

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

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Eight Strategies for Supporting Readers in Online Literacy Courses

1. Develop Rhetorical Adaptability in Teaching Reading
2. Critically Reflect on Your Beliefs about Student Readers
3. Identify Literacy Opportunity Gaps
4. Orient Students to Reading for Online Learning
5. Sequence Activities to Support Reading Development
6. Scaffold Reading Support for Writing Projects
7. Assign Reflections on Reading Experiences
8. Use Multiple Measures to Assess Reading

Critically Reflect on Beliefs about Student Readers

- How have your own cultural, social, and educational experiences shaped your **thinking and beliefs about student reading in college**, especially in online learning environments?
- What are your **expectations** for reading in online courses? What do you expect students to know and do as readers in your online and/or hybrid courses?
- What **program-level expectations** for reading do you need to pay attention to in designing an online writing, integrated reading and writing, or other literacy course? How are those program-level expectations similar to and/or different from your own expectations for student reading?
- What are your **stated expectations** for student reading? What do your course policies, design of online learning modules, reading activities and related online discussions, assignment instructions, and grading/assessment criteria communicate to students about your expectations?
- What are your **implied assumptions** about students as readers in online learning environments? What does your approach to teaching reading in online courses suggest about your perceptions, values, and priorities as an online literacy educator?

Resources for Further Study

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