

EDRD 500
Teaching Reading in Allied Subject Areas K-12

I. Descriptive Information

- A. Course number and title: EDRD 500 - Teaching Reading in Allied Subject Areas K-12
- B. Catalog description: The identification of children with reading needs in allied subject areas (music, art, physical education, health) and development of instructional strategies to meet those needs.
- C. Course credit: One (1) semester hour
- D. Prerequisites: None. Corequisites: Student teaching.
- E. Intended audience: Preservice professional educators seeking initial certification in allied subject areas (music, art, physical education, health education) from kindergarten to grade 12 who are also enrolled in student teaching.
- F. Instructor: Language and Literacy faculty

II. Statement of Course Goals and Objectives

Goals: The professional educator is expected to:

- 1. Extend his/her understanding of the narrative and expository reading materials within subject areas.
- 2. To acquire an understanding of basic and higher-order reading/language skills relative to the reading demands in the subject area(s) and develop instructional strategies for integrating reading/language instruction into the curriculum area.

Objectives: The professional educator is expected to:

- 1. Demonstrate the ability to identify and assess students in need of basic word analysis and vocabulary skills instruction.
- 2. Demonstrate the ability to identify and assess students in need of basic and higher-order reading/language comprehension instruction.
- 3. Demonstrate the ability to integrate word analysis, vocabulary, and reading/language instruction into subject matter instruction.
- 4. Demonstrate a thorough understanding of the range of children's and adolescent literature that can be integrated into subject matter instruction.
- 5. Demonstrate the ability to analyze subject matter textual materials and plan effective instruction with them that integrates reading and language focuses.
- 6. Demonstrate a thorough understanding of the reading/language arts teaching roles of all subject area teachers.

III. Required Text and Readings

EDRD 500: A Set of Readings. (1993).

The work of the following researchers and theorists is dealt with directly in or underlies the objectives of this course:

J. Piaget	F. Smith	J. Brophy	K.G. Short	R. Vacca
R. Gagne	C. Smith	H. Herber	J. Von Dras	C. Huck
K. Goodman	P.D. Pearson	J. Johns	R. Farr	D. Alverman
J. McNeil	R. Anderson	A. Brown		

IV. Academic Course Requirements

Professional educators will be required to:

Assess children's reading strengths and weaknesses.

Develop educational prescriptions based on observations and assessment.

Design and create instructional materials and strategies to implement educational prescriptions.

Engage in instructional planning in subject areas that incorporates children's and/or adolescent literature.

Implement appropriate practices in the student teaching seminar.

V. Administrative Course Requirements

Attendance:

It is the student's responsibility to keep informed concerning all assignments made.

Absences, whether excused or unexcused, do not absolve him from this responsibility.

Absence from more than 10% of the regularly scheduled class meetings, whether excused or unexcused, is considered excessive and will result in a lowering of the students' final course grade by one letter grade. Absence from more than 25% of the regularly scheduled class meetings, whether excused or unexcused, will result in a formal request to the student by the instructor to withdraw from the course.

VI. Evaluation and Grading

A. Student performance will be evaluated by (1) demonstration of knowledge on class projects, (2) completion of supervised field experiences and (3) class participation. Weighted values of these required components include:

Projects	60%
Field Experiences	20%
Classroom Participation	20%

B. Conversion to University grading system:

GRADES:

A = 90-100	B = 80-84	C = 70-74	D = 60-64
B+ = 85-89	C+ = 75-79	D+ = 65-69	F = 0-59

VII. Major Course Topics

1. Basic Reading and Language Skills: What Are They?
2. Higher-Order Reading and Language Skills: What Are They?
3. Developing a Community of Learners through Enhancement of the Literate Environment.
4. Assessing Students' Reading and Language Skills.
5. Approaches to the Teaching of Reading: What are the Other Teachers Teaching?
6. The Need for Integrating Reading Instruction into Allied Subject Areas.
7. The Reading Role of the Subject Area Teacher.
8. Fusing Children's Literature and Subject Area Instruction: Making Opportunities for Content Integration.
9. Textbooks, Discourse Types and Other Obstacles to Effective Reading.
10. Culturally and Intellectually Diverse Learners: Individualizing Reading and Language Instruction.
11. Developing Independent Learners: Metacognitive and Study Strategies.