

**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

**COURSE DESCRIPTION:**

This course provides practical and effective strategies for getting secondary students to read. The reluctant reader and the impact of adult role models and peer pressure on adolescent learning are explored. Choice theory is explored and incentives for reading and establishing long-term goals are provided for adolescence. Media literacy and the use of available technology to promote literacy are discussed. Assessment and lesson plan design to improve literacy are presented with a variety of materials for classroom use. The framework of the course has an emphasis on developing a secondary school that enhances literacy for all students. This course may be taken alone or with *Improving Literacy in the Secondary Schools, Part I*, which highlights the changing definition and multicultural traditions and history of literacy.

**OBJECTIVES:**

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

### **Session Topics (8):**

- Choosing Reading: Getting secondary Students to Read Carol Mowen
- Adult Role Models and Adolescent Literacy Carol Mowen
- Making the Reading and Writing Connection Carol Mowen
- Literacy and Technology Carol Mowen
- Media Literacy in the Secondary School Carol Mowen
- Lesson Design to Improve Literacy Carol Mowen
- Assessment in Literacy Carol Mowen
- Developing a Secondary School that Enhances Literacy Carol Mowen

### **Instructor Overview:**

**Dr. Carol Mowen** is a summa cum laude graduate of The University of Michigan, Spring Arbor University, and Capella University. Since 1985, she has been a teacher in rural, suburban, and urban public schools. She is a national speaker with many published works in education. Currently, she designs and instructs university courses in literacy and educational leadership.

### **Methods of Instruction:**

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Final Project

**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 70% to pass the course.**

**Texts (included in program)**

- Study guide provided in the program (200 pages)

**Assignments**

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

**Percentage of Course Credit**

- Graded post assessments      70%
- Final Project                      30%

**Due dates of major assignments, projects, and examinations:** Online self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course. Participants must complete and turn in the final within two weeks of completing the course.

**Grading criteria/system and evaluation activities:**

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.