

**EDHD 426 Cognition and Motivation in Reading: Reading in the Content Areas
Spring 2018 UMD-College Park**

Section 0101

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Class Meetings: Tuesdays 7:00 - 9:45 PM, Benjamin Building 3315

Office and Hours: Benjamin Building 1109, Tuesdays 5:30 - 6:30 PM (by appointment only)

Course Design:

EDHD 426 is a course designed for prospective educators to encourage middle and high school students to think about their beliefs about reading in the content areas. This course will focus on cognitive and motivational processes during reading and practical application of theories and strategies in the classroom setting. Class meetings are mandatory as activities and discussions are designed to supplement course readings and provide practical application of the material.

Course Description:

This course is designed to prepare students for secondary school teaching in all content areas. EDHD 426 will introduce the cognitive and motivational processes of reading and learning from texts across disciplines. Different structured approaches to using text for content learning are presented based on approaches to knowledge, motivation, and strategies. Classroom contexts that enable students to engage productively with diverse texts and Internet resources are provided.

Course Objectives:

Students will:

1. Gain an understanding of how secondary students acquire knowledge from text. (InTASC 4, Knowledge)
2. Gain knowledge of various cognitive strategies and their connection to instructional practices. (InTASC 1, Subject Matter) (InTASC 8, Knowledge)
3. Understand student motivations and how they link to engaged learning. (InTASC 3, Learners) (InTASC 2, Social and Cultural Context)
4. Foster methods of increasing engagement in reading and learning through instruction and formative data. (InTASC 5, Pedagogy)

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 Office of Accessibility and Disability Support Services 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.

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 (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.

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.

Required Readings:

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: Ormrod, J. E. (2017). 9th Edition. Educational psychology: Developing learners. Pearson Education, Inc.: New Jersey. You do not need to order MYEDLAB and you can order either the online or paper copy of the textbook. If you order the looseleaf version, you'll need a two-inch binder to hold the pages. I completely understand wanting to find the least expensive option. So if you have questions about any of the versions, feel free to email me.

Course Requirements:

There are six assessment requirements for this course: Reading Quizzes, Reading Reflections, Extensions, Midterm Rationale, Final Unit Plan Presentation, and Participation. Details are provided in the following sections of the syllabus.

Reading Quizzes (EC 7 – Specialist Competence)

For accountability and comprehension purposes as well as to ensure meaningful and productive class discussion, students will complete a short multiple-choice quiz on the reading(s) at the beginning of class when that reading is due. Students must be in attendance to earn points on a reading quiz. Absent students will earn a zero.

The ten highest quiz scores will count toward the final course grade. Five points each.

Total Possible Points = 50

Reading Reflections (EC 4--Reflection):

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 (EC 7—Specialist Competence) (EC 4—Reflection): MSGE

Three times throughout the semester, students will find an empirical research article on literacy/reading 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 [EC 2 – Advocacy] [EC 4—Reflection] [EC 7 – Specialist Competence]: MSGE

The purposes of the midterm rationale are to integrate course concepts into practical application, demonstrate understanding of adolescent cognitive and motivational needs during reading, 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

Final Presentation and Reflection

[EC 2—Advocacy] [EC 5—Innovation/Creativity] [EC 7—Specialist Competence] MSGE

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

1. demonstrate masterful understanding of cognitive obstacles and strategies;
2. demonstrate masterful understanding of motivational obstacles and strategies;
3. demonstrate masterful understanding of literacy strategies;
4. integrate understanding of course concepts and strategy instruction effectively within an instructional framework;
5. effectively integrate texts and resources in a plan of action for a defined audience in your content area.

Students will work in content-specific teams to design a lesson/unit plan 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 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 [EC 4—Reflection]:

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 in which you are expected to participate. You should prepare for class by completing the readings, reading reflections, and extensions. Furthermore, as a future 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 five points may be earned for each class session. The lowest participation grade will be dropped at the end of the semester.

Total possible points = 50

Grading:

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

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| Reading Quizzes (10 x 5 points each) | 50 |
| Reading Reflections (5 x 3 points each) | 50 |
| Extensions (3 x 15 points each)* | 45 |
| Midterm Rationale* | 30 |
| Unit Plan Presentation & Reflection* | 50 |
| Discussions/Activities (5 per class) | 50 |

Total Points Possible: 275

****Major Scheduled Graded Event***

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:

- Reading 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>

Course Evaluations Spring 2018: 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

| Date | Critical Question(s) | Reading Due | Work Due |
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| Session 1 Jan 30 | <p><i>Whose "job" is it to teach reading?</i></p> <p><i>What are the two types of literacy?</i></p> | <ul style="list-style-type: none"> • Ormrod, J. E. (2014). <i>Educational Psychology: Developing learners</i>. Pearson Prentice Hall: New Jersey. Chapter 8 - Learning and Cognition in Context, p. 265-287 (Academic Content Domains as Context to the end) • Goldman, S. R. (2012). Adolescent Literacy: Learning and Understanding Content. <i>Future Of Children</i>, 22(2), 89-116. • Heller, R. (n.d.). Teaching Reading and Writing in the Content Areas. <i>AdLit.org</i>. Retrieved from http://www.adlit.org/adlit_101/improving_literacy_instruction_in_your_school/teaching_reading_and_writing_content_areas/. | <p>Bring textbook to class this week only</p> |
| Session 2 Feb 6 | <p><i>How does the brain learn to read?</i></p> <p><i>What literacy challenges should I expect to face in middle/high school students?</i></p> | <ul style="list-style-type: none"> • Cartwright, Kelly B. (2012). Insights from cognitive neuroscience: The importance of executive function for early reading development and education. <i>Early Education and Development</i>, 23(1), 24-36. • Ormrod Chapter 2 - Cognitive and Linguistic Development (all) | <p>Reading Reflection 1</p> <p>Reading Quiz 2</p> |

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| Session 3 Feb 13 | <p><i>What cognitive tasks can I ask students to complete to promote “meaningful learning”?</i></p> <p><i>How do memory-based and constructionist processes work together during reading comprehension?</i></p> | <ul style="list-style-type: none"> • Ormrod Chapter 6 - Learning Cognition and Memory (all) • Broeck, Rapp & Kendeou. (2005). Integrating memory-based and constructionist processes in accounts of reading comprehension. <i>Discourse Processes</i>, 39(2&3), 299-316. | <p>Reading Quiz 3</p> <p>Reading Reflection 2</p> |
| Session 4 Feb 20 | <p><i>How can Identity formation impact my students’ motivation to read?</i></p> <p><i>What can I do to promote adaptive identity formation in my future classroom?</i></p> | <ul style="list-style-type: none"> • Flum, H., & Kaplan, A. (2012). Identity formation in educational settings: A contextualized view of theory and research in practice. <i>Contemporary Educational Psychology</i>, 37(3), 240-245. • Ormrod Chapter 13 - Creating a Productive Learning Environment (all) | <p>Reading Quiz 4</p> <p>Extension 1</p> |
| Session 5 Feb 27 | <p><i>What are the origins of self-efficacy?</i></p> <p><i>How can we ensure self-regulation when students are reading in our subject area?</i></p> <p><i>How might a student’s self-efficacy to read vary across subject area?</i></p> | <ul style="list-style-type: none"> • Ormrod Chapter 10 - Social Cognitive Views of Learning, p. 333-351 (from Self Efficacy to Table 10.4) • Wigfield, A., Guthrie, J. T., Tonks, S., & Perencevich, K. C. (2004). Children's motivation for reading; Domain specificity and instructional influences. <i>The Journal Of Educational Research</i>, 97(6), 299-309. doi:10.3200/JOER.97.6.299-310 | <p>Reading Quiz 5</p> <p>Reading Reflection 3</p> |

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| Session 6 Mar 6 | <p><i>Under what circumstances is it effective to tap into each of the many facets of motivation?</i></p> <p><i>How is affect intertwined with motivation?</i></p> <p><i>What can teachers do to promote productive affective states in students?</i></p> | <ul style="list-style-type: none"> Ormrod Chapter 11 - Motivation and Affect, p. 359-376 (Stop reading at section titled Attributions) Ormrod Chapter 11 - Motivation and Affect, p. 398-410 (<i>Affect and Its Effects</i> to the end) | Reading Quiz 6 |
| Session 7 Mar 13 | <p><i>What's the difference between above average readers and readers with learning disabilities?</i></p> <p><i>How can I differentiate reading instruction to reach both types students in one class?</i></p> | <ul style="list-style-type: none"> Wigent, Catherine A. (2013). High school readers: A profile of above average readers and readers with learning disabilities reading expository text. <i>Learning and Individual Differences</i>, 25, 134-140. Ormrod Chapter 5 - Individual Differences and Special Educational Needs, p. 139-168 (<i>Cognitive Styles and Dispositions</i> to the end) | <p>Reading Quiz 7</p> <p>Midterm Rationale</p> |
| Mar 20 | Spring Break | | |

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| Session 8 Mar 27 | <p><i>What causes struggling readers to struggle?</i></p> <p><i>How can the Universal Design for Learning (UDL) help students overcome these challenges?</i></p> | <ul style="list-style-type: none"> Taylor, Carolyn R. (2012). Engaging the struggling reader: Focusing on reading and success across the content areas. <i>National Teacher Education Journal</i>, 5(2), 51-58. Guthrie, J. T. & Davis, M. H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. <i>Reading and Writing Quarterly</i>, 19, 59-85 "What is UDL?" http://www.udlcenter.org/aboutudl/whatisudl | <p>Reading Quiz 8</p> <p>Reading Reflection 4</p> |
| Session 9 Apr 3 | <p><i>What happens to children's perceptions of reading when they progress into adolescence?</i></p> <p><i>How can I present typical texts in my content area to encourage positive reading identities?</i></p> | <ul style="list-style-type: none"> Ormrod Chapter 3 - Personal and Social Development, p. 60-69 (Development of a Sense of Self to the end of "Diversity in Sense of Self") Pitcher, S. M., Albright, L. K., DeLaney, C. J., Walker, N. T., Seunarinensingh, K., Mogge, S., Headley, K. N., Ridgeway, V. G., Peck, S., Hunt, R., & Duston, P. J. (2007) Assessing adolescents' motivation to read. <i>Journal of Adolescent & Adult Literacy</i>, 50(5), 378-396. | <p>Reading Quiz 9</p> <p>Extension 2</p> |
| Session 10 Apr 10 | <p><i>What are the benefits/challenges of mastery and performance goals in reading?</i></p> <p><i>How do reading goals and interest interact with reading competence in gifted readers?</i></p> | <ul style="list-style-type: none"> Ormrod Chapter 11 - Motivation and Affect, p. 376-397 (Attributions to Table 11.5) Fox, E., Dinsmore, D. L., & Alexander, P. A. (2010). Reading competence, interest, and reading goals in three gifted young adolescent readers. <i>High Ability Studies</i>, 21(2), 165-178. | <p>Reading Quiz 10</p> <p>Reading Reflection 5</p> |

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| Session 11 Apr 17 | <p><i>How do English language learners come to understand their identities in school settings?</i></p> <p><i>How does engagement in text support the development of identity?</i></p> | <ul style="list-style-type: none"> Ajayi, L. J. (2006). Multiple voices, multiples realities: Self-defined images of self among adolescent Hispanic English language learners. <i>Education</i>, 126, 468-480. Schachter, E., & Galili-Schachter, I. (2012). Identity literacy: Reading and teaching texts as resources for identity formation. <i>Teachers College Record</i>, 114, 1-37. | <p>Reading Quiz 11</p> <p>Extension 3</p> |
| Session 12 Apr 24 | <p><i>How does my own attitude toward reading in my content area impact my future effectiveness in the classroom?</i></p> | <ul style="list-style-type: none"> Applegate, A. J. & Applegate, M. D. (2014). The Peter Effect Revisited: Reading Habits and Attitudes of College Students; <i>Literacy Research and Instruction</i>, 53: 188–204. | <p>Reading Quiz 12</p> |
| Session 13 May 1 | Final Presentations | | |
| Session 14 May 8 | Final Presentations | | |
| Final exam date TBD by University | Final Reflection Due | | |