
- X. Professional Learning and Ethical Practices
- XI. Leadership and Collaboration

Course Requirements

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

- One Case Study
- Two Lesson Plans

Other Course Information

This course is approved by Maryland State Department of Education (MSDE) for teachers seeking certification/recertification.

Date Revised: 10/1/2019