**READ 3351**

**Content Area Reading**

**Course Description**

This course provides an understanding of factors which influence learning from content text and teaches specific instructional strategies which promote comprehension, vocabulary development, effective study strategies, and test-taking skills.

**Prerequisites**

Nine (9) hours of English course work, i.e.,ENGL 1301, ENGL 1302 and a Sophomore level English

**Intended Student Outcomes:**

At the conclusion of the course, the student will be able to:

Knowledge Outcomes

1) understand how current literacy culture trends impact all readers in 7-12 content area classrooms;
2) explain how contextual factors, including cultures, of the home, school, and community affect content readers' behaviors; and,
3) articulate culturally responsive research-based instructional strategies, including the use of multicultural texts for English Language Learners and RtI for struggling readers.

Skill Outcomes

1) informally assess the reading ability of students as it relates to the cognitive load or content difficulty of texts;
2) apply a multi-level reading comprehension models for use in developing content reading strategies for all learners;
3) effectively incorporate strategies that increase content reader ability to respond from literal through complex levels of understanding;
4) distinguish between, and apply strategies for teaching learning skills (attitudes, goal setting, monitoring), and study strategies (note taking, organizing, test taking);
5) blend the science of content reading (strategies, guides, and resources) with the art of effective teaching (motivation, personal literacy, and classroom management);
6) develop appropriate literacy activities to support curricular goals in different content areas; and,
7) synthesize knowledge of various comprehension strategies targeting specific literacy skills for optimal content knowledge learning.

Values Outcomes

1) address personal biases and differences that may affect one's teaching;
2) respect the professional standards of the field;
3) appreciate the need for learner-centered practices, especially when teaching reading in the content areas;
utilize reflective practice to facilitate growth as a professional educator and as an instructor of reading in the content areas; and,
5) recognize the importance of a diverse classroom and the experience that each student contributes to the culture of the classroom.

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