

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

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. Blackboard [recommended browsers](#)
- D. Microsoft Office

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. Use this opportunity to introduce yourself to your classmates and get to know one another.
- 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. (MLO: A, D, F, H)

E. Multi-Texts Evaluation

For this assignment, the candidate will choose three books that would be appropriate for his/her chosen content area (history, science, mathematics, music, or health). Each book should be informational or fiction books that would supplement a text – NOT a textbook. The books should be connected to an overall theme and 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. Book selections must be appropriate for grade levels 4 – 12. No selections found in the provided course samples may be used. (MLO: C, E)

F. Praxis Practice Core and Subject Area Practice Tests

Candidates should complete the practice test for both the Core Praxis I tests as well as the relevant Subject Area assessment for your area of licensure. Candidates should upload a screen shot of your completion report to receive credit for this assignment.

G. Article Reviews (3)

Candidates will select and write a summary of a peer-reviewed article. The articles should be dated within the last 5 years and should be a scholarly article reflecting research-based knowledge. Each review should include at least one well-developed paragraph summarizing the article, two paragraphs applying the content to instructional strategies to be used in classroom instruction, and a one to two paragraph overall assessment of the article. Each article will demonstrate professional writing in APA formatting. (MLO: D, F, I)

H. 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 as well as in LiveText before grading will be completed. (MLO: B, D)

I. 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 template

providing title, author, date, description/connection to literacy, audience in focus, and cost. (MLO: C, D, F, G)

J. 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.). 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. (MLO: B, C, G, H, J, K)

K. 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. (MLO: A, D, E, F, K)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (5)	200
Multi-Texts Evaluation	90
Rough Draft Thematic Unit	35
Article Reviews (3)	225
Dyslexia Module	50
Thematic Unit	120
Reading in the Content Area Website Compilation	50
Praxis Core Practice Test	15
Praxis Subject Area Practice Test	15
EdTPA Practice Task 2	200
Total	1010

A. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

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

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

EDUC 656

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

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Richardson et al.: chs. 1–2 5 presentations 3 articles	Course Requirements Checklist Intro/Welcome DB Advising Guide Acknowledgement DB Forum 1	10 0 0 40
2	Richardson et al.: chs. 3, 6 4 presentations	DB Forum 2 Multi-Texts Evaluation	40 90
3	Richardson et al.: ch. 12 2 presentations 1 article 1 website	DB Forum 3 Article Review 1	40 75
4	Richardson et al.: chs. 4–5, 7 7 presentations 2 articles	Rough Draft Thematic Unit Article Review 2	35 75
5	Richardson et al.: ch. 11 2 presentations 3 articles	Dyslexia Module Article Review 3	50 75
6	Richardson et al.: chs. 9-10 2 presentations 1 article	DB Forum 4 Reading in the Content Area Website Compliation Praxis Core Practice Test Praxis Subject Area Practice Test	40 50 15 15
7	Richardson et al.: chs. 8 2 presentations 1 article	DB Forum 5 Thematic Unit	40 120
8	None	EdTPA Practice Task 2	200
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**.