

Mark your calendar for these FREE presentations!

Join your colleagues from around the country without leaving your own office or home.

We hope you will participate throughout the semester in these online workshops!

Register Today!*

<http://academic.cengage.com/tlc/devenglish>

*Registration, a telephone, and Internet access are required for participation.



Visit us on the Web

Spring 2010 eSeminar Schedule

Sessions, Topics, and Facilitators:

Working with the Brain to Learn Best

Christine Carter, St. Louis Community College at Meramec

Date: Tuesday, March 2, 2010

Time: 10:00 am Pacific, 11:00 am Mountain, 12:00 pm Central, 1:00 pm Eastern

Today's reading instructors in higher education settings face more challenges than ever before. They must expose their students to strategies and skills in an attempt to remediate a lifetime of reading issues in one or two semesters. Because many students are not lifelong readers—either from habit, time constraints, or a combination thereof—they have little background knowledge and poorly developed metacognitive strategies. For these reasons, it is imperative that instructors show students how to work with their brains to learn best. Based on learning research, often called brain-based learning, let's consider what reading skills and strategies yield the best results for today's challenged and challenging students.

Helping Students Overcome Barriers to Learning in the Developmental Writing Classroom

Gayle Feng-Checkett and Lawrence Checkett, St. Charles Community College

Date: Wednesday, March 10, 2010

Time: 10:00 am Pacific, 11:00 am Mountain, 12:00 pm Central, 1:00 pm Eastern

Today's community colleges are being asked to cope with student populations exhibiting diverse barriers to learning. Too often, these students are not assessed into discrete classrooms grouped by learning-levels, which can be negatively affected by a variety of problems, including low reading level, low writing skill level, and cultural differences that require special learning tools. However, there are effective techniques to assist writing instructors who find themselves in these types of classroom settings. You can provide tangible help to writing students with divergent barriers to learning through the use of the structured thesis sentence, excerpted writing samples and reading levels, paired tutoring, and ESL teaching tools. The purpose of this eSeminar is to offer you concrete tools to help you maintain your successful teaching experience while helping students become better communicators.

YouTube, Your Students, and You

*Leslie Taggart, Co-author of *Connect: College Reading**

Date: Wednesday, March 31, 2010

Time: 10:00 am Pacific, 11:00 am Mountain, 12:00 pm Central, 1:00 pm Eastern

This eSeminar will focus on how to use online video as a tool to encourage your developmental reading students to shift from passive media viewing to active text analysis. We will view short videos and clips and discuss activities that you can do with students to guide their interactions. We will share simple worksheets you can give your students to help them form active "reading" strategies while watching videos and then transfer these strategies to text.

Orchestrating Attention: How Writers Give Readers Expectations

*Laraine Flemming, Author of *Reading Keys, Reading for Results, and Reading for Thinking**

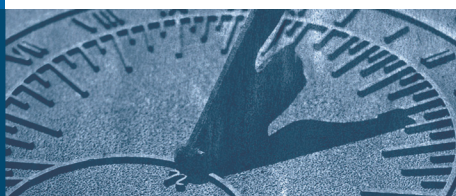
Date: Tuesday, April 6, 2010

Time: 10:00 am Pacific, 11:00 am Mountain, 12:00 pm Central, 1:00 pm Eastern

Skillful writers consciously provide readers with verbal cues that focus attention on significant parts of a sentence or paragraph. Skillful readers, in turn, use those cues to mentally reconstruct the writer's meaning. The purpose of this online workshop is to offer both readers and writers some concrete suggestions for maintaining their end of the bargain.

Source Code: 10P-EL0105

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COLLABORATING.
DELIVERING.**



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First They Read the Book, Then They Wrote the Song

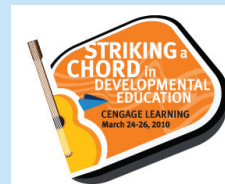
Maggi Miller, TeamUP Faculty Programs Consultant

Date: Tuesday, April 13, 2010

Time: 10:00 am Pacific, 11:00 am Mountain, 12:00 pm Central, 1:00 pm Eastern

David Bowie wrote "1984." Joni Mitchell wrote "Both Sides Now." Both were inspired by books. Reading has long been an inspiration for writing. You may be surprised by the history of this often challenging relationship. Explore past and current research into the split and the connections between the two disciplines. Learn about "teaching in between" with songs, poetry, and more.

Join us for Wadsworth's Spring TeamUP Developmental Education Workshop



Striking a Chord in Developmental Education

March 24 – 26, 2010 | Austin Texas | Hyatt Regency Lost Pines Resort

Find new ways to **Strike a Chord** with your students at our 2010 Developmental Education Conference, brought to you by TeamUP Faculty Programs, a part of Cengage Learning. This conference focuses on proven strategies to engage today's under-prepared learner and explores innovative new methods for curriculum design and course implementation.

CONFERENCE HIGHLIGHTS

- ▶ Preconference Institute features **Dr. David Caverly** exploring the use of technology in developmental education
- ▶ Conference tracks include *Developmental Reading, Developmental Writing, Developmental Math, and Learning Strategies*. Breakout sessions focus on relevant and practical topics:
 - Get into the Groove: Fresh Ideas for Time Management
 - First They Read the Book, Then They Wrote the Song
 - Hitting High Notes by Engaging Developmental Math Students with Technology
- ▶ Keynote address by Neil Fleming, creator of the VARK questionnaire that has helped students and faculty effectively embrace diverse learning styles for more than two decades.

CONFERENCE DETAILS

Registration is free but space is limited. Please register early to guarantee your space. Travel and accommodation costs are the responsibility of the attendee.

VIEW DETAILS AND REGISTER ONLINE:

www.cengage.com/events/2010dev_ed

Questions: (800)856-5727 or fp.events@cengage.com

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