

**EDHD 436 Cognition and Motivation in Content Area
Literacy for Middle School Students
Spring 2019, UMD-College Park**

Instructor: Renae McPherson

Email: (Preferred method of communication) rmcphers@umd.edu

Phone: 240-242-5048

Class Meetings: Thursdays 4:15-7:00PM, Benjamin Building 3315

Office and Hours: Benjamin Building 1109 (Lecturer's Office), Thursdays 7:00-8:00PM (by appointment only)

Course Description:

Cognitive and motivational processes of middle-school literacy within and across content areas are the focus of this course developed for those seeking to teach at the middle-school level. Evidence-based approaches for integrating and assessing reading, writing, and speaking and for differentiating instruction to meet student needs and to optimize learning will be explored. Attention will also be paid to the role of technology in literacy instruction as it pertains to students' engagement within multi-text and multi-modal learning environments.

Required Readings:

Text

Ormrod, J. E. (2017). *Educational psychology: Developing learners* (9th Ed.). Upper Saddle River, NJ: Pearson Education.

Articles

The required article readings are available as full text articles on Research Port. Instructor reserves the right to add/delete supplemental readings throughout the duration of the course as applicable. The textbook is available in the University Book Center at the Student Union:

Learning Objectives:

At the conclusion of this course, students will be able to:

1. Interpret literacy within the middle-school grades as a continual interaction of learner, text, and task characteristics and as a process of meaning making through critical analysis of oral or written content.
2. Describe the cognitive, motivational, emotional/affective, and social characteristics of identified and non-identified middle-school students.
3. Characterize differences among middle-school students based on gender, culture, and ethnicity; behavioral, cognitive, and affective engagement; strategic and regulatory behavior; and thinking and reasoning abilities.
4. Identify relevant ways to integrate reading, writing and speaking within and across content areas in middle-school learning environments.
5. Describe various evidence-based pedagogical practices for improving middle-school literacy and optimizing the learning environments within and across content areas.
6. Compare the differing roles of reading, writing, and speaking within and across content areas in the middle-school grades.
7. Demonstrate understanding of the literacy demands of multi-text and multimodal learning within and across content areas in middle school.
8. Explain how literacy in the middle-school grades relates to reliable and valid assessment within and across content areas.

9. Compare various forms of assessment appropriate for middle-school students based on purpose, structure, and interpretation.
10. Describe evidenced-based techniques for differentiating middle-school literacy instruction within and across content areas.
11. Identify appropriate uses of technology to enhance middle-school literacy within and across the content areas.
12. Demonstrate the ability to interpret professional literature related to literacy within and across the content areas for middle-school students.
13. Identify district, school, and community human and physical resources that can support middle-school students' literacy development.

Course Requirements:

There are six assessment requirements for this course: Literacy Quizzes, Literacy Reflections, Extensions, Midterm Rationale, Final Unit Plan Presentation, and Participation. Details are provided in the following sections of the syllabus. [Note: ** indicates a MSGE]

Literacy Quizzes

For accountability and comprehension purposes, a series of unannounced reading quizzes will be administered at the start of class during select weeks. Quizzes will be administered at the beginning of that class and will cover the readings due that day. Students must be in attendance to earn points on a Literacy quiz. Absent students will earn a zero. The six highest quiz scores will count toward the final course grade. Five points each.

Total Possible Points = 30

Reading Reflections:

Five times throughout the semester, students must submit a reading reflection based on one of the assigned articles or textbook sections. The purpose of these reflections is to make connections between course readings and one's personal teaching philosophy. Each of the five responses should be between one half to one page. 10 points each.

Responses will be graded according to the following criteria:

- Identifies a meaningful quote with reference to the textbook/article and explains its importance (4 pts)
- Describes specific teaching application (3 pts)
- Asks a thought-provoking question (3 pts)

Total possible points = 50

Extensions:**

Three times throughout the semester, students will find an empirical research article on middle-school students literacy in their content area and extend their understanding by applying the findings to a course concept and future teaching implications. Each extension must be two-three pages in length and will be graded according to following criteria. **15 points each.**

Responses will be graded according to the following criteria:

- Summarizes a new research article, briefly describing the purpose, methods, and findings (5 pts)
- Discusses the ways in which the article supports and/or refutes course concepts (5 pts)
- Identifies at least one specific teaching application (5 pts)

Total possible points = 45

Midterm Rationale:**

The purposes of the midterm rationale are to integrate course concepts into practical application, demonstrate understanding of middle-school students' cognitive and motivational needs during reading, writing, and speaking, and initiate meaningful planning for the final unit plan presentation.

This paper should be 3-4 pages long and will be graded according to the following criteria:

- Briefly describes a lesson, including course description, student demographics, and mastery objective (5 pts)
- Describes two lesson components that address content specific literacy (5 pts)
- Describes a cognitive obstacle, including support from textbook/article (5 pts)
- Describes a motivational obstacle, including support from textbook/article (5 pts)
- Describes a specific strategy for addressing the cognitive obstacle, including support from textbook/article (5 pts)
- Describes a specific strategy for addressing motivational obstacle, including support from textbook/article (5 pts)

Total possible points = 30

Unit Plan Presentation and Reflection**

The purposes of the final unit plan presentation and reflection are to:

1. Demonstrate masterful understanding of cognitive processes during middle-school students' literacy experiences;
2. Demonstrate masterful understanding of motivation supports during middle-school students' literacy experiences;
3. Demonstrate effective strategy instruction during middle-school students' literacy experiences;
4. Integrate understanding of course concepts and strategy instruction effectively within an instructional framework for middle-school students;
5. Effectively integrate texts and resources in a plan of action for a middle-school audience in your content area.

The units that students devise will be consistent with the three principles for Universal Design for Learning (UDL) advocated by the Maryland State Department of Education that calls for curriculum to involve:

- *Multiple means of representation* to give learners various ways of acquiring information and knowledge,
- *Multiple means of expression* to provide learners alternatives for demonstrating what they know, and
- *Multiple means of engagement* to tap into learners' interests, challenge them appropriately, and motivate them to learn.

These three principles allow for reasonable differentiation of unit content to meet student needs. Moreover, lessons or units prepared as part of a curriculum should include four identifiable parts associated with the UDLs (i.e., instructional goals, methods, materials, and

assessments), and should document how the Maryland's College and Career Ready Standards (MCCRS) have been addressed.

Students will work in content-specific teams to design a lesson/unit plan appropriate for middle-school students around a prescribed framework that integrates course concepts and texts. Building on the midterm rationale, students in each group will take ownership of a designated "chunk" of the lesson/unit by creating and presenting the associated activities, referring to aspects of the rationale to discuss the "why" behind them. The group will choose one specific activity/strategy to demonstrate during their presentation. Students will earn a group score (out of 30 points) for the presentation.

In the final exam reflection component of the assignment, students will individually reflect on their peers' final presentations and receive an individual score (out of 20 points) on the 2-3 page reflection. Final Exam Unit Plan Reflections must be submitted by the end of the final exam period assigned to the course by the University (TBD). Reflections submitted after this deadline will earn zero of the 20 reflection points.

Rubrics for the final presentation and reflection will be distributed in hard copy and discussed in class.

- Group Presentation = 30 points
- Individual Reflection (Final Exam) = 20 points

Total possible points = 50

Class Discussions/Activities:

Our classroom is a professional learning community. Your active participation is necessary for you to fully benefit from this course. Class meetings will incorporate small group activities and discussion pertaining to literacy in the middle school in which you are expected to participate. You should prepare for class by completing the readings, Literacy reflections, and extensions. Further, as a future middle-school teacher, you are a stakeholder in the collaborative approach of the course. This means respecting the opinions of your classmates, and sharing information and resources that benefit the group as a whole. *A practicing teacher does not sit in silence*; if you are not an active participant in class, you can expect to be called upon by the instructor at any time. With the exception of the last two class sessions (which are designated for group presentations), a total of three points may be earned for each class session. The two lowest participation grades will be dropped at the end of the semester.

Total possible points = 30

Grading:

You are encouraged to use feedback on all assignments to improve your writing and responses throughout the semester.

Literacy Quizzes (6 x 5 points each)	30
Literacy Reflections (5 x 3 points each)	15
Extensions (3 x 15 points each)**	45
Midterm Rationale**	30
Unit Plan Presentation & Reflection**	50
Discussions/Activities (5 per class)	30

Total Points Possible:

200

Final course grades will be determined with the following scale:

Overall Course Percent	Final Grade
>98%	A+
92%-97.99%	A
90%-91.99%	A-
88%-89.99%	B+
82%-87.99%	B
80%-81.99%	B-
78%-79.99%	C+
72%-77.99%	C
70%-71.99%	C-
68%-69.99%	D+
62%-67.99%	D
60%-61.99%	D-
<60%	F

Submitting Work:

- All work must be submitted via Canvas by the deadline to earn full credit.
- All work must be typed in Times New Roman 12-point font and double-spaced with 1-inch margins.
- All work must be proofread for spelling, grammar, and punctuation. Grades will also reflect the clarity and quality of the written material.
- Citations and references in all assignments must be in American Psychological Association (APA) format.
- **Students are encouraged to use the Writing Center (301) 405-3785.**

Late Work:

- Literacy Reflections, Extensions, and Midterm Rationale will be penalized one letter grade for each weekday it is late.
- The dates for Final Unit Plan Presentations will be determined well in advance. Attendance is mandatory. Students absent on the day of their presentation will earn zero of the 30 group presentation points.
- Final Unit Plan Reflections will be submitted via Canvas by the end of the final exam day (TBD). Reflections submitted after this deadline will earn zero of the 20 reflection points.
- Exceptions to late work penalties will be granted only with appropriate documentation per the University's policy, as outlined in the syllabus. Make-up work will be given at the discretion of the instructor, based on proper written documentation and the University's policy regarding excusable absences.

Please see the University's website for undergraduate course-related policies at <http://www.ugst.umd.edu/courserelatedpolicies.html>

Academic Integrity:

The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <https://www.studentconduct.umd.edu/>. The code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special Needs:

If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Counseling Center's Office of Accessibility and Disability Services at <https://www.counseling.umd.edu/ads/start/eligibility/> as soon as possible.

Religious Observances:

The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Missed Single Class Due to Illness:

Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.

Major Scheduled Grading Events:

Major Scheduled Grading Events (MGE) are indicated on the syllabus with the notation **. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-Consecutive, Medically Necessitated Absences from Multiple Class Sessions:

Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-Medical Excused Absences:

According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Course Evaluations:

As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

COURSE SCHEDULE

Jan 31: Introduction to Literacy in the Content Areas for Middle-School Students

- Goldman, S. R. (2012). Adolescent literacy: Learning and understanding content. *Future of Children*, 22(2), 89-116.
- Moje, E. B., Overby, M., Tysvaer, N., & Morris, K. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, 78(1), 107-154.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59.

Feb 7: Expanded Visions of Literacy in the Middle-School Grades

Reading Reflection #1

- Alvermann, D. E. (2009). Sociocultural constructions of adolescence and young people's literacies. In L. Christenbury, R. Bomer, & P. Smagorinsky (Eds.), *Handbook of adolescent literacy research* (pp. 14-28). New York: Guilford Press.
- Biancarosa, C., & Snow, C. E. (2006). *Reading next: A vision for action and research in middle and high school literacy: A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.
- Graham, S., & Hebert, M. (2010). *Writing to read: Evidence for how writing can improve reading. A report to Carnegie Corporation of New York* (2nd ed.). Washington, DC: Alliance for Excellent Education.

Feb 14: Cognitive Bases of Literacy for Middle-School Students

- Alexander, P. A. (2006). The path to competence: A lifespan developmental perspective on reading. *Journal of Literacy Research*, 37, 413-436.
- Cartwright, K. B. (2012). Insights from cognitive neuroscience: The importance of executive function of early reading development and education. *Early Education and Development*, 23, 1, 24-36
- Ormrod Ch. 2 Cognitive and Linguistic Development

Feb 21: Middle-School Literacy in a Technology-Rich Age

Extension #1

- Alexander, P. A., & The Disciplined Reading and Learning Research Laboratory. (2012). Reading into the future: Competence for the 21st century. *Educational Psychologist*, 47(4), 259-280.
- Coiro, J. (2011). Predicting reading comprehension on the Internet: Contributions of offline reading skills, online reading skills, and prior knowledge. *Journal of Literacy Research*, 43(4), 352-392.
- Singer, L. M., & Alexander, P. A. (2017). Reading across mediums: Effects of reading digital and print texts on comprehension and calibration. *The Journal of Experimental Education*, 85(1), 155-172. doi.org/10.1080/00220973.2016.1143794

Feb 28: Strategic Processing

Midterm Paper assigned

- Afflerbach, P., Pearson, P. D., & Paris, S. G. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61(5), 364-373.
- Conley, M. (2008). Cognitive strategy instruction for adolescents: What we know about the promise, what we don't know about the potential. *Harvard Educational Review*, 78(1), 84-106.
- Ormrod Ch. 6 Learning, Cognition, and Memory

March 7: Motivation and Learning for Middle-School Students

Reading Reflection #2

- Fox, E., Dinsmore, D. L., & Alexander, P. A. (2010). Reading competence, interest, and reading goals in three gifted young adolescent readers. *High Ability Studies*, 21, 165-178.
- Guthrie, J. T., Hoa, W. A. L., Wigfield, A., Tonks, S. M., Humenick, N. M., Littles, E. (2007). Reading motivation and reading comprehension growth in the later elementary years, *Contemporary Educational Psychology*, 32, 282-313.
- Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *The Journal of Educational Research*, 97, 299-309.
- Ormrod Ch. 11: Motivation and Affect

March 14: Motivation and Self Beliefs for Young Adolescents

Extension #2 Due

- Flum, H., & Kaplan, A. (2012). Identity formation in educational settings: A contextualized view of theory and research in practice. *Educational Psychology*, 37(3), 240-245.
- Ormrod Chapter 3, p. 60-67
(*Development of a Sense of Self to the end of "Diversity in Sense of Self"*)
- Ormrod Chapter 10, p. 308-325
(*Self-Efficacy to the end of "Supporting Students with Special Needs"*)

March 21- UMD Spring Break

March 28: Affect, Emotions, and Literacy for Middle-School Students

Reading Reflection #3

- Applegate, A. J. & Applegate, M. D. (2004). The Peter Effect: Reading habits and attitudes of pre-service teachers, *The Reading Teacher*, 57, 554-563.
- Petscher, Y. (2010). A meta-analysis of the relationship between student attitudes towards reading and achievement in reading. *Journal of Research in Reading*, 33(4), 335-355.
- Valiente, C., Swanson, J., & Eisenberg, N. (2012). Linking students' emotions and academic achievement: When and why emotions matter. *Child Development Perspectives*, 6(2), 129-135.
- Ormrod Chapter 11, p. 333-344 (Beginning to the end of "A Possible Hierarchy of Needs: Maslow's Theory")
- Ormrod Chapter 11, p. 366-377 (Affect and Its Effects to the end)

April 4: Struggling Middle-School Readers and Writers

Midterm Due

- Mastropieri, M. A., Scruggs, T. E., & Graetzl, E. (2003). Reading comprehension instruction for secondary students: Challenges for struggling students and teachers. *Learning Disability Quarterly*, 26(2), 103.
- Taylor, C. R. (2012). Engaging the struggling reader: Focusing on reading and success across the content areas. *National Teacher Education Journal*, 5, 51-58.
- Wigent, C. A. (2013). High school readers: A profile of above average readers and readers with learning disabilities reading expository text. *Learning and Individual Differences*, 25, 134-140.
- Ormrod Chapter 5, p. 128-152

April 11: Differentiation for Middle School Readers and Writers

Reading Reflection #4

- Guthrie, J. T. & Davis, M. H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading and Writing Quarterly*, 19, 59-85.
- Sternberg, B. J., Kaplan, K. A., & Borck, J. E. (2007). Enhancing adolescent literacy achievement through integration of technology in the classroom, *Reading Research Quarterly*, 42, 416-420.
- Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D., ... & Francis, D. J. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. *School Psychology Review*, 39(1), 3-21.

Ormrod Chapter 4

April 18: Assessment Issues for Middle-School Literacy

Extension 3 Due

- Leu, D. J., Kinzer, C. K., Coiro, J., Castek, J., & Henry, L. A. (2017). New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment. *Journal of Education*, 197(2), 1-18.
- Pearson, P. D., & Hiebert, E. H. (2013). Understanding the Common Core State Standards. *Teaching with the Common Core Standards for English language arts PreK–2*, 1-21.
- Wixson, K. K., & Lipson, M. Y. (2012). Relations between the CCSS and RTI in literacy and language. *The Reading Teacher*, 65(6), 387-391.

Ormrod Chapter 14

April 25: Teaching English Language or Emergent Bilingual Readers

Reading Reflection #5

- Ajayi, L. J. (2006). Multiple voices, multiples realities: Self-defined images of self among adolescent Hispanic English language learners. *Education*, 126, 468-480.
- Craighead, E. & Ramanathan, H. (2007). Effective teacher interactions with English language learners in mainstream classes. *Research in the Schools*, 14, 60-71.
- García, O., Kleifgen, J. A., & Falchi, L. (2008). From English language learners to emergent bilinguals. *Equity Matters. Research Review No. 1*. New York: Campaign for Educational Equity, Teachers College, Columbia University.

May 2: Pedagogical Practices that Work for Middle-Schoolers

- Alvermann, D. E. (2002). Effective literacy instruction for adolescents. *Journal of literacy Research*, 34(2), 189-208.
- Bråten, I., Ferguson, L. E., Anmarkrud, Ø., & Strømsø, H. I. (2013). Prediction of learning and comprehension when adolescents read multiple texts: The roles of word-level processing, strategic approach, and reading motivation. *Reading and Writing*, 26(3), 321-348.

Ormrod Chapter 1

May 9: Teacher Beliefs and Attitudes about Middle-School Literacy Instruction

- Chambers Cantrell, S., David Burns, L., & Callaway, P. (2008). Middle-and high-school content area teachers' perceptions about literacy teaching and learning. *Literacy Research and Instruction*, 48(1), 76-94.
- Hall, L. A. (2005). Teachers and content area reading: Attitudes, beliefs and change. *Teaching and Teacher Education*, 21(4), 403-414.
- Moje, E.B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. *Journal of Adolescent & Adult Literacy*, 52(2), 96–107.

Ormrod Chapter 13

Final Unit Plan Reflections (Final Exam) DUE DATE TBD by University.