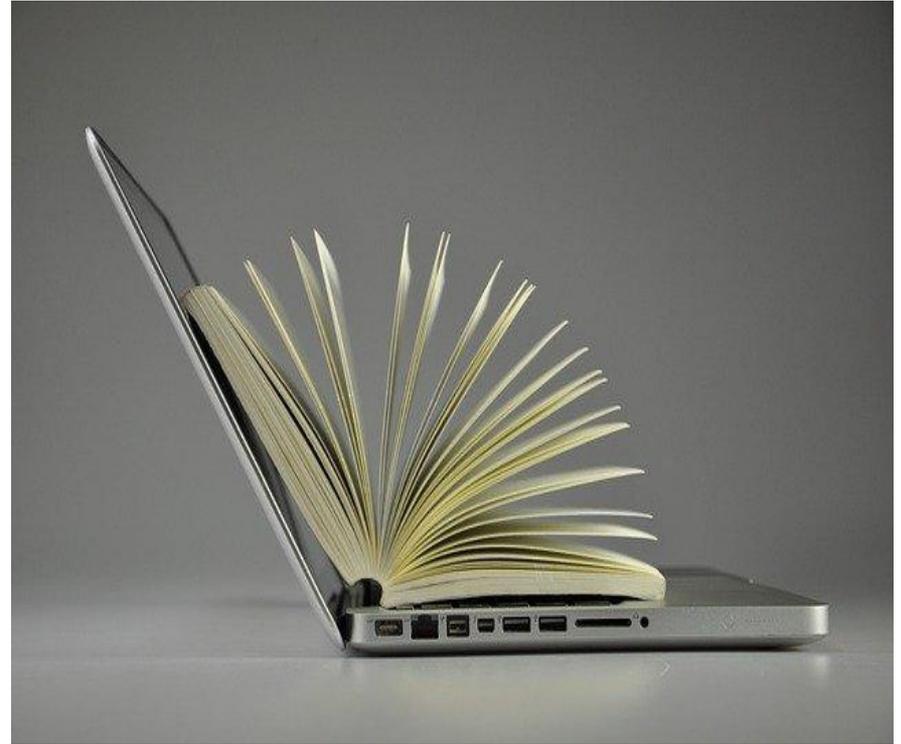


# **Practical Strategies for Integrating Reading and Writing in Online and Hybrid Literacy Courses**

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# Why Teach Reading in Online Writing Courses?

- Educational opportunity gaps (equity)
- Acceleration mandates
- Elimination of standalone reading courses
- Text-heavy learning environment
- Linguistic diversity





# Develop Rhetorical Adaptability in Teaching Reading

- Institutional contexts
- Student communities
- Course
- Modalities
- Changing literacies
- Time + workload



# Critically Reflect on Your Beliefs about Student Readers

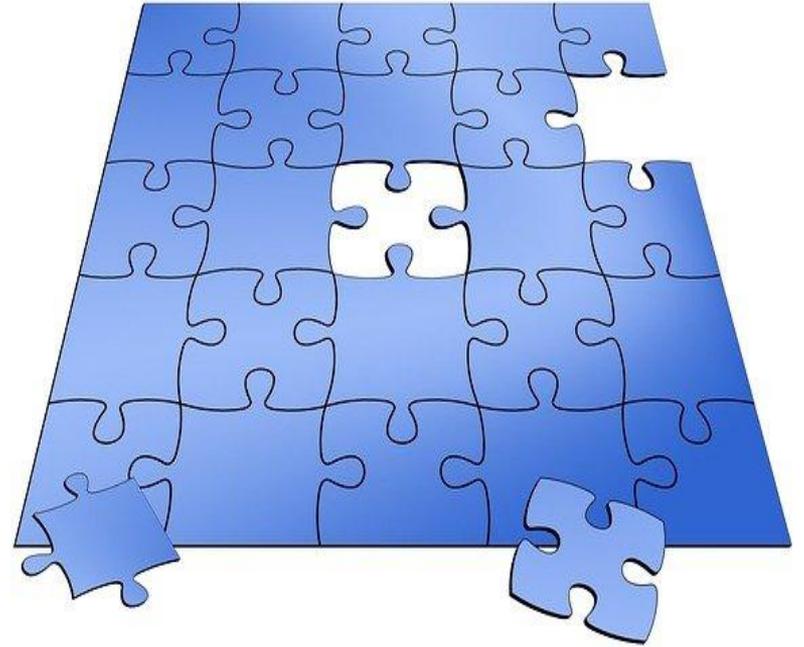
1. Expectations for reading
2. Beliefs about college reading and online learning
3. Methods for communicating reading expectations to students
4. Implied assumptions about college readers



# Identify Literacy Opportunity Gaps

*Who's left out?*

What parts of the course reinforce educational inequities for some college readers and online learners?



# Orient Students to Reading for Online Learning

## *Examples:*

- Reading guides
- Assignment instruction videos
- Readings about online learning and digital reading
- Discussions on adapting to reading in online environments
- Online reading strategies mini lessons



# Sequence Activities to Support Reading Development

*Organize + schedule*

1. Arranging texts and reading activities across the course
2. Organizing the sequence of online reading activities within a writing project



# Examples of How to Sequence Reading Activities

- Gradually increase text complexity and length
- Use shorter or less complex readings to provide a context for more challenging texts
- Start with shared discussion texts before independent research
- Design online reading discussions around increasingly complex writing moves
- Incorporate increasingly more complex writing activities into online reading discussions

# Scaffold Reading Support for Writing Projects

Provide learning support for source-based writing projects in incremental steps



# Examples of Scaffolding for Larger Projects

- Break down writing projects into short source-based learning activities
- Assign frequent low stakes online responses to texts that lead to writing projects
- Structure discussions to help students practice responding to and integrating texts into writing
- Have students ask reading discussion questions to support inquiry
- Use a step-by-step, discussion-based approach for research activities

# Assign Reflections on Reading Experiences

## *Examples:*

- Identify and monitor college reading goals and priorities
- Self-assess their development as readers
- Connect texts to their own literacy practices
- Apply ideas from readings to their work for the course
- Connect texts to other courses and the workplace



# Use Multiple Measures to Assess Reading

*Monitor student progress in reading collectively and individually*

- Formative assessments (low stakes work)
- Formal assessments (writing projects)
- Reflective writing about reading



## **Identify an Action Step**

What is one practical change you can make in a online course (or in your program) to support students' development as college readers?