Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS*

EDUC 656

TEACHING CONTENT AREA READING

*This syllabus is subject to change by verbal or written announcement by the instructor.

COURSE DESCRIPTION

Develops instructional competencies necessary for teaching reading and study skills essential in learning the concepts of content subjects. Applicable to teaching in grades 4–12.

RATIONALE

As students are learning to read, they must also develop skills that help them read what they are learning. Therefore, teachers need to structure their content classroom so that instructional reading skills are strengthened simultaneously with content area skills. EDUC 656 equips teacher candidates to successfully develop both skill sets in their students.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Microsoft Office
D. Standards of Learning for reading and a chosen content area as provided for the candidate’s state of residence. These should be available online.
E. Access to professional education journals (these are available online through the Liberty University library). Please use scholarly sources only. A definition of a scholarly source can be found here.

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:
A. Describe the reading process and the unique skills required for reading in the content areas.

B. Modify and manage the learning environment and experiences to meet the needs of children, including children with disabilities, gifted children, and children with limited proficiency in English.

C. Create learning experiences that integrate standards of learning for reading with the various content areas.

D. Develop a repertoire of strategies to integrate vocabulary, comprehension, and composition in content lessons and to accommodate individual differences.

E. Assess the quality and determine the readability levels of text and trade books.

F. Assess the use of reading strategies in classroom situations, including the use of technology as a tool for teaching, learning, research, and communicating.

G. Integrate language and literacy, mathematics, science, health, social sciences, art, music, drama, and technology in learning experiences.

H. Demonstrate the integration of biblical worldview in all content.

I. Compare and contrast current professional literature related to the teaching of reading in the content areas.

J. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, include the domains of composing, written expression, and usage and mechanics of the writing process of planning, drafting, revising, editing, and sharing.

K. Evaluate learning experiences presented in lesson plans and through video submissions for authentic assessment, knowledge and understanding of best practices, and student engagement.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings and lecture presentations

B. Course Requirements Checklist
   After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Class Introductions
   Discussion boards are collaborative learning experiences. Therefore, the candidate will participate in an introductory Discussion Board Forum. The candidate’s thread will be graded on the introduction, personal information, a picture of the candidate alone, and demonstration of professionalism.
D. Discussion Board Forums (5)
There will be five (5) Discussion Board Forums throughout the course. The purpose of Discussion Board Forums is to generate interaction among the candidates in regards to relevant and current course topics. The candidate is required to submit in response to the professor generated topic an original thread between 400-500 words and supported by the use of scripture and academic references. Any journal articles, quotes, text references, and Bible passages used to support his/her opinion must be cited using current APA format. The candidate must submit two (2) replies of 150 – 200 words each that add to the discussion generated. Each reply should be supported by personal experience, scripture, and/or academic references.

E. Multi-Texts Evaluation
For this assignment, the candidate will choose 3 books that would be appropriate for his/her chosen content area (history, science, mathematics, music, or health) for his/her thematic unit. These should be information or fiction books that would supplement a text – NOT a textbook. The books should be connected to the thematic unit and to each other. Using the provided template, the candidate will evaluate the reading level and appropriateness for use in a particular classroom highlighting strengths and weaknesses as well as important considerations for teachers. References for each of the books must be included in current APA format.

F. Article Reviews
Candidates will select and write three 1 to 2 page summary/review of three peer reviewed articles from a combination of pre-selected and self-selected articles about reading across the content areas. The articles should be dated within the last 5 years. The articles will include at least one well-developed paragraph summarizing the article, and one to two paragraphs applying the content to instructional strategies to use in teaching reading across the content areas, with a one to two paragraph overall assessment of the article. Each article will demonstrate professional writing in APA format.

G. VDOE Dyslexia Awareness Module
The candidate will view and complete the required Dyslexia Awareness Module as required by the state of Virginia for the licensure and student teaching process. Students will be required to view the entire module (approximately 40 minutes) in one sitting. Upon successful completion, students will scan and upload their completion certificate using the Blackboard link provided. Students will also need to upload their completion certificate within LiveText to be approved for student teaching placement.

H. Reading the Content Area Website Compilation
For this assignment, the candidate will compile an annotated list of 10 useful websites related to content area reading. Candidates will complete a chart
providing title, author, date, description/connection to literacy, audience in focus, and cost.

I. Thematic Unit
The candidate will write and submit a 3-Lesson Thematic Unit related to a major topic using the adapted Liberty University lesson protocol. Lessons should revolve around a single theme in a content area that is NOT English Language Arts/Reading (i.e. fractions, planets, etc.), but the lessons should be focused on literacy strategies in grade levels 4-12. Each lesson must include at least 3 activities based on the “PAR” strategies from the Richardson text. The title page must follow APA formatting guidelines and must include the candidate’s name, the theme of his/her unit, content area, and grade level. The included strategies/activities must be labeled including the page number from the text where the strategy/activity was found.

J. EdTPA Practice Task 2
As part of the licensure process candidates will be required to log in to the LiveText and complete Practice Task 2 for your particular licensure area. Candidates will review a video submission based on your level and content area and then complete and upload the required template. Successful completion of this task within LiveText will be required for licensure and student teaching placement.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Class Introductions</td>
<td>30</td>
</tr>
<tr>
<td>Discussion Board Forums (5)</td>
<td>200</td>
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<tr>
<td>Multi-Texts Evaluation</td>
<td>90</td>
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<tr>
<td>Rough Draft Thematic Unit</td>
<td>35</td>
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<tr>
<td>Article Reviews (3)</td>
<td>225</td>
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<tr>
<td>Dyslexia Module</td>
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<tr>
<td>Thematic Unit</td>
<td>120</td>
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<tr>
<td>Reading in the Content Area Website Compilation</td>
<td>50</td>
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<tr>
<td>EdTPA Practice Task 2</td>
<td>200</td>
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<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
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B. Scale

B- = 870 – 889  C+ = 850 – 869  C- = 800 – 819  D+ = 780 – 799
D = 750 – 779   D- = 730 – 749   F = 0 – 729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then s/he must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

a. Late assignments submitted within one week of the due date will receive a 10% deduction.

b. Assignments submitted more than one week late will receive a 20% deduction.

c. Assignments submitted two weeks late or after the final date of the course will not be accepted.

d. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

Students with a document disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
# COURSE SCHEDULE

**EDUC 656**

Textbook: Richardson et al., *Reading to Learn in the Content Areas* (2012).

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<tr>
<td>1</td>
<td>Richardson et al.: chs. 1–2 5 presentations 3 articles</td>
<td>Course Requirements Checklist  Class Introductions DB Forum 1</td>
<td>10 30 40</td>
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<tr>
<td>2</td>
<td>Richardson et al.: chs. 3, 6 4 presentations</td>
<td>DB Forum 2 Multi-Texts Evaluation</td>
<td>40 90</td>
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<tr>
<td>3</td>
<td>Richardson et al.: ch. 12 2 presentations 1 article 1 website</td>
<td>DB Forum 3 Article Review 1</td>
<td>40 75</td>
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<tr>
<td>4</td>
<td>Richardson et al.: chs. 4–5, 7 7 presentations 2 articles</td>
<td>Rough Draft Thematic Unit Article Review 2</td>
<td>35 75</td>
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<td>5</td>
<td>Richardson et al.: ch. 11 2 presentations 3 articles</td>
<td>Dyslexia Module Article Review 3</td>
<td>50 75</td>
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<td>Richardson et al.: chs. 9-10 2 presentations 1 article</td>
<td>DB Forum 4 Reading in the Content Area Website Compilation</td>
<td>40 50</td>
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<td>DB Forum 5 Thematic Unit</td>
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<tr>
<td>8</td>
<td>None</td>
<td>EdTPA Practice Task 2</td>
<td>200</td>
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</table>

**TOTAL** 1010

DB = Discussion Board

**NOTE:** Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on Friday.