Administrative Unit: Education Department

Course Prefix and Number: EDUC 338

Course Title: Teaching Reading in Content Areas and Secondary School

Number of Credit Hours: 3  Lecture Hours: 3  Laboratory Hours: 0

Catalog Description: The study of teaching reading in different content areas. Students analyze materials in various content areas and demonstrate ability to use levels of comprehension, patterns of organization and questioning, and vocabulary-building skills to enhance learning. Prerequisites: EDUC 101, EDUC 300, and admission to Teacher Certification Program. Offered Fall semester.

Prerequisite(s)/Corequisite(s): EDUC 101, EDUC 300, and admission to Teacher Certification Program.

Technology Requirement: An educational technology application is required.

Text(s):

Course Objectives:
- To explain the reading process and strategies that facilitate it; MoSTEP: 1.1, 8.3
- To compare and contrast major theoretical approaches to reading; MoSTEP: 1.3, 2.2, 2.4
- To analyze and evaluate materials to determine needed skills and underlying assumptions; MoSTEP: 8.3
- To identify the role of the middle/secondary school teacher in reading instruction; MoSTEP: 2.3
- To construct reading tests which include a variety of evaluation techniques; MoSTEP: 8.1, 8.2
- To evaluate a variety of reading materials; MoSTEP: 8.3
- To plan and use teaching strategies, including the use of technology, to facilitate reading in the content areas; MoSTEP: 3.2, 3.3, 5.1, 5.2, 7.1, 7.3
- To plan and present strategies to aid independent reading; MoSTEP: 5.1
- To plan and present strategies to motivate reading; MoSTEP: 5.2, 6.1
- To use comprehensive levels, patterns of organization, questioning strategies, study strategies, vocabulary skills and writing strategies in book activities; MoSTEP: 3.1, 3.2, 5.2
To plan and use strategies to promote reading among students with differing individual needs; MoSTEP: 1.1, 2.1, 3.1, 3.4, 5.1, 5.2

Measurable Learning Outcomes:

- Define the reading process and list vocabulary and comprehension strategies that facilitate it
- Compare and contrast balanced reading theories with traditional and whole language theories
- Evaluate textbook materials for appropriateness of reading level
- List strategies appropriate for low achievers and ESL students in the content areas
- Administer an Informal Reading Inventory and make instructional recommendations
- Evaluate a webpage for instructional purposes
- Create a content unit plan with five lessons which include vocabulary and comprehension strategies
- Present the unit plan which encourages motivational and independent reading
- Match reading difficulty to text and material selection in the unit plan
- Include visual organizers in the lesson plans to facilitate reading and writing
- List classroom accommodations and strategies appropriate for ESL, remediation, and enrichment

Topical Outline (major areas of coverage):

- Graphic Representations
- Directed Reading (Thinking) Activities
- Text and Study Guides
- Motivation and Prior Knowledge
- Using and Responding to Literature
- Vocabulary Knowledge/Concepts
- Writing to Learn Activities
- Activities for Learners with Special Needs
- Comprehension and Assessment
- Constructing Content Area Units

Recommended maximum class size for this course: 20

Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your services login and password when prompted.

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Name Signature
Date: December 28, 2004

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.