

Course Title: Improving Literacy in Secondary Schools, Part III

Instructor: Carol Mowen

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

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.

Session Topics (5):

• Literacy across the Curriculum	Carol Mowen
• Implementing Research to Improve Literacy	Carol Mowen
• 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

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 reading and writing in your curricular area. Which strategies and/or activities mentioned in the lectures do you feel would be the most helpful for increasing the reading and writing connection? How do you plan to use technology and other concepts presented to reach 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 the reading and writing connection 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 reading and writing integration. Create a rubric to provide a common framework of stated lesson objectives and student understanding.

What specific strategies did you include to integrate reading and writing? 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.*