

## **Course Title: Improving Literacy in Secondary Schools, Part I**

**Instructor:** Carol Mowen

**Length:** 15 hours

**Dates:** Rolling admissions

**Prerequisites:** Bachelor Degree

**Number of credits:** 1

### **Course Description:**

This course will cover a comprehensive set of topics to improve literacy in the secondary school. The definition of literacy and literacy rates around the world will be explored. A history of literacy and practical techniques for improving literacy in the classroom will be presented. Participants will learn *best practices* in literacy development based upon current research. The course will emphasize literacy across the curriculum while addressing methods for identifying struggling readers at the secondary level and overcoming obstacles to improve fluency and language acquisition skills. Learning styles theory will be explored along with effective strategies for working with diverse students and students with disabilities to improve school literacy. Literacy is approached as an issue that impacts every curricular area in the secondary school and is set within a multi-cultural framework. This course can be taken alone or with *Improving Literacy in Secondary Schools, Part II*, which highlights lesson design, media, technology, and literacy with a special emphasis on the reading and writing connection.

### **Objectives:**

1. Knowledge –at the end of this course the student will be able to understand
  - a. the many factors that influence literacy development around the world,
  - b. that every teacher is a teacher of reading, and
  - c. utilize findings from current research in the classroom.
2. Skills –after this course a student will be able to
  - a. develop rubrics and layered curriculum,
  - b. implement practical strategies for planning lessons in literacy, and
  - c. assess literacy and comprehension across the curriculum.
3. Dispositions – they will appreciate out of this
  - a. literacy is the great equalizer,
  - b. literacy is found in every classroom, and
  - c. students have varied learning styles.

**Session Topics (8):**

• A Brief History of Literacy	Carol Mowen
• The Essential Nature of Literacy in Today’s Society	Carol Mowen
• Identifying Struggling Readers	Carol Mowen
• ESL and ELL Literacy Topics	Carol Mowen
• Learning Disabilities and Literacy	Carol Mowen
• Learning Styles and Literacy	Carol Mowen
• Literacy Across the Curriculum	Carol Mowen
• Implementing Research to Improve Literacy	Carol Mowen

**Methods of Instruction:**

*Percentage of Course Credit*

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8) 5%
- Graded post assessments (8) 20%
- Video lectures (8) 35%
- Polling questions Included in videos
- Study guides (8) (60 to 100 pages)
- Handouts
- Projects 40%

**Texts (included in program)**

- Study guide provided in the program (200 pages)

**Assignments**

- Pre assignments (40)
- Post assignments (64)

**Grading:**

Grading Requirements include a Lesson Plan or Implementation Plan and a Guided Reflection.

**Due dates of major assignments, projects, and examinations:** Online self-running programs can be started and completed at the participants' leisure within two months from the day they begin the course.

**FINAL EXAM PROJECT:** Develop a lesson plan that integrates activities to promote literacy into your curricular area. Which strategies and/or activities mentioned in the lectures do you feel would be the most helpful in increasing critical thinking skills and comprehension in your subject area? How do you plan to use technology and other concepts presented to reach diverse and struggling learners? \* Include the following:

1. Select a standard of learning objective from a specific content area.
2. Develop one or more activities that you will use to promote literacy in your classroom.
3. Create one or more cooperative learning activities that can be used to address the standard or learning objective.
4. Incorporate activities that allow for students to perform tasks successfully in a mixed-ability classroom
5. Describe one or more assessment measures that you will use to check for understanding. Create a rubric to provide a common framework of stated lesson objectives and student understanding.

Incorporate anecdotal evidence and data to indicate that your lesson plan was successful or may need revision for future lessons. Discuss your experience in implementation of this lesson plan and the possible *pros and cons* of adapting the lesson for future classroom use.

*A KDS Lesson Plan and Reflection Guide are attached and should be followed to provide a comprehensive assessment of course objectives. \*However, if you are unable to implement your Lesson Plan and Guided Reflection in an actual classroom, please project what anticipated outcomes would be.*