

ECI 541: Content Area Reading

Course Instructor

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Course Description

Methods in instruction for applying reading to content areas, with emphasis on means of improving comprehension, vocabulary, and learning strategies in subject matter classrooms.

Course Textbook

Vacca, R. T. & Vacca, J. L. (2005). *Content area reading: Literacy and learning across the curriculum* (8th ed.). Boston: Pearson.

Course Modules

- Learning to Read: Reading to Learn (e.g., B-D-A instructional model)
- Reflecting on Our Literacy Development (e.g., experiences, current practices)
- Scaffolded Reading for Diverse Learners (e.g., design, implementation)
- Constructing Knowledge through Reading & Discussion (e.g., transaction, efferent)
- Social Constructivism (e.g., constructivism vs behaviorism, application to reading)
- Comprehension and the Reading Process (e.g., principles, stages)
- Prior Knowledge and Metacognition (e.g., Schema Theory, self-questioning)
- Word Study and Concepts (e.g., levels of understanding, vocabulary utility)
- Literacy Strategies: Writing and Vocabulary (e.g., summarizing, word associations)

Course Requirements

1. Literacy Reflections Essay

I wrote a three-page essay on my early literacy experiences and my literacy practices as an adult.

2. Response Forums

Each week, I completed the assigned chapters and activities, and responded to the discussion prompt.

3. Scaffolded Reading Activity

As required, I designed, implemented, and evaluated a scaffolded reading experience. I wrote a paper about my instructional choices, a lesson plan, and a reflection on my strengths and weaknesses.

4. Position Paper

As a final assignment for the course, I wrote a position paper on a literacy-related topic.

