

Teaching Reading and Writing in the Content Areas

Course Description

Teaching Reading and Writing in the Content Areas is the second course in the series. This course is designed to provide candidates with a conceptual and instructional framework for teaching reading and writing in the content areas. Realizing that much of what is read involves informational texts (e.g., books, magazines, newspaper, instructions, directions, textbooks, guides, and other content sources) this course will provide candidates with research-based strategies for helping readers comprehend text often found in content area textbooks and materials. Essential to this course is the interrelationship between reading and writing in grades P-12.

This course requires 20 hours of field experiences, of which ten (10) hours are embedded within course assignments. The ten (10) hour Clinical Practicum is required for all candidates and this practicum will be a major part of your grade. Candidates will choose one (or more) struggling student(s) (one of whom you write up in the Case Study format and submit for evaluation), think about what nonfiction writing strategies these students would encounter at their grade level, design and implement lessons regarding the craft of nonfiction writing.

Course Goals

Participants in this course will increase knowledge and develop skills to:

- Practice or execute wide range of research-based instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds to obtain good outcomes with children.
- Use on-going assessment for the purposes of grouping children and use instructional options (individual, small-group, whole-group, whole-class, and computer based) as appropriate for accomplishing given purposes and outcomes of instruction
- Use a wide range of instructional practices, approaches, and methods, including technology-based practices, for learners at differing stages of development and from differing cultural and linguistic backgrounds.
- Use a wide range of curriculum materials (large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.
- Work with colleagues to observe, evaluate, and provide feedback on each other's practice.