

EDHD 624
Cognitive and Motivational Bases of Reading in the Content Areas
Spring 2018
Course Syllabus

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COURSE DESCRIPTION

This six-credit course explores the cognitive and motivational bases of content area reading at the secondary level. With regard to cognition, this course focuses on how middle school and high school students learn from text, how they understand, analyze and evaluate text, and how they use text to support them in performance of tasks. With regard to motivation, this course focuses on how middle school and high school students respond to text and task-related features in terms of affect, interest, beliefs, attitudes, values, goals, and engagement. Students' individual differences in both areas (cognition and motivation) are addressed. Participants will become familiar with cognitive and motivational aspects of the reading process as they relate to content area reading and as they relate to current reading standards. As a six-credit course, each week this class has an in-class, discussion-based component and an out-of-class component.

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, 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.

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

COURSE OBJECTIVES

Participants will demonstrate

1. Understanding of cognitive and motivational processes involved in content area reading at the middle and high school levels.
2. The ability to identify, comprehend, evaluate, and synthesize relevant educational research that bears on their instructional practices.
3. Competency for integrating their understandings of cognitive and motivational processes involved in content area reading, relevant educational theory and research, and the specific classroom situation with which they are concerned, in order to analyze a particular reading-related educational practice and its potential effectiveness.

REQUIREMENTS

- ***Class participation (10 points):*** Students are responsible for reading all assigned texts, for participating in class discussions, and for completing all in-class activities.
- ***Question generation (10 points):*** Each week students are expected to generate three thoughtful and relevant questions for each assigned reading. One student will be responsible for being discussion leader for each class. Hard copies of questions for the readings should be brought to class to be turned in.
- ***Online assignments (30 points):*** Students will complete a variety of assignments outside of class, including use of social media, cultivation of online resources for reading in content areas, responding to online discussion questions, and implementing and reporting on content area reading activities.
- ***Term Paper (30 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 (20 points):*** Students will present an example of an integrated lesson plan that combines reading with a content area. Include standards and objectives from all disciplines, an overview of the lesson, and an assessment.

GRADING

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	Topic	Assignments Due <i>additional readings will be available online separate schedule for virtual assignments distributed in class</i>
1/30/18	Introduction	---
2/6/18	Reading Comprehension – A Historical Perspective	Israel (2017) Chapter 2
2/13/18	Reading Comprehension – A Theoretical Perspective	Israel (2017) Chapter 6
2/20/18	Middle School Reading	Israel (2017) Chapter 16
2/27/18	Adolescent Reading Comprehension	Israel (2017) Chapter 18
3/6/18	Struggling Readers	Israel (2017) Chapter 12 Term Paper outline due
3/13/18	Reading Motivation	Israel (2017) Chapter 24 Guthrie (2008) Chapter 1
3/20/18 No Class	UMD Spring Break	Virtual assignment due
3/27/18 No Class	MCPS Spring Break	---
4/3/18	Reading Assessment	Israel (2017) Chapter 10
4/10/18	Reading Integration	Israel (2017) Chapter 22 & 23 Draft of Term Paper due
4/17/18	Reading and Social Studies	Barber, A. T., Buehl, M. M., Kidd, J. K., Sturtevant, E. G., Nuland, L. R., & Beck, J. (2015). Reading engagement in social studies: Exploring the role of a social studies literacy intervention on reading comprehension, reading self-efficacy, and engagement in middle school students with different language backgrounds. <i>Reading Psychology</i> , 36, 31-85.
4/24/18	Reading, Science, and Math	Israel (2017) Chapter 19
5/1/18	Text Diversity	Israel (2017) Chapter 20
5/8/18	Lesson Plan Presentations	
5/15/18	Final Term Paper (Word doc) due via email: mcrae@umd.edu by 5pm	

Term Paper Directions (30 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 13th. 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)

2-3 subsections (2 pages each)

- Present studies that directly relate to each of your subtopics
- 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:

Topic	Research (include citations)	Application	Conclusion

Conclusion (1 page)

- Restate your main points
- Closing remarks

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 15th** via email mcrae@umd.edu with the subject line “624 Term Paper”
- Late papers will not be accepted without a signed doctor’s note

Online Assignment Directions (30 points)

A. Complete both activities:

1. Cultivate an annotated list of resources (websites, books, videos, etc.) for:
 - a. Reading motivation
 - b. Reading comprehension
 - c. Integration of reading with other disciplines
2. Observe a class (**3/27 class replacement**)
 - a. Complete observation form
 - b. Be prepared to discuss your findings

B. Select *two* additional activities:

1. Visit a Smithsonian institute and create a photo essay (including selfies) that ties in with a text of your choice. Create a post documenting the experience
2. Interview an educator about their perceptions and practices in reading motivation, strategy instruction, and integration
3. Videotape a demonstration of a hands-on activity in a content area and show how reading can be integrated
4. Submit a proposal for an alternate submission (**due Feb. 13th**)