

**Cedar Crest College  
Department of Education**

**EDU 314:70/80 – 3 credits  
Adolescent Literacy  
Spring – 2010  
Thursdays, January 19 – May 5  
Curtis 112**

**Instructor:** Sandra L. Rex, Ed.D.

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**Office Hours:** Available before class upon request

**Course Description:** This course is designed for students preparing to teach the secondary schools (grades 7-12). This course will examine skills needed for reading in the secondary academic content classroom and strategies for the reading and study skills of secondary learners. Students will be aware of strategies for integrating authentic literature and process writing into their academic content areas. Prerequisite: EDU 150.

**Course Outcomes:**

1. Students will develop an understanding of the importance of active learning in secondary content area instruction.
2. Students will acquire the knowledge and skills for developing reading comprehension in the academic content areas.
3. Students will develop the ability to assess literacy and content area learning.
4. Students will develop skills for general and content area vocabulary development.
5. Students will develop strategies for using writing activities as a tool for learning in the content areas.
6. Students will develop strategies for integrating literature across the content areas.
7. Students will utilize study skills to foster better reading comprehension in the content area.
8. Students will acquire strategies for expanding literacy and content learning through technology.
9. Students will develop strategies for collaborating with parents, other professionals and the community in fostering academic content and literacy learning for all students.

**Required Texts:**

1. Brozo, W.C. & Simpson, M. L. (2007). *Content literacy for today's adolescents: Honoring diversity and building competence*. Upper Saddle River, NJ: Pearson Education, Inc.
2. Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson Education, Inc.
3. PA Academic Standards for your content area.
4. PA Academic Standards for Reading and Writing, Speaking, and Listening

**Websites:**

[http://www.pdesas.org/main/fileview/Academic\\_Standards\\_for\\_Reading\\_Writing\\_Speaking\\_and\\_Listening\\_\(Elementary\).pdf](http://www.pdesas.org/main/fileview/Academic_Standards_for_Reading_Writing_Speaking_and_Listening_(Elementary).pdf)

[http://www.pdesas.org/main/fileview/Academic\\_Standards\\_for\\_Reading\\_Writing\\_Speaking\\_and\\_Listening\\_\(Secondary\).pdf](http://www.pdesas.org/main/fileview/Academic_Standards_for_Reading_Writing_Speaking_and_Listening_(Secondary).pdf)

<http://www.reading.org/General/Default.aspx>

<http://www.thinkfinity.org/home.aspx> (This is a resource; you may not “copy” plans directly to use as your own.)

**Suggested Readings:** Students will be directed toward topics pertinent to subject matter being considered. Furthermore, they will be encouraged to investigate a variety of resources pertaining to particular topics throughout the course.

**Cooperative Learning Groups/Presentations:** This course will not be strictly lecture but will also include some components of a seminar. All students are expected to complete all assignments that will contribute to cooperative learning groups and presentations. This includes any reading or writing assignments as well as research. Students are expected to be prepared for their presentations on the assigned dates.

**Academic Honesty/Protocol:** The formal honor philosophy adopted by Cedar Crest College as outlined in the college course catalogue and student handbook is strictly followed in this class. Appropriate classroom behavior, the generation of original work, proper citation of sources, and the creation and maintenance of a courteous, respectful classroom environment and a classroom free from distractions such as late arrivals, early departures, inappropriate conversations, and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education is also expected. In order to minimize distractions, please turn cell phones and beepers off during class. Any student who is documented as cheating on an assignment, plagiarizing, or otherwise breaking the honor code will receive a grade of “F” for the assignment and/or course.

**Attendance:** Attendance at all class meetings is expected and is a vital part of the learning process. If vacations, athletic activities, professional duties, medical appointments, or any other conflicts prevent you from fully attending all classes, you are strongly encouraged to take this course during another semester. If an illness or emergency occurs during the semester, the student is responsible for contacting the instructor by email or telephone in advance of the scheduled class and making arrangements for completing the work missed. Due to the interactive nature of this course, however, there will be assignments that you will not be able to make up if you are absent. Students are responsible for the content and assignments covered in all class sessions. Unexcused absences will impact the final grade.

The student may miss no more than 2 classes during the semester. Please notify the instructor before the class meeting (if possible) if legitimate circumstances prevent you from attending class or from being on time. Any student who is more than 15 minutes late for class may be counted as absent. After the second absence, the student's letter grade may be reduced by one full letter grade (i.e., B becomes C). Furthermore, students who are absent for more than three (3) classes during the semester may be asked to withdraw from the course or may receive a failing grade. Absences, lateness to class, and/or early departures from class will also have a negative impact on the student's grade for professionalism. All students are required to sign-in on the attendance sheet circulated at the beginning of each class.

**Late Work:** If you are having difficulty completing assignments, please notify the instructor immediately. Extensions are granted only for extenuating circumstances, as discussed in a private meeting between the instructor and student before the work is due. Incompletes will be granted only in extreme circumstances. Special arrangements will have to be made with the instructor as to where/how to submit late work. A late assignment (one not turned in on the due date) without prior approval by the instructor will be penalized a full letter grade for each class meeting that the assignment is received after the due date. It will also impact negatively on the student's grade for professionalism.

**Accommodations for Students with Disabilities:** Students with documented disabilities who may need accommodations should discuss these needs with the Instructor during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.

**Inclement Weather:** When predictions of severe weather warrant closing the College, you may obtain information from the Inclement Weather Hotline (610-606-4629), television stations WFMZ TV 69, WNEP TV 16, or radio stations WODE FM 99.9, WCTO FM 96.1, WLEV FM 100.7, WAEB FM 104.1, WAEB AM 790, WEST AM 1400. Should I, as an adjunct instructor, need to cancel class, every attempt will be made to contact you via telephone or e-mail message.

**Course Grade:**

1. **Chapter Review/Presentation** (100 pts.) – After reading your assigned chapter or section in *Content Literacy for Today's Adolescents*, prepare a 15-30 minute presentation (such as a Power Point). Your presentation must be accompanied by a handout (outline, Power Point handout/slides). You need \_\_\_\_\_ copies. Your presentation must be presented on the assigned date. Submit rubric before presentation for scoring.
2. **Philosophy Statement** (50 pts.) – The 2 page (maximum) typed philosophy statement (in paragraph format) following APA format should include, but is not limited to, a description of your adolescent literacy belief statement as related to your content area. Remember that standard essay format would include an introductory paragraph, followed by detail paragraphs, and a concluding paragraph. Submit rubric with statement.
3. **Annotated Bibliography** (5 x 10 pts. each = 50 pts.) – Read 5 novels/books that can be incorporated into your content-area class and prepare a brief summary (not copied from a book cover or website) with a notation of how the book can be incorporated into your discipline. In the heading, include the book title, author, number of pages, genre, and age level. **Students will present two book talks.**

**Selected Books:**

- One Newbery Award/Honor book or one from Choice Booklist: Young Adult Choices  
<http://www.reading.org/Resources/Booklists/YoungAdultsChoices.aspx>
  - One picture book
  - Three of your choice
4. **Lesson Plans** (5 plans x 100 pts. each = 500 pts.) – Five typed lesson plans must be developed using the Cedar Crest College template. See Lesson Plan Check list for required literacy skills/strategies/routines that must be incorporated into the lessons.
  5. **Participation and Professionalism Rubric** (100 pts.) – Professionalism is a quality that is absolutely necessary for a professional educator. Students will self-assess themselves, and the rubric will be submitted on the last night of class. The instructor reserves the right to include her observations and adjust the scoring rubric accordingly.

**Grading: (points earned/points possible)**

95-100%	A	77-79%	C+
90-94%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	63-66%	D

**Please Note:** Any student receiving a grade below a B in any education course will have to re-take the course to be certified in the State of Pennsylvania. This is a Pennsylvania Department of Education requirement.

~The Course Schedule is subject to change at the professor's discretion.~			
DATE	TOPIC	ASSIGNMENT(S) DUE	PRESENTATION(S)
<b>Lesson 1</b> Jan. 21	<b>INTRODUCTION</b> Course Overview Book Tour The Need for Adolescent Literacy	Download a copy of PA standards in Reading/Writing/Speaking/Listening & your content area	
<b>Lesson 2</b> Jan. 28	<b>READER IDENTITY</b> Adjunct Displays Personal Reading History Reading Survey/Interest Inventories Metacognition Shared Reading Think Alouds Exit Slips	Read Chapter 1.	<i>Adolescent Identities and Literacies (1)</i>
<b>Lesson 3</b> Feb. 4	<b>BEFORE READING STRATEGIES</b> K-W-L Adjunct Displays Purpose for Reading Text Structure Anticipation Guide	Read Chapter 3.	<i>Principled Practices for Expanding Comprehension (2)</i>
<b>Lesson 4</b> Feb. 11	<b>VOCABULARY STRATEGIES</b> Anticipation Guide What Does It Mean to Know a Word? Why Not a Dictionary? Frayer Model Semantic Feature Analysis Word Sorts Jigsaw Word Walls	Read Chapter 6. <b>Lesson Plan 1 due</b>	<i>Developing General and Content-Area Vocabulary Knowledge (2)</i>

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT(S) DUE</b>	<b>PRESENTATION(S)</b>
<b>Lesson 5</b> Feb. 18	<b>DURING READING STRATEGIES</b> Directed Reading Thinking Activity Metacognitive Log SQ3R Discussion Protocols: 3-2-1 Give One, Get One	Read Chapter 9.	<i>Learning Strategies (2)</i>
<b>Lesson 6</b> Feb. 25	<b>QUESTIONING STRATEGIES</b> Thick/Thin Questions Question-Answer Relationship	Read Chapter 5.	<i>Creating Motivating Contexts for Literacy and Learning (2)</i>
<b>Lesson 7</b> March 4	<b>AFTER READING STRATEGIES</b> Found Poems Magnet Summaries Summary/Gist Writing	Read Chapter 2 <b>Lesson Plan 2 due</b>	<i>Principled Practices for Effective Reading and Learning (1)</i>
<b>Lesson 8</b> March 18	<b>WRITING STRATEGIES</b> 6+1 Writing Traits Process Writing RAFT Writing	Read Chapter 7.	<i>Writing as a Tool for Active Learning (3)</i>
<b>Lesson 9</b> March 25	<b>RESEARCH STRATEGIES</b> Skimming/Scanning Book Talk Literature Circle Articles	Read Chapter 10.	<i>Expanding Literacy and Content Learning Through Information and Communication Technologies (3)</i>
<b>Lesson 10</b> April 1	<b>ASSESSMENT STRATEGIES</b> Echo or Choral Reading Poems for Two Voices/Readers' Theatre Data-Driven Decision Making Rubrics	Read Chapter 4	<i>Classroom Assessment of Literacy Growth and Content Learning (3)</i>
April 8	<b>Reading Day - No Class</b>	<b>Lessons 3, 4, &amp; 5 due</b> <b>Turn into Education Office by 5:00 p.m.</b>	
<b>Lesson 11</b> April 15	<b>VIDEO CASE</b>	Read Chapter 11.	<i>Honoring Diversity and Building Competence: Supporting Striving Adolescent Readers Across the Disciplines (3)</i>
<b>Lesson 12</b> April 22	<b>MULTIPLE SOURCES</b> Literature Circles – Distribute Articles Read-Alouds	Read Chapter 8. <b>Book Summaries Due</b>	<i>Reading and Learning from Multiple Sources (2)</i> <b>Student Book Talks</b>
April 29	Literature Circle Complete Professionalism Rubric	Literature Circle Article <b>Philosophy Statement due</b>	
May 6	Final Exam		