

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION**

Course Title: Engaging Students in Literacy: Motivating Learners to be Literate

Course Prefix and Number: EDTD 7222 **Hours:** 3-0-3

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COURSE DESCRIPTION:

Motivating students to read is a concern for many classroom teachers, and there is now some good research on how to approach this task. This course will concentrate on interpreting available research on motivation from the professional literature in many fields and engage students in how to implement these data through instructional approaches in the context of the classroom. In addition, finding and using motivational materials that are instructionally sound will be studied.

COGNITIVE/PERFORMANCE DOMAIN GOALS:

E. Demonstrate an understanding of student motivation to create an environment with positive social interaction, engagement in learning, and self-motivation.

F. Plan instruction based on learners, subject matter, and curricular goals.

I. Relate to/work with others in learning community.

CONCEPTUAL FRAMEWORK PRINCIPLES:

Primary outcomes: Student will:

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
2. Understand how students learn and develop and be able to provide developmentally appropriate learning opportunities that support intellectual, social, and personal development.
3. Understand how students differ in the approaches to learning and be able to create instructional opportunities that are adapted to diverse learners.
4. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.

Secondary Outcomes: Students will:

7. Plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
8. Be a reflective practitioner who continually evaluates the effect of his/her choices and action on others (students, parents, and other professionals in the learning community).

SPECIFIC COURSE OBJECTIVES:

The student will discuss, describe, analyze, and evaluate (orally and in writing) the following:

1. the need for engaging students in reading
2. interpretations of research on motivation for varied fields
3. instructional approaches for different classroom contexts
4. the effect of motivation on students, teachers, and the school
5. methods of empowering students to share ideas and explore literature and literature-related technology
6. ways of developing needed skills that are engaging as well as educational

TEXTBOOKS REQUIRED:

Moving Forward with Literature Circles - Scholastic

Motivating Recreational Reading and Promoting Home-School Connections - IRA

Annie Freeman's Fabulous Traveling Funeral by Kris Radish

GENERAL INFORMATION ABOUT THE COURSE

Due to the topical design of this course, it will be nearly impossible to "make up" the content of any missed class period. Each class meeting will be devoted to a different approach to motivating students to become literate. During class meetings, materials will be reviewed and evaluated, and students will be actively engaged in "trying out" various approaches. Therefore, punctuality and attendance for the entire period of every class meeting is required. Since there are only seven class meetings, even missing half the class period is in excess of the allowable percentage of absences per semester. (Please see the instructor immediately after class today if you foresee a problem.)

A major component of this course will be to "try out" some of the approaches to literacy that will

be introduced in class with your own students. You will contract for the grade you wish to earn. Therefore, you will have some flexibility on how many assignments you choose to do and the order in which you wish to complete them. Some class assignments are mandatory for everyone and must be completed in order to pass the class. Assignments are due at the beginning of the class period and unless otherwise noted, should be typed. Due dates are to be strictly followed. A late assignment may result in lowering of the contracted grade. Failure to complete any of the mandatory class assignments will automatically result in one letter grade lowering of the contracted grade. All assignments are to be submitted via LiveText. In addition, please submit hardcopies to instructor until she notifies you that she has been set up with LiveText.

ACADEMIC HONESTY

Students are expected to read and strictly adhere to the entire Academic Honest policy found on page 39 or the 2007-08 Augusta State University Catalog. In part, the policy reads:

“Academic honesty requires the presentation for evaluation and credit on one’s own work, not the work of othersPlagiarism is the failure to acknowledge indebtedness.

It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged.”

Since this course involves finding and trying out new ideas, the Internet will be a valuable resource. Ideas may be adapted for your particular situation, but not used in whole. For a few of the Free Choice assignments, it may be practical for you to work with other class members that teach at your same school. If you plan to do so, please clear it with the instructor first.

For courtesy reasons, cell phones should be turned off or muted during class time.

MANDATORY ASSIGNMENTS

1. Weekly Article reflections
2. Assigned Reading
3. Class Activity reflections
4. Poetry Café participation
5. Cooking Project

Grading Scale:

For an **A** – All mandatory assignments + 15- 17 points worth of Free Choice assignments

For a **B** – All mandatory assignments + 12-14 points worth of Free Choice assignments

For a **C** – All mandatory assignments + 9-11 points worth of Free Choice assignments

Mandatory Assignments - Requirements

1. Weekly article or class activity reflections

Each week, you will be assigned articles to read and/or will be asked to reflect upon something that was shared in class . *Do not annotate the article*. Share you thoughts. For example: Did you agree? Disagree? Is this an idea you could use? How would you have to modify it? Unless otherwise noted, reflections should be no more than ½ a page and should be typed.

2. Assigned Reading

All reading assignments should be completed before class begins, along with any type of reaction guide that may be included as part of the reading assignment. This will be particularly important for the three weeks of Literature Circle experience. It will be obvious to your group members if you have not read the assigned section and prepared for your role.

3. Poetry Café Presentation

You will need to choose and practice a poem to present in class. You may do a dramatic reading, rap it, set it to music, recite it from memory, act it out, dress up in character, use props, etc.

4. Cooking Project

For our final class meeting, you will need to find a passage in a book that describes a food that is somehow important to the story. Bring the book and be prepared to share the passage along with the food item. Make a tent card with the title of the book and name of the food to display with your dish.

FREE CHOICE ASSIGNMENTS (each may only be used once and should be a new experience)

Worth 1 point

1. Read an author’s or illustrator’s biography (book, not webpage)
2. Conduct a mini-workshop for teachers in your department or grade on how to motivate students to read
3. Read Aloud and keep record to document at least 16 hours between now and last class meeting
4. Booktalk a set of 5-6 books (must include fiction and nonfiction)

5. Cook with a Book
 6. Use magazines and periodicals in place of your reading book or novel for a day
 7. Use a graphic novel with a small group or individual student
 8. Find and review 5 websites that offer reading programs or activities appropriate for you students
 9. Find and review 5 websites that offer reading programs or activities appropriate for other educators
 10. Use a Jackdaw approach (pg 25 in textbook) with a book
 11. Organize a Book Swap (pg. 114 in textbook)
 12. Create a Summer Reading List for your students
 13. Read the required amount of Georgia Book Award Nominees to your class or enlist parents to do so
 14. Participate in Book It (Pizza Hut) or other similar motivational reading program
 15. Administer a reading Attitudinal Survey to your class and tally results
 16. Make a list of at least five agencies/organizations that give literacy related grants w/criteria
- Worth 2 points
1. Conduct an Author or Illustrator Study
 2. Present a workshop for parents on how to motivate students to read
 3. Implement Literature Circles or Discussion Groups for a book of at least 32 pages or a novel
 4. Read a novel to your class and plan a culminating activity
 5. Use an audiobook with your class and plan a culminating activity
 6. Conduct a Poetry Café
 7. Cook with a Book (class involvement)
 8. Implement a BookClub with small group
 9. Organize a “lunch bunch” BookClub
 10. Design and implement a reading activity or program involving parents
 11. Hold a parent workshop sharing tips, books, websites, etc.
 12. Do a special class project for Read Across America Day (Mar. 2)
 13. Booktalk a set of 5-6 related books (must include fiction and nonfiction) using PowerPoint
 14. Do a “Reader’s Theater” based on a story from your anthology, or a picture book
 15. Implement “read a book in an hour+”
 16. Make a “literacy” webpage for you parents and students with links
 17. Use a book in class, either as your reading material or read aloud, then watch movie/video version and compare
 18. Assign a nontraditional book report giving students at least four options (fiction)
 19. Assign a nontraditional book report giving students at least two options (nonfiction)
 20. Set up and use a Buddy or parent journal system (pg. 74 and 86 in textbook)
 21. Have your students make a book for a younger class
 22. Plan a reading event at your school (Read for 1000 seconds, etc.)
 23. Organize a BookClub with your colleagues and read/discuss either a novel or professional book
 24. Administer an interest inventory to two students and prepare “customize” summer reading lists for both
 25. Administer a reading Attitudinal Survey to your class and tally results/ summarize findings
 - * 26. Make an annotated book list of 5 novels that could be used as read alouds for content area teachers in your school (math, science, history, health, social studies, art, music, PE) Group by GPS topic and grade level. (This option may be repeated once for another content area.)
 - *27. Make an annotated list of 10 picture books that could be used to compliment a GPS unit of study in math, science, social studies, health, PE, art, music. All books must be related to the same unit. (This option may be repeated once for another unit, different subject area.)
 28. Involve a parent or other adult guest to do a “Read and Feed” activity with your class.

Evidence Required for FC’s -1 pointers

1. One paragraph review; list of 5 interesting facts you would share with students
2. Copy of department meeting notes or minutes, or copy of agenda indicating your role
3. Reading log with title, date, length of time
4. List of titles, notes from Booktalk, photo, WR
5. Photos, lesson plan, WR with name of book/type of food you used
6. List of magazines, lesson plan, photo, WR

7. Title, photos, lesson plan, WR
8. Review, list of websites with URL's
9. Review, list of websites with URL's
10. Photos, lesson plan, title of book with list of items, WR
11. Photos, flyers about event, note sent home, WR
12. Copy of list
13. Lesson plan, photos, parent appt. list of titles used, voting results
14. Copy of teacher paperwork, newsletter info, photo of student chart
15. Copy of survey used, tallied results, WR of knowledge gained
16. List and criteria

Evidence Required for FC's -2 pointers

1. Lesson plan, handouts, student work samples, photos, WR
2. Copy of handouts, PTA program, etc., indicating your role as presenter
3. Lesson plan, handouts, student work samples, photos, WR
4. Student work samples, photos, lesson plan, handouts, WR
5. Student work samples, photos, lesson plan, handouts, WR
6. Photos, lesson plan, handouts, list of selected poems, WR
7. Photos, lesson plan, title of book used and food selected, WR
8. Lesson plan, handouts, photos, WR
9. Invitation, student work samples, photos, handouts, WR
10. Announcement, handouts, WR, parent comments
11. Invitation, announcement, handouts, WR, parent comments, sign in sheet
12. Lesson plans, photos, student works samples, handouts, WR
13. Copy of PowerPoint slides, WR
14. Lesson plan, copy of script, photos, WR
15. Lesson plan, title of book, photos, WR
16. URL for webpage and/or copy of webpage, parent comments
17. Title, handout, graphic organizer, class chart, lesson plan, WR
18. Handout explaining choices, rubric, student work samples of each type, WR
19. Handout explaining choices, rubric, student work samples of each type, WR
20. Announcement, copies of entries, WR
21. Book, WR
22. Announcement, photos, committee list, WR
23. Invitation, announcements, title of book, photos, WR
24. Copies of completed inventories, booklist completed for each student, WR
25. Copy of survey, tally results, written summary of results, WR
26. Annotated list with all info included
27. Annotated list with all info included
28. Record of communication to set up activity, photos

Always put number and point value of FC on top of first page.