Instructors:
Phone:
Email:

We will make every effort to respond to student inquires within a 48-hour period. If you have not heard back from us within that time frame, please contact us again.

Course Description:
This course provides the graduate student with an analysis of skills and strategies for facilitating literacy and learning in intermediate grades, middle school, high school, and with developmental college students. 3 credits.

Required Text(s): NOTE: Instructors may change the texts, this is a sample ONLY


Course Objectives:
Course objectives and assignments are designed to align with Longwood University’s Department of Education Conceptual Framework (CF), the Virginia Department of Education Licensure Regulations, and the International Reading Association (IRA, 2010) Standards for Reading Professionals.

<table>
<thead>
<tr>
<th>Longwood Conceptual Framework</th>
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<tbody>
<tr>
<td>I = Content Knowledge</td>
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<tr>
<td>II = Planning</td>
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<tr>
<td>III = Learning Climate</td>
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<tr>
<td>IV = Implementation/Management</td>
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<td>V = Evaluation/Management</td>
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<td>VI = Communication</td>
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<td>VII = Technology</td>
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<td>VIII = Diversity</td>
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<td>IX = Professional Disposition</td>
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<table>
<thead>
<tr>
<th>International Reading Association (2010)</th>
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<tbody>
<tr>
<td>1 = Foundational Knowledge</td>
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<tr>
<td>• 1.1 Major theories and research</td>
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<td>• 1.2 Historically shared professional knowledge</td>
</tr>
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<td>• 1.3 Role of professional knowledge in reading achievement</td>
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<td>2 = Curriculum &amp; Instruction</td>
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<tr>
<td>• 2.1 Integrated, comprehensive, balanced curriculum</td>
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<td>• 2.2 Appropriate and varied instructional approaches</td>
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<tr>
<td>• 2.3 Text types (genre) and sources (print, online, etc.)</td>
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<tr>
<td>3 = Assessment &amp; Evaluation</td>
</tr>
<tr>
<td>• 3.1 Assessments (types, purposes, strengths, and limitations)</td>
</tr>
<tr>
<td>• 3.2 Select, develop, administer, and interpret assessments</td>
</tr>
<tr>
<td>• 3.3 Planning for and evaluating instruction</td>
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<tr>
<td>• 3.4 Communicating assessment results and implications</td>
</tr>
<tr>
<td>4 = Diversity</td>
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<tr>
<td>• 4.1 Recognize, understand, and value diversity in learning to read</td>
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</table>
 Course Objectives
Knowledge:
As a result of the assignments, the student will be able to:

1. define content area literacy and describe the theoretical knowledge base behind it.
2. explain a rationale for incorporating literacy strategies into content area classrooms.
3. describe contexts that influence success in content area reading such as ethnicity, culture, language, cognitive, motivational, interest, textual, or social.
4. explain possible differentiations in content area literacy instruction for special education or ESL students or types of readers such as gifted, struggling, or those not decoding.
5. explain how to incorporate reading, writing, listening, speaking and visual representation in the content areas to provide students opportunities for both efferent and aesthetic response to content learning.
6. explain the impact instructional scaffolding and teacher modeling has on students’ literacy skills and their understanding of text.
7. explain how metacognition, schema theory, prior knowledge, authentic purpose, reader response theory and strategic reading are important to content area learning.
8. explain the role quality nonfiction trade books have in all content area classrooms.
9. explain how wide reading in a variety of genres and at a variety of reading levels strengthens comprehension.
10. be familiar with a wide array of pre, during and after strategies for guiding comprehension of content concepts.
11. explain how to develop a content rich environment that encourages frequent opportunities for interaction and cooperative learning with other individuals in understanding text.
12. explain how to use and develop the writing process in content areas.
13. understand the importance of text structure and textual access features in understanding content area reading.
14. explain the use of direct and indirect instructional methods that assist students in developing strategies and skills, which will enable them to become active participants in their personal construction of knowledge in and across the content areas.
15. explain the components of an effective reading lesson--before, during, and after reading--for expository text.
16. explain how to plan and implement programs that assist in literacy development which are supported by federal, state, and local funding.

Skills:
As a result of the assignments, the student will be able to:
1. demonstrate how to use a mixture of qualitative and quantitative factors to evaluate a textbook to determine the effectiveness of a text selection for student learning and implement direct instruction, adaptations, and alternate text when needed.
2. set learning goals and design appropriate instructional opportunities based on student profiles.
3. design compensatory adaptations for special needs students in content area reading.
4. prepare lessons using materials that facilitate comprehension by using instructional techniques such as K.W.L., Prep, reader’s theater, and sketch to stretch.
5. prepare lessons using materials that facilitate active comprehension by using strategies such as prediction, scanning, questioning, connecting, inferring and synthesizing.
6. model learning tools such as graphic organizers, note taking, and concept circles
7. prepare lessons to teach the unique vocabulary of each content area subject in an integrated manner within the context of concept development.
8. demonstrate cooperative learning strategies through the use of discussion circles, dialogue journals, think-pair-share, save the last word for me, fish bowl, and jig saw
9. demonstrate how to scaffold instruction for students who have difficulties with text and text-related situations.
10. demonstrate how to construct text sets for content area lessons that include a variety of texts (print, electronic, and media) and reading levels.

Dispositions:
As a result of the class discussions, readings and assignments, the student will be able to:
2. appreciate the critical role of literacy in a student’s overall academic success.
3. appreciate the impact of culture, gender, race, and ethnicity have in transmitting moral and cultural values.
4. appreciate the need to integrate the teaching of literacy in the content areas.
5. understand the importance of differentiating instruction to meet the needs of all students. (  
6. appreciate the importance of emphasizing writing to learn in the content areas.
7. appreciate the importance of aligning course goals, state standards, and instruction.
8. appreciate the variety of challenges reading content area textbooks and nonfiction poses to students.

Schedule: (refer to Canvas for the Schedule of assignments and modules)

Course Content, Schedule, & Credits: This fully online, asynchronous course is designed according to the seven modules outlined below. Each week, you should expect this course to require approximately 3-hours of time for the completion of module work, just as you would if meeting in a face-to-face class format. Readings and ongoing assignments will require an additional investment of your time per week. This is a 15 week graduate class condensed into 7 weeks, so expect to invest a good portion of time into its completion.

Each module is to be completed by the date listed below. Readings, individual assignments, online postings, group-work, etc. are assigned specific due dates and are available now in Canvas, found in two locations: the “Modules” and “Assignments” tabs. Alongside the assignment name, you will see its due date and point value. Please make a note of these deadlines in your calendar...
now, as assigned work in online classes often has a way of sneaking up on people. Keeping up now is much easier than playing catch up.

Course Schedule: Each module is 1 week. Weeks will run Sunday to midnight Saturday

<table>
<thead>
<tr>
<th>Orientation/ Start Here Module</th>
<th>Topic(s)</th>
<th>Week of:</th>
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<tr>
<td></td>
<td>• Introductions&lt;br&gt;• Course Overview&lt;br&gt;• Pre-class Preparations&lt;br&gt;• Learning Styles</td>
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<tr>
<td>Module 1</td>
<td>• What is Literacy, What is Reading?</td>
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<tr>
<td>Module 2</td>
<td>• What Is Content Area Reading?&lt;br&gt;• Why Teach Content Area Reading?</td>
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<td>Module 3</td>
<td>• Strategic Thinking&lt;br&gt;• Strategic Reading&lt;br&gt;• Writing to Learn-Strategic Writing</td>
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<td>Module 4</td>
<td>• Teaching Techniques for Content Area Literacy &amp; Comprehension&lt;br&gt;  o Before Reading&lt;br&gt;  o During Reading&lt;br&gt;  o After Reading</td>
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<tr>
<td>Module 5</td>
<td>• Textbooks as Resources</td>
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<tr>
<td>Module 6</td>
<td>• Beyond Textbooks: A World of Content Area Resources&lt;br&gt;  o Text Sets &amp; Text Structure</td>
<td></td>
</tr>
<tr>
<td>Module 7</td>
<td>• A Few More Pieces&lt;br&gt;  o Learning Styles&lt;br&gt;  o Vocabulary</td>
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Description of Assignments:

Project 1: BDA Reading Lesson Plan
Create a lesson plan using a piece of nonfiction text appropriate for the grade level you work with or would like to work with, that uses one or more of the techniques discussed in class or found in your textbooks to support students before, during and after reading a particular text. A sample lesson plan template, along with a scoring rubric, will be available in the module. (CF II, IV, VIII; IRA 2.1, 2.2, 2.3, 3.3, 4.1, 4.2, 4.3)

Project 2: Textbook Analysis & Summary Letter
You will select a textbook relevant to your grade and subject area and complete an evaluation on its readability and appropriateness for your students. You will evaluate your results and
assimilate your findings into a written letter to a textbook editor, citing specific pros and cons of
your textbook. See the course module for more detailed information. (CF II, IV; IRA 2.1, 2.2, 2.3)

**Project 3: Text Set**
For this project, you will collect materials for the creation of a content area text set. This text set
will require the inclusion of a variety of genre, across traditional and media platforms. You will
share this text set with the rest of the group through PowerPoint slides (or another electronic
venue of your choosing). Further directions and an assessment rubric will be provided. (CF II, III;
IRA 2.3, 5.1, 5.2)

**Module Assignments:**
Each module will have a variety of assignments such as activities, discussion board responses,
readings, group work, and other activities. Criteria for evaluation of these assignments will be
included with each one as it is assigned.

**Quizzes:**
Some modules end with a quiz to help you review and assess your understanding of the
objectives for that module.

**Grades are determined as follows:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Project 1: BDA Lesson Plan</td>
<td>15 %</td>
</tr>
<tr>
<td>Project 2: Textbook Evaluation</td>
<td>15 %</td>
</tr>
<tr>
<td>Project 3: Text Set</td>
<td>20 %</td>
</tr>
<tr>
<td>Module Assignments: Discussions</td>
<td>15 %</td>
</tr>
<tr>
<td>Module Assignments: Individual Activities</td>
<td>15 %</td>
</tr>
<tr>
<td>End of Module Quizzes</td>
<td>10 %</td>
</tr>
<tr>
<td>Participation; Timeliness; Independence</td>
<td>10 %</td>
</tr>
</tbody>
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**GUIDELINES**

**Student Responsibility:**
It is the responsibility of students to inform themselves of, and to observe, all regulations and
procedures required by the university. In no case will a regulation be waived or an exception
granted because students plead ignorance of the regulation or assert that they were not
informed of the regulation by an advisor or other authority.

Refer to the Academic Regulations sections of the most recent Graduate Catalog available
online at: http://www.longwood.edu/academic/affairs/catalog_home.htm
- Select Graduate Catalog ➔ Select General Information ➔ Select Academic Regulations

**GRADING SCALE AND RELATED POLICIES**

**Grading:**
In general, most assignments (such as discussion postings) are graded within 48 hours. Longer assignments, such as exams or written papers, require more detailed feedback and may take up to a week to return. If, however, you have not received feedback within a week, please email me to ensure that I received your submission.

A minimum cumulative grade point average of 3.00 on a 4-point scale is required to remain in the graduate program and for graduation. Passing grades are A, B, and C.

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- F = 0 – 69

**Late Work:** Keeping up with weekly assignments in an online format can be deceptively easy. With no face-to-face interaction, it is easy to procrastinate and fall behind. This course hinges on your active participation, including discussions and group-work with classmates within the class. In order to keep momentum moving forward, the timeliness of submitting assignments is crucial. Therefore, failure to submit assignments in a timely fashion will result in a loss of points.

**Incompletes:** The instructor may choose to grant a grade of "I" which indicates that because of illness or for good reason, the work of the semester has not been completed. The instructor and student should devise an “Incomplete Contract,” specifying the work to be done and the accompanying deadlines for completion. When this work has been completed, a final grade will be reported. A grade of "I" will revert automatically to a grade of "F" if the necessary work has not been completed by the end of the subsequent regular semester.

**ATTENDANCE**
- Students are expected to participate in all virtual class activities. Instructors have the right to assign a course grade of "F" when the student has missed a total (excused and unexcused) of 25 percent of the scheduled “virtual” class meeting times.
- Students must assume full responsibility for any loss incurred because of absence.
- Module assignments are due on the assigned date.
- All written assignments will be typed unless otherwise specified.
- Students who require special arrangements for taking notes and/or tests should make arrangements with the instructor at the beginning of the semester.
- If serious circumstances necessitate a make-up test/exam, students must present a doctor's note or other valid documentation of the circumstance and complete the alternate test/exam by arrangement with the instructor.
- In no case should assignments for this course be ones that have been submitted for another course. Mere submission of work does not guarantee a passing grade. Grades are assigned on the quality of the work according to the professional judgment of the instructor.

**ACCOMMODATIONS**
If you have a disability and require accommodations, please meet with me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you will need to register with the Office of Disability.
Resources (Graham Hall, 434-395-2391). The office will require appropriate documentation of disability. All information is kept confidential.

**TECHNICAL ASSISTANCE**
Longwood provides a toll-free number (877-267-7883) for distance education students. You can reach User Support Services, the Library Reference Desk and the Graduate Studies Office during working hours. After working hours you can leave a message for the Library and Graduate Studies. You can email User Support Services at helpdesk@longwood.edu after working hours and will get a response on the next working day.

**EVALUATION OF THE INSTRUCTOR:**
At the conclusion of the course, each student will have the opportunity to evaluate the course instructor. Longwood University will generate an email explaining the procedure for completing the evaluation at a later date in the semester.

**HONOR CODE**
Each student is expected to follow Longwood University’s policy for the Honor Code as stated in the latest edition of the Graduate Catalog. “A strong tradition of honor is fundamental to the quality of living and learning in the Longwood community.” When accepting admission to Longwood University, each student made a commitment to respect, support, and abide by the college’s honor code system without compromise or exception. Students must follow the policy of the Honor Code as described in the current college catalog and refrain from lying, cheating, stealing, and plagiarism.

**PROGRAM REMINDER INFORMATION:**
Prospective applicants are allowed to enroll in up to nine credit hours (3 courses) prior to being admitted to a degree or licensure only program and have those hours apply to the admitted program. Students should submit an Application for Graduate Admission promptly to avoid having course work in excess of the nine credit hours not apply once admitted. Application materials are available by contacting the Office of Graduate Studies (434-395-2707 or graduate@longwood.edu) or on our web site at www.longwood.edu/graduatestudies/apply.htm.

**Department of Record:** Questions about this course and its instruction should be addressed to the Department of Education & Special Education.

**Bibliography**


**Suggested Professional Journals**

*The Reading Teacher*

*Reading Research and Instruction*

*Reading Research Quarterly*