

COURSE OUTLINE

Reading in Content Areas
Course Title

ED245
Dept. & Course No.

I. COURSE DESCRIPTION:

This course provides practical and effective ways to facilitate reading in the content areas to help students develop enthusiasm and improve comprehension in their reading/learning experience.

II. SEMESTER CREDITS: 3

III. CONTACT HOURS PER WEEK: 3 0 3
Lecture Lab Total

IV PREREQUISITE: ED110

V. STUDENT LEARNING OUTCOMES:	VI. COURSE CONTENT:
Upon completion of this course, the student will be able with 65% accuracy to:	
1. Explain how the sheltered teaching approach contributes to the improvement of students' comprehension of content.	A. The Structured Reading/Learning Approach 1. Pre 2. During 3. Post
2. Identify and explain the elements that are vital to a lesson's introduction and develop, based on an actual content area concept, pre-reading/learning script which addresses these elements.	B. Pre-Reading / Learning 1. Background Knowledge 2. Vocabulary 3. Purpose-Setting 4. Motivation
3. Explain the distinction between content and language objectives; discuss their combine effect on comprehension; and develop objectives targeting both content and multiple language skills: listening, speaking, reading and writing.	C. Learning Objectives 1. Content vs. Language 2. Effect on Comprehension 3. Objectives Development
4. Differentiate direct and indirect teaching in terms of their effects on the learning process.	D. Teaching Approaches 1. Teacher-centered 2. Learner-centered
5. Explain the use of questioning as a teaching strategy and create, based on actual content area reading material, questions reflecting that hierarchical levels of Bloom's Taxonomy.	E. The Questioning Strategy 1. Bloom's Taxonomy 2. Question Levels
6. Develop for simulation, and based on specific content area concepts, during reading/learning script that employs select learner-centered strategies which are intended to engage the participants actively in the learning process.	F. During Reading/Learning 1. Strategies 2. Interaction 3. Application/Practice
7. Discuss the role that critical thinking plays in content comprehension and create appropriate activities designed to have learners think critically/creatively.	G. Critical Thinking 1. Function 2. Strategies

8. Explain the value of and discuss the two ways to end a lesson and create a post reading/learning script for an actual content area concept/area lesson.	H. Post Reading / Learning
9. Discuss typical factors affecting text readability and demonstrate the use of specific informal reading assessment formulas to determine the readability of actual content area reading selection methods.	I. Textbook Readability 1. Factors Affecting Readability 2. Readability Assessment Formulas

VII. EQUIPMENT AND MATERIALS: May vary depending on the instructor.

- A. Transparencies
- B. Overhead Projector
- C. Routine Classroom Materials
- D. Supplemental Materials
- E. A Longman/Webster Collegiate Dictionary

VIII. TEXT(S):

Required Text -

Ryder, R. J. and Graves, M. F. *Reading and Learning in Content Area*. 3rd Edition,
New York, NY: John Wiley & Sons Inc. 2003

IX. METHOD OF INSTRUCTION: May vary depending on the instructor.

- A. Lecture
- B. Discussion
- C. Individual/Group Projects
- D. Presentations

X. METHOD OF EVALUATION:

A. Final Grades will be determined in the following manner:

1. Class Participation	-	15%
2. At least 2 summative assessments	-	30%
3. At least 2 formative assessments	-	30%
4. At least 1 authentic assessments	-	<u>25%</u>
		100%

B. The transmutation of percent to letter grade is as follows:

90 - 100	-	A
80 - 89	-	B
70 - 79	-	C
65 - 69	-	D
00 - 64	-	F

Palau Community College
ED245 Reading in Content Areas
Course Learning Outcomes

During the course experience, the *course learning outcomes* (CLO) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical rating of 4,3,2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcome listed below.

Rating Scale: 4 - Outstanding
 3 - Proficient
 2 - Developing
 1 – Emerging

CLO 1:	Students will be able to demonstrate practical and effective ways to facilitate reading in content areas that will motivate students to read, and to increase their comprehension.
4	Clearly and accurately demonstrates practical and effective ways to facilitate reading in content areas that will motivate students to read, and to increase their comprehension.
3	Demonstrate practical and effective ways to facilitate reading in content areas that will motivate students to read, and to increase their comprehension, however minor evidences of unclear and inaccurate interpretations is shown
2	Demonstrate practical and effective ways to facilitate reading in content areas that will motivate students to read, and to increase their comprehension, making numerous errors and eliminating most important facts.
1	Unable to demonstrate practical and effective ways to facilitate reading in content areas that will motivate students to read, and to increase their comprehension.