



Reading & Writing in Content Area

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Introduction

This course offers instruction in teaching reading and writing in various subject matter fields at the secondary level. The material stresses the skills of vocabulary building, comprehension, and writing, as well as methods for motivating adolescents to read and write.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found, in the Help section of your course.

Course Materials

Title: *Reading & Writing in Content Area*
Instructor: Dr. Pamela Bernards, Ed.D.
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Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course with application to work or work-related settings. The reading and writing strategies were designed to be used in the context of teaching content such as mathematics, science, physical education, and history.

Course Objectives:

Students will demonstrate proficiency in the following performance standards:

1. Identifying various reading skills.

2. Identifying and discussing factors that contribute to reading failure.
3. Describing and implementing approaches to improve comprehension skills.
4. Identifying methods for vocabulary development.
5. Developing reasonable instructional goals for the content reader.
6. Stressing the acquisition of reading and writing skills across the curriculum.
7. Summarizing research for the teaching of reading and writing at the secondary level.
8. Providing methods for the teaching of skills using technology resources.
9. Using specific methods for dealing with reading and writing problems.

Course Description

The course *Reading & Writing in Content Area* has been divided into four chapters. This course will provide information on such issues as recognizing reading difficulties, assessing textbooks, and the integration of reading strategies within a content area. The strategies taught are aligned with the Praxis Reading Across the Curriculum test guide and the Reading in the Content Area national standards.

The first chapter is an overview of theories of teaching adolescents and language acquisition. The second, third, and fourth chapters discuss current theory regarding the teaching of reading, including phonics, fluency, and motivation. In addition to the theory, these chapters challenge the learner to use specific teaching reading strategies. Strategies are given with step-by-step directions for a teacher to integrate into curriculum the next day.

These four chapters should give you an understanding of the various strategies with step-by-step teaching techniques to successfully integrate reading into your daily content teaching.

After you have completed each chapter of the course, an examination will be used to evaluate your knowledge and ability to apply what you've learned.

Student Expectations

As a student you will be expected to:

- Complete all four information sections covering showing a competent understanding of the material presented in each section.
- Complete all four section examinations, showing a competent understanding of the material presented.
- Complete a review of any section on which your examination score was below 70%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 70% (**maximum of three attempts**). ***Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Course Overview

Chapter 1: Reading & Writing as a Process

This chapter discusses theorists such as Piaget and how their research is applicable to teaching adolescents. This chapter will also provide an overview of language acquisition theories. The “big picture” of integrating reading into content areas is the main focus.

Chapter 2: Reading/Writing Environment, Materials, Instruction

This chapter discusses motivational theory and techniques and connecting reading to students' lives. The main focus of this chapter is on strategies such as Inquiry Questions, Questioning the Author, Editor Interview, and Socratic Seminars.

Chapter 3: Reading/Writing Comprehension

This chapter discusses characteristics of good readers. The main focus of this chapter is on strategies such as an Anticipation Guide, DRT, KWL, DIA, and SQ3R.

Chapter 4: Vocabulary & Assessment

This chapter discusses the importance of teaching vocabulary within the context of a content area. The main focus of this chapter is on Word Maps, Semantic Maps, Discussion Webs, RAFT, Concept Maps and the Frayer Model. This chapter also discusses informal assessment of readers and of curriculum. Other areas of focus for this chapter include the use of Reading Inventories, GRI, and Cloze.

Examinations

At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

This course has two required writing components.

TO SAVE YOUR ESSAYS:

When you select the question or article you wish to write on, simple text or text edit will automatically be launched. When you are finished, simply click SAVE.

You must SAVE before you write another essay or move on to another part of the course.

1) *Essay Requirement: Critical Thinking Questions*

There is a *Critical Thinking Question* for each chapter. You will do research on the question and write a brief essay relating it to the course content (and your personal experiences when possible). To view the questions, click on REQUIRED ESSAY and choose the Critical Thinking Question that you would like to complete; this will bring up a screen where you may enter your essay. You must write a minimum of 500 words per essay.

You must SAVE before you write another essay or move on to another part of the course.

2) *Essay Requirement: Journal Articles*

This task requires you to write a review of three journal articles of your choice on a topic related to this course. You may choose your topic by entering the Key Words (click on the Key Words button) into a search engine of your choice (Google, Dogpile, Yahoo, etc.). Choose three relevant articles and write a 200-word review of each. You may also access the ERIC system and choose a related topic from a journal listed in that system. Or you can access www.scholar.google.com or www.findarticles.com. Write a critical summary of the information given in each article, explaining how the information relates to, supports, or refutes information given in this course. Conclude your paper with your thoughts and impressions. (200 words per journal article minimum, 400 words maximum.) Be sure to provide the journal name, volume, date, and any other critical information to allow the instructor to access and review that article.

To write your essays, click on REQUIRED ESSAY and choose the Journal Article that you would like to complete; this will bring up a screen where you can write your review. When you are ready to stop, click **SAVE**. You may go back at any point to edit your essays. For more information on the features of this assignment, please consult the HELP menu.

You must SAVE before you write another essay or move on to another part of the course.

Instructor Description

Pamela Bernard has 30 years of combined experience in diverse PK-8 and high school settings as a teacher and an administrator. In addition to these responsibilities, she was the founding director of a K-8 after-school care program and founder of a pre-school program for infants to 4-year-olds. When she was a principal, her school was named a U.S. Department of Education Blue Ribbon School of Excellence. More recently, the school in which she serves as curriculum coordinator was named a 2010 Blue Ribbon School. Her areas of interest include curriculum, research-based teaching practices, staff development, assessment, data-driven instruction, and instructional intervention (remediation and gifted/talented). She received a doctorate in Leadership and Professional Practice from Trevecca Nazarene University.

Contacting the Instructor

You may contact the instructor by emailing Pamela Bernards at pamela_bernards@virtualeduc.com or calling her at (509) 891-7219 Monday through Friday, 8:00 a.m. - 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call (509) 891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

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