

Course Title: Improving Literacy in Secondary Schools, Part II**Instructor:** Carol Mowen**Length:** 15 hours**Dates:** Rolling admissions**Prerequisites:** Bachelor Degree**Number of credits:** 1 semester hour**Course Description:**

Literacy is not a privilege; it's a necessary right required for success in school and beyond. This course provides practical and effective strategies to enhance students' literacy. Participants consider the effect that adult role models and peer pressure can have on adolescent learning. They also study how to assist the reluctant reader through choice theory and incentives. How to make use of available technology and how to promote media literacy will become essential components of the participant's teaching systems, as will a range of assessment and lesson plan designs—all designed to promote and sustain students' agility with many types of texts.

Objectives:

1. Knowledge –at the end of this course, participants will be able to understand:
 - Characteristics of the reluctant reader,
 - Media, technology and literacy, and
 - Authentic assessment to increase literacy.
2. Skills –after this course, participants will be able to:
 - Develop portfolios and authentic assessment tools,
 - Use research-based strategies that work to promote literacy, and
 - Design lesson plans for mastery.
3. Dispositions – after this course, participants will appreciate:
 - Positive reinforcement and role modeling promote literacy,
 - Definitions of reading and writing change over time, and
 - Technology is an important tool for closing the gap.

Units:

1. . Choosing Reading: Getting Secondary Students to Read
2. . Adult Role Models and Adolescent Literacy
3. . Making the Reading and Writing Connection
4. Literacy and Technology
5. Media Literacy in the Secondary School
6. Lesson Design to Improve Literacy
7. Assessment in Literacy
8. Developing a Secondary School that Enhances 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> -The assignment is substantially incomplete	Basic (40 points) <u>Requirements of Assignment :</u> -Many requirements met, but a few pieces	Proficient (50 points) <u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of	Distinguished (60 points) <u>Requirements of Assignment:</u> -All requirements gone beyond the requirements of

		are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric	the assignment.	the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate
	<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><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><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><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.