

**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***

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### **EDUC 556**

#### **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 556 equips teacher candidates to successfully develop both skill sets in their students.

#### **I. PREREQUISITES**

EDUC 500 or equivalent

#### **II. REQUIRED RESOURCE PURCHASES**

Click the following link to view the required resources 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 Word  
(Microsoft Office is available at a special discount to Liberty University students.)
- 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. Compare and contrast current professional literature related to the teaching of reading in the content areas.
- G. Assess the use of reading strategies in real classroom situations, including the use of technology as a tool for teaching, learning, research, and communicating.
- H. Integrate language and literacy, mathematics, science, health, social sciences, art, music, drama, and technology in learning experiences.
- I. Demonstrate the integration of biblical worldview in all content.
- 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.

#### **V. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Textbook readings, presentations, and instructor notes.
- B. Discussion Board forums (5)

There will be five Discussion Board forums throughout the course. The purpose of Discussion Board forums is to generate interaction among students in regards to relevant and current course topics. The student is required to submit one thread of 400-500 words. If the student chooses to use journal articles, quotes, text references, or Bible passages to support their opinion, they should be cited using APA format. The student must submit three replies with 200-250 words. In the reply, there should be at least two well-developed paragraphs. The Discussion Board forums should be done in APA format. Threads are due by 11:59 p.m. (ET) on Thursday and replies are due by 11:59 p.m. (ET) on Sunday of the assigned module/week.

- C. Textbook Evaluation

For this assignment, the student will imagine that they have been asked to help select a content area (history, science, mathematics, music, or health) text for their grade level for the next year. The student will choose three textbooks for the same course, the same subject, but different publishers. Then, the student will compare and contrast them for use in your classroom. They should indicate which text they would choose and explain why. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 2.

D. Subject Area, Objectives, Assessment for Thematic Unit

The student will use the Lesson Plan Template to plan the subject area, the objectives, and the assessment for the five-lesson thematic unit. The student will fill out the subject area, objectives, and the assessment section on the template for all five lessons and submit the assignment by 11:59 p.m. (ET) on Sunday of Module/Week 3.

E. Differentiation and Character Principle for Thematic Unit

The student will use the Lesson Plan Template to plan the differentiation (student population) and character principle for the five-lesson thematic unit. The student will fill out the differentiation and character principle sections on the template for all five lessons and submit the assignment by 11:59 p.m. (ET) on Sunday of Module/Week 4.

F. Literature Review

The student will read 10 articles about teaching reading in the content areas of math, science, history, social studies, art, music, health, and/or physical education. Students who are a secondary teachers may focus on their content area from the list above. If the student is a literature teacher, they need to choose from the content list. The student needs to be sure to review articles in their entirety from scholarly, educational sources, such as those from the International Reading Association (ASCD) and the professional associations in the various content areas. Students should not use popular periodicals that feature teacher helps, tips and classroom ideas. The student will write a literature review on the articles they have read, including the minimum of 10 articles in your review. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 5.

G. PAR Activities

There are many reading strategies in the Richardson textbook: “P” strategies for **preparation** of students for reading, “A” strategies for the **assistance** of students during reading, and “R” strategies for **reflection** by students on what they have read. Referring to these strategies as examples, the student will create activities that may be used to develop reading in the content classroom. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 6.

H. Classroom Observations

The student will observe four different teachers, each conducting a lesson in one of the following content areas: math, science, social studies, or music/art. The student should notice how each teacher incorporates reading into his or her lesson. What strategies and/or activities from EDUC 556 have been observed? The student will then decide which strategies from the course they would recommend. The student will submit a 3–4 page report on the observations. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 7.

I. Reading in the Content Area Website Compilation

For this assignment, the student will use [delicious.com](http://delicious.com) to compile a list of ten useful websites related to content area reading. This assignment will require a username and login password for [delicious.com](http://delicious.com) which can be created at no cost from [delicious.com](http://delicious.com)'s homepage. The student will then research and find ten useful websites related to content area reading. These ten websites will be listed on [delicious.com](http://delicious.com) under the username the student created. Each student will submit their username in a discussion board thread so that other students may use the findings of each student. Also, the student should add the professor's username so he/she will have access to your account for grading. This assignment is due by 11:59 p.m. (ET) on Sunday of Module/Week 7.

J. Thematic Unit

The student will plan a five-lesson thematic unit related to a major topic using the adapted Liberty University lesson protocol. Each lesson should include at least three activities based on the "PAR" strategies from the Richardson text. The student will use the strategies, objectives, assessments, differentiation and character principle developed in the course. The title page should include the student's name, the theme of their unit, its content area, and its grade level. For the strategies/activities, the student should label each one and delineate the page number from the text where the strategy/activity was found. This assignment is due by 11:59 p.m. (ET) on **Friday** of Module/Week 8.

**VI. COURSE GRADING AND POLICIES**

A. Points

Discussion Board forums (5 at 30 pts ea)	150
Textbook Evaluation	100
Subject Area, Objectives, Assessment for Thematic Unit	75
Differentiation and Character Principle for Thematic Unit	75
Literature Review	150
PAR Activities	75
Classroom Observations	100
Reading in the Content Area Website Compilation	75
Thematic Unit	200
<b>Total</b>	<b>1000</b>

B. Scale

A = 960–1000    A- = 940–959    B+ = 920–939    B = 890–919    B- = 870–889  
 C+ = 850–869    C = 820–849    C- = 800–819    D+ = 780–799    D = 750–779  
 D- = 730–749    F = 729 and below

C. Late Assignment Policy:

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

1. Assignments submitted after the due date will receive a 10% deduction.
2. Assignments submitted more than one week late receives a 20% deduction.
3. Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations.

## ***COURSE SCHEDULE***

### **EDUC 556**

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

<b>WEEK/ MODULE</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>PTS</b>
<b>1</b>	Richardson et al.: chs. 1 & 2 3 presentations 3 articles	Course Requirements Checklist Class Introductions DB Forum 1	0 0 30
<b>2</b>	Richardson et al.: chs. 3 & 6 2 presentations	DB Forum 2 Textbook Evaluation	30 100
<b>3</b>	Richardson et al.: ch. 12 1 presentation 2 articles	DB Forum 3 Subject Area, Objectives, Assessment for Thematic Unit	30 75
<b>4</b>	Richardson et al.: ch. 11 1 presentation 3 articles	DB Forum 4 Differentiation and Character Principle for Thematic Unit	30 75
<b>5</b>	Richardson et al.: chs. 4, 5, & 7 3 presentations 2 articles	Literature Review	150
<b>6</b>	Richardson et al.: ch. 8 1 presentation 1 article	DB Forum 5 PAR Activities	30 75
<b>7</b>	Richardson et al.: chs. 9 & 10 1 presentation 1 article	Classroom Observations Reading in the Content Area Website Compilation	100 75
<b>8</b>	None	Thematic Unit	200
<b>TOTAL</b>			<b>1000</b>

DB = Discussion Board

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