

# **ED 589 – CONTENT AREA READING: TEACHING STUDENTS IN THE REAL WORLD**

## **SYLLABUS**

**Instructor:** Kathy King-Dickman  
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**Phone:** 719-588-7111 or 719-657-2930  
**Address:** 70 Yucca Court  
Del Norte, CO 81132

### **COURSE DELIVERY:**

Print-Based Correspondence Course

### **CREDIT HOURS:**

One, Two, or Three Semester Hours

### **PREREQUISITES:**

A baccalaureate degree is required for graduate level courses.

### **COURSE MATERIALS:**

To order textbooks or obtain information about book titles you may go to [www.exstudies.adams.edu](http://www.exstudies.adams.edu) and click on the “ASC Bookstore” icon.

Use **Section Number: 1034** to order books from Bookstore site.

### **Required Textbook:**

Tovani, Cris, *Do I Really Have to Teach Reading?* Portland, Stenhouse, ISBN-1 57110 376 7

### **CATALOG DESCRIPTION:**

Are you a content area teacher who is frustrated that your students can't read your assignments? Are you tired of trying to get your content across to students whose reading skills are too weak to acquire this knowledge? Are you frustrated with working with students whose reading levels can span more than twelve years when you are expected to have your entire class complete the required text book? Are you an English/Reading teacher trying to remediate this problem? If you answered yes to any of the questions above, then this course is for you! This class does not have all the answers, but it will provide you with numerous strategies that can help. Learn methods that will teach students to read better in your content area that will carry over into all real world reading so that your students will do better in all of their courses and will be more successful when they go to college.

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## **STUDENT LEARNING OUTCOMES:**

The student will:

1. Examine the seven basic comprehension strategies all good readers use when they read.
  - i. Metacognition
  - ii. Background Knowledge
  - iii. Inferring
  - iv. Sensory Images
  - v. Determining Importance
  - vi. Questioning
  - vii. Synthesizing
2. Learn instructional methods to assist students in reading informational text that might be too difficult or boring for them
  - a. Comprehension constructors to assist students in holding on to their thinking
  - b. Setting a purpose in order to focus their reading
  - c. Marking text to hold on to thinking
  - d. Asking questions in order to read for answers
3. Learn the importance of teaching the specific skills necessary to reading successfully in your content area.
4. Examine why students often struggle in content area reading and learn to be more sensitive and supportive of this struggle

## **GRADE DISTRIBUTION AND SCALE:**

In alignment with ASC academic policies, no D may apply to a major or minor field.

### **Grade Distribution:**

One credit course	
Assignments	100 points each
Total points	600 points

Two credit course	
Assignments	100 points each
Total points	900 points

Three credit course	
Assignments	100 points each
Total points	1200 points

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## **Scale:**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

## **ADA STATEMENT:**

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.