

Course Title: Improving Literacy in Secondary Schools, Part I**Instructor:** Carol Mowen**Length:** 15 hours**Credit:** 1 semester hour**Part A:****Course Description:**

All students have a right to literacy. After reviewing the definition of literacy and history of the term, participants are introduced to practical techniques for improving literacy instruction in the secondary classroom. The course offers a survey of best practices based on current research, emphasizing literacy across the curriculum. Participants will learn to identify struggling readers and to address their struggles through various approaches. How to help students with disabilities and students from diverse backgrounds also get their due in this course, so that no students in any classroom are denied their right to literacy. This course can be taken alone or with *Improving Literacy in Secondary Schools, Part II*, which highlights lesson design, media, technology, and literacy with an emphasis on the connections between reading and writing.

Objectives:

1. Knowledge –at the end of this course, participants will understand:
 - The many factors that influence literacy development around the world,
 - That every teacher is a teacher of reading, and
 - The findings from current research and utilize them in the classroom.
2. Skills –after this course, participants will:
 - Develop rubrics and layered curriculum,
 - Implement practical strategies for planning lessons in literacy, and
 - Assess literacy and comprehension across the curriculum.
3. Dispositions – after this course, participants will appreciate:
 - Literacy is the great equalizer,
 - Literacy is found in every classroom, and
 - Students have varied learning styles.

Units:

1. A Brief History of Literacy
2. The Essential Nature of Literacy in Today's Society
3. Identifying Struggling Readers
4. ESL and ELL Literacy Topics
5. Diversity and Literacy
6. Learning Styles and Literacy
7. Literacy Across the Curriculum
8. Implementing Research to Improve Literacy

Methods of Instruction:

- Video lectures and PowerPoint presentations

- Short answer quizzes
- Graded post assessments
- Final

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (30 points) <u>Requirements of Assignment:</u>	Basic (40 points) <u>Requirements of Assignment :</u>	Proficient (50 points) <u>Requirements of Assignment:</u>	Distinguished (60 points) <u>Requirements of Assignment:</u>

	<p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <ul style="list-style-type: none"> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<p>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</p> <p><u>Form:</u></p> <ul style="list-style-type: none"> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <ul style="list-style-type: none"> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style. <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate</p> <p><u>Form:</u></p> <ul style="list-style-type: none"> -No grammatical errors -Eloquent expression -Proper citation of sources <p><u>Content:</u></p> <ul style="list-style-type: none"> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.
--	--	---	---	---