



## Contexts: Reading in the Disciplines

*By Joyce Stern, Suzanne Liff*

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### **Contexts: Reading in the Disciplines** By Joyce Stern, Suzanne Liff

Contextualizing Reading engages students personally, actively, and critically through an integrated print and digital program designed to prepare them for college—and lifelong—reading.

Here's how: Eight scaffolded modules help students move from guided to independent reading with selections that are personal and relevant to their lives. Each module is arranged from least to most challenging in terms of reading level and includes pre- and post-reading activities that encourage students to think critically, to summarize, and to synthesize what they have learned. By helping students move from practicing to applying, the modules meet a program's goals of making students independent readers. Modules also promote vocabulary enhancement through the integration of vocabulary exercises. In addition to the scaffolded modules, integration of metacognitive strategies, and Connect Reading, Contextualizing Reading provides instruction to strengthen comprehension and critical reading skills. Contextualizing Reading uses authentic material allowing students to unlock textbook content across academic disciplines.

Based on developmental education and literacy research and with a tested pedagogical system to scaffold student learning, McGraw-Hill's Contextualizing Reading helps students in upperlevel reading courses become critical readers and active participants in their own learning as they move from guided to independent reading and gain confidence in their skills. Contextualization of reading skills and strategies within freshman experience content is the cornerstone of this textbook. Its unique two-part organization helps to support this approach by containing instructional chapters focusing on a single academic discipline, and theme-based reading selection modules in the second part center around a high-interest topic or theme often addressed in freshman experience topics.

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## **Editorial Review**

### **About the Author**

Joyce Stern is an Assistant Professor at Nassau Community College and Assistant to the Chair in The Department of Reading and Basic Education. She teaches several developmental courses, including College Reading and ESL Reading, and a seminar in educational counseling. She is also an advisor in the student center. An educator for over thirty years, she holds an advanced degree in TESOL from Hunter College. As a former faculty member in The English Language Institute at Queens College, she has taught all aspects of ESL, developed curricula for international students and returning adults, designed assessment tools, served as course-level coordinator, and conducted teacher-training and supervision. She has also presented to colleagues locally and nationally on such topics as college reading and studying strategies, cooperative learning techniques, the design and implementation of learning communities, and current ESL pedagogy. She has also edited several handbooks for developmental educators, and is currently coordinating the design, implementation and recruitment of developmental and ESL learning communities at her college. Her own professional development has included participation in The Active Learning Seminar and The Long Island Writing Project. She has been recognized by the Center for Students with Disabilities for her dedication to student learning.

Suzanne Liff is an Assistant Professor in the Department of Reading and Basic Education at Nassau Community College. An educator for over thirty years, Suzanne holds advanced degrees in Special Education, and Educational Administration and Supervision from Queens College. A former district-wide chairperson of secondary special ed, Suzanne has taught virtually every grade level of student from preschool through adult, focusing on the learning, affective, behavioral and metacognitive needs of students. She has presented to parents and colleagues, locally and nationally, on topics including cognitive and learning style differences, study and organizational strategies, effective classroom management and pedagogy, successful transition from high school to college, and social and emotional intelligence and the developmental learner; her current area of focus and research. Her original works have been published for college wide distribution as well in several professional, juried journals. Suzanne teaches several developmental college reading classes, and coordinates and/or chairs a variety of college programs and faculty committees at NCC. She also maintains a private practice for psychoeducational evaluation and intervention. Suzanne has been awarded honorary lifetime membership in NY State SEPTA, is a 2003 recipient of the Faculty Distinguished Achievement Award, and Nassau County Citation for dedication and service.

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