**READ 3356**

**Content Area Literacy for Interdisciplinary Studies**

**Course Description**

This course provides an understanding of factors which influence learning from content texts.  The course includes specific instructional strategies that promote comprehension, vocabulary development, effective study and test-taking skills, and ways to modify text for diverse learners including English Language Learners, Gifted and Talented, Special Education and other cultural groups. Attention is given to the principles of research-based reading instruction for EC-6 and 4-8 pre-service teachers.

**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) demonstrate an understanding of the various skills required to negotiate content materials, including content vocabulary, questioning strategies, textbook features, comprehension, graphic organizers, and study skills;
2) investigate the evaluation and remediation of reading difficulties for students including the state mandated Dyslexia training; and
3) investigate national standards, national and state initiatives, and state standards and assessments as they relate to reading in content areas.

Skill Outcomes

1) integrate research in reading into instructional decisions for content area curriculum;
2) create a mini-lesson that incorporates content area reading strategies which reflect a learner-centered philosophy;
3) evaluate textbooks according to state and national standards;
4) characterize, analyze, and apply knowledge of diverse learners (including English Language Learners, Gifted and Talented, Special Education, and other cultural groups) to reading in the content area; and,
5) explore various tools to supplement content area learning such as trade books, multimedia, technology, and experts.

Values Outcomes

1) respect and understand different needs related to various content areas;
2) value the unique contributions of all individuals to the content areas;
3) respect the professional standards of the field; and,
4) recognize the value of reflective practice to facilitate growth as professional educators