Common Course Outline
EDTR 252
Teaching Reading in the Content Area, Part I
3 Credits

Community College of Baltimore County

Description

EDTR 252 – 3 credits – Teaching Reading in the Content Area, Part I presents current theory about various types of reading and cognitive strategies. Participants will review and demonstrate a variety of reading techniques applicable to secondary classrooms. This course is designed for secondary level teacher candidates and educators in all content areas.
NOTE: This course is approved by the Maryland State Department of Education for individuals seeking certification or recertification in secondary education.

3 Credits

Prerequisites: ACLT 052

Overall Course Objectives

Upon completion of this course students will be able to:

1. describe the interactive nature of the reading process in the content areas;
2. use a variety of instructional strategies appropriate to informational and literary texts to develop intrinsic motivation for reading in the content areas;
3. design strategic instruction using appropriate reading materials to achieve content area goals;
4. apply a variety of methods for assessing content area literacy to plan instruction;
5. communicate effectively with students, parents, and allied professionals;
6. evaluate the organization, structure, style, and difficulty of a textbook;
7. assess the reading skill level of the individuals within a group;
8. identify and use internet resources to locate assessments, programs and approaches to meeting content area goals;
9. incorporate discussion and inquiry techniques into normal classroom activities;
10. explain the relationship between vocabulary acquisition and concept development and student learning in the content areas;
11. evaluate alternative instructional plans and practices utilizing various student-centered strategies; and
12. develop content lessons that will help students become independent readers.

Major Topics

   I. Contexts of literacy instruction in a technological age
   II. Strategies for learning
   III. Developing meaningful vocabulary
   IV. Strategies for constructing meaning in text
   V. Reading/study strategies for textbook use
   VI. Reading/writing in the content areas
   VII. Thematic approaches to content area teaching
   VIII. Content literacy assessment

Course Requirements

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

Grading:
- Evaluation of Student Portfolio: Create an on-going portfolio which shall include:
    1. Weekly learning logs in which they will report on their plans to use specific techniques, their implementations of these techniques in their classroom and their assessment of the efficacy of the techniques. A response sheet will present their overview and analysis of the techniques.
    2. A summary of two case studies that will have been conducted during the semester. Participants will identify two students in their classroom: one, a high level functioning student and the other, a struggling student.
    3. A lesson plan, which incorporates a variety of reading techniques into the content area.
    4. A sample of authentic reading materials to be used in the content area classroom. These materials will be accompanied by a response sheet, which explains the relevance and applicability of the materials to the development of reading skills in the content classroom.
- Evaluation of Other Graded Assignments: Complete required specific evaluation determined by individual faculty members. The evaluation procedures will consist of the following: tests and exams, research papers, and other written assignments.

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