

## **EDTR 255**

### **Literacy in the Content Area Part II**

3 Credits

## Community College of Baltimore County

### Common Course Outline

#### **Description**

**EDTR 255 – Literacy in the Content Area Part II:** Students examine literacy in the present day with an emphasis on the methods to develop that literacy in adolescent learners. Teacher candidates taking the course examine, use, and evaluate a wide range of strategies and approaches to literacy instruction. Emphasis is placed on literacy tasks and assessment of those tasks to promote a better understanding of disciplinary content. Teacher candidates develop professional dispositions for collaboration and leadership in order to work effectively with students, families, schools, and communities of varied linguistic and cultural backgrounds.

#### **Overall Course Objectives**

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

1. analyze characteristics of adolescent and independent readers in relationship to content-specific areas;
2. develop content-specific lesson plans that are geared toward adolescents;
3. identify instructional techniques to motivate and engage all learners in content-specific literacy environments;
4. evaluate new literacies for acquiring and developing content knowledge;
5. develop content-specific assessment tools based on multiple data points;
6. apply professional and literacy standards to plan, implement, and evaluate content-specific writing lessons;
7. apply professional and literacy standards to plan, implement, and evaluate content-specific vocabulary lessons;
8. investigate opportunities for collaboration with families, schools, and communities;
9. interpret the processes of making meaning to critically analyze, synthesize, or transform information in specific content areas;
10. develop content-specific lessons that utilize collaborative interaction among learners of all abilities;
11. demonstrate an understanding of the achievement gap in education;
12. develop content-specific lessons that employ new literacies;
13. evaluate content-specific assessment tools to refine instructional practice;
14. identify techniques to engage students in collaborative problem-solving and critical thinking activities;
15. employ evidence-based multimodal instructional practices to develop and evaluate writing within content areas; and

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

16. engage in critical self-reflection for professional development as a content area literacy teacher, using current trends, initiatives, and educational reform efforts.

### **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.

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