

EDHD 624
Cognitive and Motivational Bases of Literacy Instruction in the
Content Areas
Spring 2019

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COURSE DESCRIPTION

Cognitive and motivational processes of literacy within and across content areas at the high-school level are the focus of this course developed for those seeking to teach secondary students. 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.

COURSE STRUCTURE

This is a **six-credit** course with **two components**. There are two foundational aspects of content area reading addressed in the course: cognition and motivation, and there are two modes of participation involved: on-line/out of class activities, and in-class activities and discussion. The course schedule outlines the readings and assignment due dates for the semester.

REQUIRED READINGS

Israel, S. E. (Ed.). (2017). *Handbook of research on reading comprehension*. New York: Routledge.

Pearson, P. D., & Hiebert, E. H. (2015). *Research-based best practices for teaching Common Core literacy*. New York: Teachers College Press.

Additional readings will be made available through the online course site. Students will also be required to independently select readings.

COURSE OBJECTIVES

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

1. Interpret literacy as a continual interaction of learner, text, and task and as a process of meaning making through critical analysis of content conveyed orally or in writing.
2. Describe the cognitive, motivational, emotional/affective, and social characteristics of identified and non-identified middle-school and high-school students.
3. Analyze the characteristics of active, independent readers in relationship to specific content areas.
4. Characterize differences among middle school and secondary students based on gender, culture, and ethnicity; behavioral, cognitive, and affective engagement; strategic and regulatory behavior; and thinking and reasoning abilities.
5. Identify instructional techniques to support motivation and engagement when planning content area literacy instruction.
6. Describe various evidence-based pedagogical practices for improving high-school literacy and optimizing the learning environments within and across content areas.
7. Identify relevant ways to integrate reading, writing and speaking within and across content areas learning environments in middle and secondary school.

8. Compare the differing roles of reading, writing, and speaking within and across content areas at the secondary level.
9. Demonstrate understanding of the literacy demands of multi-text and multimodal learning within and across content areas in high school.
10. Employ evidence-based techniques for enhancing students' multi-text and multimodal learning within and across content areas.
11. Explain how literacy in secondary school relates to reliable and valid assessment within and across content areas.
12. Compare various forms of assessment appropriate for high-school students based on purpose, structure, and interpretation.
13. Analyze the quality and effectiveness of assessment tools used to assess students' content-specific knowledge and skills.
14. Describe evidenced-based techniques for differentiating secondary-school literacy instruction within and across content areas.
15. Evaluate learner differences to plan inclusive content area literacy instruction that ensures equity and learning opportunities to close achievement gaps.
16. Identify appropriate uses of technology to enhance secondary-school literacy within and across the content areas.
17. Demonstrate the ability to interpret professional literature related to literacy within and across the content areas for high-school students.
18. Identify district, school, and community human and physical resources that can support secondary-school students' literacy development.
19. Construct a professional development plan as a content area literacy teacher based on self-analysis.

REQUIREMENTS

- **Class participation (50 points):** Students are responsible for reading all assigned texts, for participating in class discussions, and for completing all in-class activities.
- **Question generation (50 points):** Each week students are expected to generate three thoughtful and relevant questions for the assigned readings. One student will be responsible for being discussion leader for each class. Questions should be posted to Canvas no later than 11:59pm on the Sunday before class. [Scoring: 4=2/3 of the questions are level 3; 3=1/3 of the questions are level 3; 2=3 questions, any level; 1=less than 3 questions; 0=no questions] The lowest score of the semester will be dropped.
- **Term Paper (300 points):** For this writing assignment, students will select an area covered in class and write a paper that covers related theory, research, and application of the topic. Detailed guidelines for the final paper will be distributed in class.
- **Lesson Plan Presentation (200 points):** Students will present an example of an integrated lesson plan that combines reading with a content area. Include a handout with standards and objectives from all disciplines, an overview of the lesson, and an assessment. Directions will be distributed in class.
- **Online/Out of class assignments* (400 points):** Students will complete a variety of assignments outside of class, including cultivation of online resources for reading in content areas, participating in online discussion, and investigating content area reading instruction in secondary grade level classrooms. ***These online/out of class assignments are worth three full graduate level credits; time outside of class meetings should be dedicated accordingly to completion of the activities.**

GRADING *(Divide total earned assignment points by 10 to get final course grade)*

98-100 = A+	86-89 = B+	76-79 = C+	66-69 = D+	59 and below =F
94-97 = A	83-85 = B	73-75 = C	63-65 = D	
90-93 = A-	80-82 = B-	70-72 = C-	60-62 = D-	

CLASS POLICIES

Attendance: I expect you to do your best to show up to class on time, for every class, fully prepared to participate by having read and reflected on the assigned readings. Please notify me ahead of time, via email, if you know you will have to be late or miss a class.

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.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf>

This 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 Office of Accessibility and Disability Support in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) 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 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.

Major scheduled grading events: Major Scheduled Grading Events (MSGE) are indicated on the syllabus. 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.

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.

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.

Course evaluations: As a member of our academic community, students are responsible for submitting 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.

Course Schedule

*schedule is subject to change based on inclement weather or other unforeseen circumstances

Date	Topics	Assignments Due <i>additional readings will be available online</i>
1/29/19	Introduction Common Core State Standards	Pearson& Hiebert (2015) Chapter 6 – Common Core State Standards and Multiple-Source Reading Comprehension
2/5/19	Literacy – A Historical Perspective	Israel (2017) Chapter 2 – The Roots of Reading Comprehension Instruction Pearson& Hiebert (2015) Chapter 9 – Reading Fluency: Neglected, Misunderstood, but Still Critical for Proficient Reading
2/12/19	Literacy – A Theoretical Perspective	Israel (2017) Chapter 6 – An Evolving Perspective of Constructively Responsive Reading Comprehension Strategies in Multilayered Digital Text Environments Pearson& Hiebert (2015) Chapter 1 – Fifty Years of Reading Comprehension Theory and Practice
2/19/19	Middle School Reading	Israel (2017) Chapter 16 - Reading Comprehension in the Middle Grades: Characteristics, Challenges, and Effective Supports Pearson& Hiebert (2015) Chapter 8 – Building a Vocabulary Program That Really Could Make a Significant Contribution to Students Becoming College and Career Ready Virtual Assignment #1 Due
2/26/19	Adolescent Reading Comprehension	Israel (2017) Chapter 18 - Improving Adolescent Comprehension: Developing Strategies in the Content Areas Pearson& Hiebert (2015) Chapter 12 – Grounding Common Core Teaching in Proven Practices: Schoolwide Efforts to “Close the Achievement Gap”
3/5/19	Students with Reading Difficulties	Israel (2017) Chapter 12 - Comprehension Difficulties and Struggling Readers Fisher, D. (2001). Cross age tutoring: Alternatives to the reading resource room for struggling adolescent readers. <i>Journal of Instructional Psychology</i> , 28(4), 234–240. Virtual Assignment #2 Due Term Paper outline Due

4/30/19	Text Diversity	Israel (2017) Chapter 20 - Graphic Text and Visual Literacies in Reading Comprehension Israel (2017) Chapter 24 - The Role of Interest in Reading Comprehension Virtual Assignment #3b Due
5/7/19	Course Review/Lesson Plan Presentations	
5/14/19	Lesson Plan Presentations	
5/21/19	Final Term Paper (Word doc) due via email: mcrae@umd.edu by 5pm	

Virtual Assignment Directions (400 points)

1. Cultivate annotated list of resources (websites, books, videos, etc.) for any grade level for each category*:
 - a. Reading motivation
 - b. Reading comprehension
 - c. Technology to support literacy

*Minimum 5 resources per category. Provide citation/link and a few sentences describing the resource.
2. Interview a K-12 educator (4th grade or above) about their perceptions and practices in reading motivation, strategy instruction, and integration of literacy with other disciplines. Code your interview transcript and be prepared to discuss your findings.
3. Videotape yourself doing a demonstration of a hands-on activity in a content area related to your lesson plan assignment (or annotate an existing video found online) and explain how literacy can be integrated.
 - a. Post the video to Canvas.
 - b. Provide feedback to your assigned peers.
 - c. Use the feedback you receive to finalize your lesson plan.
4. Observe a class (5th grade or above) either in person or online.
 - a. Complete observation form and post the form to Canvas.
 - b. Review all classmates' forms and document emerging themes and gaps, to be posted to Canvas and discussed in class.

Term Paper Directions (300 points)

The term paper will be a review of the literature relating to your chosen topic – you may choose any topic shown on the syllabus. An outline of your paper is due March 5th. The paper should consist of the following sections:

Introduction (2 pages)

- Introduce your topic
- Why is this important?
- Define your terms
- Include citations (review articles or handbook chapters are appropriate)

3 subsections (2-3 pages each)

- Present studies that directly relate to each of your subtopics (minimum 15 studies, total)
- Include demographics, measures, and findings
- What are the limitations of these studies (if any)
- If you cannot find many studies that address your topics directly, you may include some indirect links
- Keep quotes to a minimum
- Include a table that summarizes the studies

Conclusion (1-2 pages)

- Restate your main points
- Closing remarks

References

- APA format

Guidelines:

- All articles must come from peer reviewed journals
- Include all articles directly related to your topic in detail, rather than a general overview of a few articles
- American Psychological Association style should be used for the paper
- The paper is due on **May 21st** via email mcrae@umd.edu with the subject line “624 Term Paper”
- Late papers will only be accepted with a signed doctor’s note