

**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 PLU

**Course Description:**

This course will cover the importance of developing well-constructed lessons that require verbal, reading, writing, communication, technology, and media skills in all subject areas.

Comprehensive research is presented on the adolescent brain, the effects of drugs, media influences, and gender differences and their impact on literacy. As a leisure activity, students often choose television, video games, movies, or the Internet over reading, but reading activities involving teachers, parents, and other family members, as well as school and classroom programs for small and large group reading can be effective in promoting literacy. This course can be taken alone or with *Improving Literacy in Secondary Schools, Part I, Part II, and Part IV* for additional course credits.

**Objectives:**

1. Knowledge –at the end of this course, the student will be able to understand that
  - a. literacy is found in every subject and classroom,
  - b. some students choose not to read because they are challenged readers, and
  - c. teachers and parents can be positive literacy role models.
  
2. Skills –after this course a student will be able to apply
  - a. strategies for students to overcome negative paradigms regarding their reading abilities,
  - b. strategies for using modern media and technology to promote reading, and
  - c. strategies for developing the writing/reading connection.
  
3. Dispositions – they will appreciate out of this
  - a. leisure options compete for reading time,
  - b. writing across the curriculum and portfolios can increase and improve writing, and
  - c. allowing students choice in reading materials promotes reading and literacy.

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**Units:**

1. . Literacy across the Curriculum
2. . Implementing Research to Improve Literacy
3. . Choosing Reading: Getting Secondary Students to Read
4. . Adult Role Models and Adolescent Literacy
5. . Making the Reading and Writing Connection

**Methods of Instruction:**

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final reflection question

**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 65% to pass the course.**

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**Percentage of Course Credit**

- Graded post assessments      70%
- Final Project                              30%

**KDS Rubric for GA courses (passing requirements: 65 points):**

<b>Component</b>	<b>Unsatisfactory (40 points)</b>	<b>Basic (50 points)</b>	<b>Proficient (60 points)</b>	<b>Distinguished (70 points)</b>
<b>Critical thinking post-work</b>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
<b>And</b>	0-40% correct	60% correct	80% correct	100% correct
<b>Short answer quizzes</b>	<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
<b>Final</b>	<b>Unsatisfactory (5 points)</b>  -Participant included no content from the course in his or her responses	<b>Basic (10 points)</b>  -Participant included some content from the course, usually appropriate, in his or her responses	<b>Proficient (20 points)</b>  -Participant included appropriate content from the course in his or her responses	<b>Distinguished (30 points)</b>  -Participant provided rich detail from the content of the course in his or her responses

	-Participant did not address the questions posed	-Participant answered the questions directly, not always fully	-Participant made thoughtful comments in direct response to the questions	-Participant made his or her responses to the questions personally meaningful
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