

## **Course Title: Improving Literacy in Secondary Schools, Part II**

**Instructor:** Carol Mowen

**Length:** 10 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1

### **Course Description:**

This course will cover “No Child Left Behind” and its impact on literacy rates and education, particularly at the secondary school level. A comprehensive set of topics to improve literacy for students who have learning disabilities, come from diverse backgrounds, or are English Language Learners are presented while the effects of these challenges on literacy rates are evaluated. Learning Styles Theory and its application in the classroom is presented. Participants will learn the process for developing and implementing an individualized education plan (IEP) with practical strategies and accommodations for improving literacy. This course can be taken alone or with *Improving Literacy in Secondary Schools, Part I, Part III, and Part IV* for additional course credits.

### **Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand
  - a. the intention and actualities of “No Child Left Behind,”
  - b. the effects of diversity upon literacy rates and bias in assessments, and
  - c. the many theories of learning styles.
2. Skills –after this course a student will be able to apply
  - a. strategies to present lessons in more than one mode ,
  - b. strategies to develop and implement an effective IEP, and
  - c. strategies to design lessons that reach all learners.
3. Dispositions – they will appreciate out of this
  - a. no test is completely unbiased,
  - b. how to determine the preferred learning style of a student, and
  - c. anything that hinders the learning process can be considered a learning disability.

**Session Topics (5):**

• No Child Left Behind and Secondary School Literacy	Carol Mowen
• Diversity and Literacy	Carol Mowen
• ESL, ELL, and LEP Literacy Topics	Carol Mowen
• Learning Disabilities and Literacy	Carol Mowen
• Learning Styles and Literacy	Carol Mowen

**Methods of Instruction:**

*Percentage of Course Credit*

Methods of instruction will include

- Individual sections (5) (10 hours)
- Pre assessments (5) 5%
- Graded post assessments (5) 20%
- Video lectures (5) 35%
- Polling questions Included in videos
- Study guides (5) (60 to 100 pages)
- Handouts
- Projects 40%

**Texts (included in program)**

- Study guide provided in the program (100 - 200 pages)

**Assignments**

- Pre assignments (5)
- Post assignments (5)
- Final Project (1)

**Grading:**

Grading Requirements include a Lesson Plan or Implementation Plan and a Guided Reflection.

**Due dates of major assignments, projects, and examinations:** Online self-running programs can be started and completed at the participants' leisure within two months from the day they begin the course.

**FINAL EXAM PROJECT:** Develop a lesson plan that integrates activities to promote literacy into your curricular area with diverse learners, students with learning disabilities, or ESL

students. Which strategies and/or activities mentioned in the lectures do you feel would be the most helpful in increasing reading and comprehension for these students? How do you plan to use technology and other concepts presented to reach these learners? \* Include the following:

1. Select a standard or learning objective from a specific content area.
2. Develop one or more activities that you will use to promote literacy with diverse learners, students with learning disabilities, or ESL students in your classroom.
3. Create one or more cooperative learning activities that can be used to address the standard or learning objective.
4. Incorporate activities that allow for students to perform tasks successfully in a mixed-ability classroom.
5. Describe one or more assessment measures that you will use to check for comprehension. Create a rubric to provide a common framework of stated lesson objectives and student understanding.

What specific strategies did you include to address the needs of diverse learners, students with learning disabilities, or ESL students? Incorporate anecdotal evidence and data to indicate that your lesson plan was successful or may need revision for future lessons. Discuss your experience in implementation of this lesson plan and the possible *pros and cons* of adapting the lesson for future classroom use.

*A KDS Lesson Plan and Reflection Guide are attached and should be followed to provide a comprehensive assessment of course objectives. \*However, if you are unable to implement your Lesson Plan and Guided Reflection in an actual classroom, please project what anticipated outcomes would be.*