

**EDHD 436 Cognition and Motivation in Reading:
Reading Acquisition for Middle School Students
Spring 2018, UMD-College Park**

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Class Meetings: Thursdays 4:15-7:00PM, Jimenez Building 0208

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

Course Design

EDHD 436 is a course designed for prospective educators to encourage middle 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 for adolescent learners.

Course Description

This course is designed to prepare students for middle school teaching in various content areas. EDHD 436 will introduce the cognitive and motivational processes of reading and learning from texts across the subjects of literature, science, social studies, and mathematics. Different structured approaches to using text for content learning are presented based on approaches to knowledge, motivation, and strategies. Classroom contexts that enable middle school students to engage productively with diverse texts and Internet resources are provided.

The other course in this two-course strand, EDCI 465: Teaching Reading in Middle School Content Areas, focuses on the implementation of instruction that supports content area reading and literacy. As required courses in the middle school certification programs, both EDHD 436 and EDCI 465 emphasize the importance of research and inquiry, professional and content knowledge, diversity, technology, and collaboration in the development of reflective practitioners.

Course objectives

This course is designed to meet the Maryland State Department of Education (MSDE) reading course requirement, Teaching Reading in the Content Areas, Part I.

At the conclusion of the course, candidates will demonstrate the ability to:

1. Explain their understanding of how middle school students acquire knowledge from text;
2. Describe various cognitive strategies and their connection to instructional practices;
3. Demonstrate their knowledge of how to use measurable student data to inform instruction;
4. Explain student motivations and how they link to engaged learning;
5. **Describe how to foster methods of increasing engagement in reading and learning through instruction.**

Required course texts

Ormrod, J. E. (2017). *Educational psychology: Developing learners* (9th Edition). Boston, MA: Pearson.

Course requirements and evaluation

(1) Reading Quizzes

Students are expected to come to each class prepared for discussion by completing each of the weekly readings. For accountability and comprehension purposes, a series of unannounced reading quizzes will be administered at the start of class during select weeks. Students must be in attendance to earn points on a reading quiz; absent students will earn a zero.

The **six** highest quiz scores will count toward the final course grade. 5 points each.

Total Possible Points = 30

(2) Reading Responses

Five times throughout the semester, students must submit one insightful/controversial extract from a chosen course reading and comment/extend on the selected text. Each response should directly relate to the week's critical question(s), your personal philosophies of teaching, and provide insight and implications for your future teaching career. This is not intended to be a summary of the readings.

*Each of the five responses is to be about one paragraph in length, and will be submitted on Canvas throughout the semester with a total of five submitted by the determined deadline. It is expected that the rigor and complexity of these questions will increase following the first class meeting. The expectation is that the responses are submitted in a timely manner and are appropriately spaced throughout the semester.

Responses will be graded on the quality of insight and reflection. 3 points each.

3 = Exceptional insight and application of content to future teaching practice.

2 = Thoughtful reflection and insight connecting content to future teaching practice.

1 = Adequate response; still room for more meaningful reflection/insight.

Total possible points = 15

Major Grading Event

Below is an overview of the major grading events for the semester. Assignment-specific rubrics and expectations will be distributed in class throughout the semester.

(3) Extensions- MSGE*

Three times throughout the semester, students will write a two-three page (approximately 500-750 words) written extension of a found journal article on teaching in your identified content area. The extensions are to include the following:

- o Heading: cite the article using APA-style formatting
- o Briefly summarize the course concept for that week of class, including reference to the assigned reading(s) if needed
- o Briefly summarize the contents of the article
- o Connect the contents of the found article to the weekly course concept
- o Discuss implications for future practice in the context of your own content area.

- | | |
|---|---------|
| ▪ Accurate course concept summary | ___ / 2 |
| ▪ Sufficient research summary | ___ / 2 |
| ▪ Discussion of course concept as supported/refuted by findings | ___ / 4 |
| ▪ Implications for future teaching practice | ___ / 5 |
| ▪ APA Formatting | ___ / 2 |

Three article extensions. 15 points each.

Total possible points = 45

Strategy presentation- MSGE*

Once throughout the semester, students will present a reading strategy to the class. This will be an activity students complete with a partner or group of three. Particulars about this assignment and the grading rubric will be provided as an addendum to the syllabus. The length of the presentation will be determined by the class size, and will be in the format of a lesson taught to the class which clearly teaches and shows the assigned reading strategy based on a sample text for that content. Students will also submit a two-three page analysis and reflection of the selected strategy.

Total possible points = 20

(4) Midterm Paper (Unit Plan Rationale) - MSGE*

Students will present their mastery of the current material in a midterm paper that will serve as the rationale for the course final. The purposes of this paper are to demonstrate understanding about:

1. Engagement and conceptual learning in an academic content area;
2. Cognitive processes during reading in the content area;
3. Motivation supports for reading in the content area.

The midterm paper will serve as the rationale to the unit plan that is to be submitted by the end of the course. It will be evaluated based on a scale of 30 and particulars of the assignment will be distributed to students during class.

Total possible points = 30

(5) Final Project-MSGE*

The purposes of the final project are to demonstrate:

1. Understanding of cognitive processes during reading;
2. Understanding of motivation supports during reading;
3. Understanding of strategy instruction during reading;
4. An integrated understanding of key course concepts and strategy instruction effectively within an instructional framework;
5. Effective ways of integrating texts in content area teaching.

Students will extend their midterm papers to complete the final project, in which they design an instructional unit around a prescribed framework that integrates course concepts and texts. They will have to arrange their components of a unit plan and sample artifacts within an analytical paper.

Total possible points = 40

Participation

Active participation is necessary for students to fully benefit from this course. Class meetings will incorporate small group activities and discussion in which students are expected to participate. Students should prepare for class by completing the readings, reading questions/quotes, and extensions. The requirements for participation and grading scale appear in the appendices at the end of the syllabus.

Total possible points = 10

Grading

Students are encouraged to use feedback on responses, extensions, and papers to improve their writing and responses throughout the semester.

Reading Quizzes (6 x 5 points each)	30
Responses (5 x 3 points each)	15
Article Extensions (3 x 15 points each)*	45
Group Strategy Presentation*	20
Midterm Paper*	30
Final Project*	40
Participation	<u>10</u>

Total Points Possible: 190

***MSGE- Major Scheduled Grading 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%-889.99%	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

Course and University Policies

Submitting Work

- All work must be submitted via hard copy or email, on time on the due date for full credit.
- All work must be typed in Times New Roman 12-point font and double-spaced with 1-inch margins. Midterm & final papers must include a separate APA-style cover page including the paper title, name, the date, and the university name.
- 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 Responses and Extensions **will not** be accepted late. If they are not submitted on the due date, they will receive a score of 0.
- The Strategy Presentation, Midterm Papers and Final Project will be penalized one letter grade each weekday they are late.
- 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/>. 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 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 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.

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.

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 (MSGES) 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.

COURSE SCHEDULE

Introduction to cognitive processes

1. **Jan. 25: Introduction to literacy**
 - > (in-class handout) Biancarosa, C., & Snow, C. E. (2006). Reading next—A vision for action and research in middle and high school literacy.
2. **Feb. 1: Cognitive reading processes**
 - > **Reading Reflection #1**
 - > Goldman, S. R. (2012). Adolescent Literacy: Learning and Understanding Content. *Future Of Children*, 22(2), 89-116.
 - > 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
3. **Feb. 8: Cognitive and linguistic development**
 - > Ormrod Ch. 2
 - > Reading Extension workshop
4. **Feb. 15: Cognitive & strategic processes—online class**
 - > **Extension #1 Due**
 - > Ormrod Chapter 6 (all)
 - > Broeck, Rapp & Kendeou. (2005). Integrating memory-based and constructionist processes in accounts of reading comprehension. *Discourse Processes*, 39(2&3), 299-316
5. **Feb. 22: Identify formation and motivation**
 - > **Midterm Paper assigned**
 - > Ormrod Ch. 3, p. 62-77 (*Development of Self* to beginning of Technology and Peer Relationships)
 - > 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.

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6. **Mar. 1: Motivation processes & effects; self-efficacy**
 - > **Reading Reflection #2**
 - > Ormrod Chapter 10, p. 333-351
 - (Self-Efficacy to the end of “Supporting Students with Special Needs”)
 - *Make note of the “Applying Brain Research” section on p. 349*
 - > 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(6), 299-309.

7. **Mar. 8: Affect and motivation**

- > **Extension #2 Due**
- > Ormrod Chapter 11
 - p. 358-388 (before “Diversity in Cognitive and Sociocultural Factors Affecting Motivation”)
 - chart on pg. 389
 - bottom of pg. 396-404

8. **Mar. 15: Reading motivation--differentiation**

- > **Reading Reflection #3**
- > Wigent, Catherine 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. 139-164
 - (Cognitive Styles and Dispositions to the beginning of “Adapting Instruction”)

Mar. 22: No class- UMD Spring Break

9. **Mar. 29: Cognition in struggling readers**

- > **Midterm Due**
- > Taylor, Carolyn R. (2012). Engaging the struggling reader: Focusing on reading and success across the content areas. *National Teacher Education Journal*, 5, 51-58.
- > 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.

10. **April 5: The “uniqueness” of middle school readers**

- > **Reading Reflection #4 (suggested)**
- > Ormrod Chapter 3, p. 60-67
 - (Development of a Sense of Self to the end of “Diversity in Sense of Self”)
- > 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.

11. **Apr. 12: Teaching ELL students**

- > **Extension 3 Due**
- > Ormrod Chapter 11, p. 345-366
 - (Cognitive and Sociocultural Factors in Motivation to the end of “A Targets Mnemonic for Remembering Motivational Strategies”)
- > Craighead, E. & Ramanathan, H. (2007). Effective teacher interactions with English language learners in mainstream classes. *Research in the Schools*, 14, 60-71.
- > Shevalier, R. & McKenzie, B.A. (2012). Culturally responsive teaching as an ethics- and care-based approach to urban education. *Urban Education*, 47(6), 1086-1105.

12. **Apr. 19: Goal Orientation & Identity**
 - > ***Reading Reflection #5***
 - > 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.
13. **Apr. 26: Classroom Strategies**
 - > Ormrod Ch. 12, pg. 424-450
 - ("Teacher-Directed Instructional Strategies through "Taking instructional goals and student diversity into account")
14. **May 3: Final Unit Plan Workshop**
 - > ***Deadline for all reading reflections***
15. **May 10: Final Unit Plan Presentations**

***Mandatory Course Final**

The final exam project date will be announced by the University mid-semester, and I will let you know that date as soon as it becomes available.