EDUC 472: Teaching Reading in the Content Areas
Southeastern Louisiana University

Course Description: 472. Credit 3 hours. Prerequisites: EPSY 301 or 311, depending on curriculum, and Full SARTE status. A course designed to provide the middle school and secondary school teacher with knowledge of the reading process; methods and materials that can be implemented with various cultural groups; and skills for developing the reading abilities of students. Special emphasis will be given to reading in the content areas.

Statement of Conceptual Framework: In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit (diversity) (technology).

Course Objectives: After completing the course, the student will have the capability to
1. demonstrate the role of the teacher in creating a classroom environment that supports literacy. (KL) (SM)
2. develop plans which integrate literature through guided reading experiences into various content areas. (SM) (CK)
3. select appropriate texts and other materials of instruction using an awareness of multicultural, political, and qualitative influences. (KL) (CK) (diversity)
4. make assessments of student reading abilities and needs. (KL) (diversity)
5. incorporate a variety of literacy strategies to increase vocabulary and comprehension to meet the learning needs of diverse students (e.g. ELL, dyslexia). (KL) (SM) (diversity)
6. apply the concepts of the Louisiana Information Literacy Model for Lifelong Learning and the Louisiana Content Standards Foundation Skills in instructional planning. (PS) (CK)
7. integrate technology that supports content learning and literacy competencies. (SM) (CK) (technology)
8. reflect upon, monitor, and assess his/her own learning; and engage in activities conducive to lifelong learning and ongoing professional development. (PS) (CK)
9. identify and apply current research findings about teaching and learning as they relate to literacy development, thinking, and the diverse needs of students. (PS) (CK) (KL) (SM)

Evaluation: Evaluation items will include, but are not limited to
1. Class participation
2. Lesson Plans including a Young Adult Literacy Lesson Plan (Portfolio Artifact)
3. Field Experiences (10 hours of direct teaching)
4. Technology application activities
5. Exams

PASS-PORT Requirements
Field Experiences: As you complete field experiences, you are required to enter them into PASS-PORT on a weekly basis. Do not wait until the end of the semester. It is your responsibility to collect classroom student data on all field experiences.

Professional Development Activities:
As you complete any professional development activity, you are required to enter it into PASS-PORT

Artifacts:
Teacher candidates are required to upload portfolio specified artifacts (assignments) and/or any other artifact the instructor deems necessary for evaluation.

References

Books

Journals
American Educational Research Journal
Journal of Adolescent and Adult Literacy
Journal of Reading Behavior
Journal of Teacher Education
Reading Research and Instruction
Reading Research Quarterly

Other Materials