University of Oregon
College of Education
Spring 2015

Course Number/CRN: EDLD 610 CRN: 36657
Course Title: Literacy for Learning II
Credits: 2 credits.

Instructor/Office: Cindy Herr, Ph.D., 368 HEDCO
cherr@uoregon.edu (preferred contact method)
Phone: 541-346-1410

Office Hours: Tuesdays, 2:30 – 3:30 and others by appointment

Prerequisites: EDLD 612, Reading Interventions
EDLD 610, Literacy for Learning I

Required Textbooks: (available at UO Duck Store or online)

Gallagher, K. (2011). Write like this: Teaching real-world writing through modeling and mentor

CA: Arena Press.*

Mason, L. H., Reid, R., & Hagaman, J. L. (2012). Building comprehension in adolescents:
Powerful strategies for improving reading and writing in content areas. Baltimore, MD: Paul
H. Brookes.

*Required for EDLD 610, Literacy I (Winter term)

Additional Readings: (posted as PDF files on Blackboard)

Additional readings will be posted to each unit on Blackboard. Please check the “Additional
Readings” folder in each unit.

University of Oregon Course Website:
This course primarily will be offered online via Blackboard at http://blackboard.uoregon.edu. At
that site, you will be able to access everything you’ll need for this course including the syllabus,
readings, assignments, lectures, PowerPoint notes, post assignments and discussion board
entries, check your grade, get up-to-date announcements, and communicate with the instructor and your classmates.

Course Description:

This course focuses on instructional strategies and content for literacy instruction (reading and writing) that meet the academic needs of middle and high school students with diverse abilities. The purpose of this course is to give students the skills to (a) provide instruction to a diverse range of middle and high school students, including those who struggle with reading and writing and those who are English Language Learners, (b) use teaching and learning strategies in the area of reading and writing, and (c) design learning environments that promote high achievement in reading and writing.

Learning Outcomes:

Upon completion of this course, the student will be able to:

1. explain current research and policy concerning adolescent literacy.
2. describe the impact of individual cultural differences on one’s reading and writing experiences.
3. identify, through a survey, the reading motivation level of an adolescent and write recommendations for increasing the student’s motivation to read.
4. identify alternative literacies, including digital literacies, which are popular with adolescents and identify methods to utilize those literacies to motivate adolescents to improve their literacy skills.
5. Identify writing strategies that are effective in teaching adolescents with diverse abilities and adolescents who are English language learners the skills they need to successfully write descriptive, expository, and persuasive essays.
6. identify the steps in teaching adolescents to write research papers.

Course Format/Structure

This is an online course that utilizes asynchronous online materials in addition to some synchronous (via Adobe Connect) online. We will use a blend of online lectures, journals, and assignments.

Student Engagement Inventory

Graduate: 1 credit hour = 40 hours of student engagement

<table>
<thead>
<tr>
<th>STUDENT ENGAGEMENT INVENTORY - Graduate</th>
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<tbody>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Course attendance</td>
</tr>
<tr>
<td>Assigned readings</td>
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<tr>
<td>-------------------</td>
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<tr>
<td>Projects</td>
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<tr>
<td>Online interaction</td>
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<tr>
<td>Total hours:</td>
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**Workload Expectations:**

- Five units are spread over the ten-week term in two-week blocks. Students may self-pace through most of the unit activities over the two weeks but must complete the unit by the end of the 2 weeks.

- Assignments must be submitted by times designated in the syllabus or assignment.

**Assignments:**

- **Position Statement on Adolescent Literacy:** Students will write a short position statement paper after completing the readings for Unit 1. (30 points)

- **Motivation to Read:** Students will administer the Adolescent Motivation to Read survey to an adolescent, score it, interpret the results, and write recommendations in Unit 2. (25 points)

- **Written Responses to IRIS Modules:** Students will complete two online IRIS modules and prepare a written response to each module in Unit 3. (2 @ 20 points each)

- **Graphic Novel Unit Plan:** Given a sample of a graphic novel, students will design lesson plans appropriate to the text that include one or more comprehension strategies. The unit plan must include instructional steps, guided practice, independent practice, generalization activities, and a data plan. (Unit 4) (40 points)

- **Writing Research Papers Unit Plan:** Students will design a unit to teach high school students one of the steps in writing a research paper. (Unit 5) (40 points)

- **Journal Entries:** Students will complete a post-unit journal entry for each unit. (5 @ 5 points each).

Please submit journal entries online. All other assignments should be emailed to me by the due date. You do not need to post them on Blackboard or send them to anyone else.

**Grading:**
Grades are based on a percentage of points earned. Grading for this course is non-competitive. In other words, I do not grade on the curve. A grade of Incomplete will not be given automatically to accommodate a student's failure to complete the requirements of this course during the term. A grade of Incomplete (I) will be awarded only under special circumstances (consistent with University and College policy). A formal, written contract between the student and the lead instructor must be completed in the event that the lead instructor believes that a grade of Incomplete is appropriate.

<table>
<thead>
<tr>
<th>Points</th>
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<tbody>
<tr>
<td>196 - 200</td>
<td>A+/P</td>
<td>178 - 183</td>
<td>B+/P</td>
<td>160 - 165</td>
<td>C+/NP</td>
<td>130 - 147</td>
<td>D/NP</td>
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<tr>
<td>190 - 195</td>
<td>A/P</td>
<td>172 - 177</td>
<td>B/P</td>
<td>154 - 159</td>
<td>C/NP</td>
<td>&lt;130</td>
<td>F/NP</td>
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<tr>
<td>184 - 189</td>
<td>A-/P</td>
<td>166 - 171</td>
<td>B-/P</td>
<td>148 - 153</td>
<td>C-/NP</td>
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Course Expectations:
1. All assignments, unless otherwise noted, must be done individually. See the Code of Student Conduct (University web site) for information about plagiarism and cheating.

2. All assignments will be posted on blackboard within the unit in which they are due. Assignments will include detailed directions, a scoring rubric, and due dates/time. Lesson and unit plans should be formatted according to assignment specifications and must be professionally prepared (correct spelling, grammar and punctuation) and submitted online.

3. Journal postings should be professionally and thoughtfully written (use correct spelling, grammar and punctuation). I recommend that you compose these assignments in a separate word document, use editing tools, and save your work on your computer, so if you have difficulty posting online, you will not lose your original work.

4. All of your assignments must be original work. You may not use assignments for this class that you have submitted as work for another class. Double space all written assignments, use a 12 font, number the pages of your document, and use 1” margins on all sides of the page (unless assignment specifics direct otherwise). Be sure to include your name on your assignment.

Class Policies:

“People First” Language
People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases, both in speech and in writing, like “the handicapped,” “EH kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, the student with a severe disability, the program for students with behavior disorders. This small change emphasizes the humanity and individuality of the person and clarifies that
disability is only one of many characteristics (and not necessarily the most important!) that people can possess. Students and the instructor are expected to use appropriate language in all written work.

Diversity
It is the policy of the University of Oregon to support and value diversity. To do so requires that: (1) we respect the dignity and essential worth of all individuals, (2) we promote a culture of respect throughout the University community, (3) we respect the privacy, property, and freedom of others, (4) we reject bigotry, discrimination, violence, or intimidation of any kind, (5) we practice personal and academic integrity and expect it from others, and (6) we promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Documented Disability
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see http://aec.uoregon.edu

Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code http://conduct.uoregon.edu). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Academic Honesty
Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals), it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website:

"Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise
identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
1. One quotes another person’s actual words or replicates all or part of another's product;
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.
(http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

Conflict Resolution
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu ; or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

- Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

Grievance Policy
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (https://education.uoregon.edu/academics/student-grievance) or enter search: student grievance.

**Mandatory Reporting**

UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse and prohibited discrimination. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting
## Class Content and Schedule

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
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| **Unit 1** | 3/30-4/10 | - What is the Current State of Adolescent Literacy?  
- Graham & Perin (2007)  
- National Center for Education Statistics (2012)  
- Gregory & Burkman (2012)  
- Short & Fitzsimmons (2007) |
|       |            | **Position Statement Due April 10**  
**Journal Entry Due April 10** |                                                                                   |
| **Unit 2** | 4/13 – 4/24 | - Motivating Struggling Adolescents  
- Fluency and Adolescent Readers | - Henk, Marinak, & Melnick (2012)  
- Paige, Rasinski, & Magpuri-Lavell (2012)  
- Pitcher et al. (2007) |
|       |            | **Motivation to Read Assignment Due April 24**  
**Journal Entry Due April 24** |                                                                                   |
| **Unit 3** | 4/27 – 5/8 | - Reading Strategy Instruction  
- CSR and PALS strategies | - IRIS CSR Module  
- IRIS PALS module  
- Honig et al. pp. 698-742  
- Kamil et al. (2008)  
- Mason, Reid, & Hagaman, Chapters 1 – 7 |
|       |            | **IRIS Module Assignments (2) Due May 8**  
**Journal Entry Due May 8** |                                                                                   |
| **Unit 4** | 5/11 – 5/22 | - Digital Literacy  
- Expository Writing | - Mason, Reid, & Hagaman, Chapters 8 – 13  
- Gallagher, Chapters 1 – 3  
- Griffith (2010)  
- Hobbs (2011)  
- Wolsey & Grisham (2012) |
|       |            | **Comprehension Strategy Unit Plan Due May 22**  
**Journal Entry Due May 22** |                                                                                   |
| **Unit 5** | 5/25 – 6/5 | - Writing Essays  
- Writing Research Papers | - Gallagher, Chapters 4 – 9  
*How to Write a Research Paper*  
- Chodorow (2011) |
|       |            | **Research Paper Unit Plan Due June 5**  
**Journal Entry Due June 5** |                                                                                   |