

## EDUC 376: Adolescent Literacy

<b>Location:</b>	Evening
<b>Address:</b>	1001 Rogers Street Columbia, MO 65216
<b>Section:</b>	19FALL1/EDUC/376/EVA
<b>Semester Credit Hours:</b>	3
<b>Class Day(s) and Time(s):</b>	Wednesday 5:30 PM - 9:30 PM from August 26, 2019 to October 19, 2019

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### Course Information

#### Catalog Description

Students, ages 9-19, need literacy instruction based on sound theory and instructional techniques to meet their learning needs in reading, writing, listening, speaking, thinking, viewing and technology. This class will address the developmental needs of these students and provide recent research theory for the demonstrated techniques to assist in successful learning for all adolescent learners through instructional intervention for their reading and literacy deficits.

**Prerequisite:** Admission to the Teacher Certification Program.

### Textbooks

As part of Truition<sup>SM</sup>, students will receive their course materials automatically as described below.

*No textbook required.*

#### Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

#### eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should

use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

#### Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

**Returns:** Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

**Note:** Students who opt-out of having their books provided as part of [Tuition<sup>SM</sup>](#) are responsible for purchasing their own course materials.

#### Technology Requirements

##### **THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.**

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

#### Course Learning Outcomes

1. Demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. (1.1)
2. Demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students. (1.2)
3. Demonstrates understanding of how to engage students in the methods of inquiry and research in his or her respective discipline. (1.3)
4. Knows and identifies child/adolescent developmental stages and uses this knowledge to adapt instruction. (2.1)
5. Demonstrates knowledge on how to assist students in setting short- and long-term learning goals and self-reflect on their overall growth. (2.2)
6. Applies knowledge of the theory of learning in all aspects instructional design. (2.3)
7. Recognizes diversity and the impact it has on education. (2.4)
8. Can plan learning activities to address students' prior experiences, learning styles, multiple intelligences strengths, and needs in order to positively impact learning. (2.5)
9. Demonstrates an understanding that instruction should be connected to students' prior experiences and family, culture, and community. (2.6)
10. Understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes. (3.1)
11. Understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives. (3.2)
12. Understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives. (3.3)
13. Demonstrates knowledge of researched-based models of critical thinking and problem- solving, including various types of instructional strategies, to support student engagement in higher level thinking skills. (4.1)
14. Demonstrates knowledge of current instructional resources to support complex thinking and technological skills. (4.2)
15. Can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group and independent learning. (4.3)
16. Understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques. (6.1)
17. Develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families. (6.2)

18. Develops the ability to facilitate learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy. (6.3)
19. Describes, explains, and analyzes a variety of self and peer assessment strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals, and is able to teach students to set learning goals. (7.3)
20. Develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher order questioning, and uses analysis of the data to determine the effect of class instruction on individual and whole class learning. (7.4)
21. Recognizes the importance of developing relationships and cooperative partnerships with students, families and community members to support students' learning and well-being. (9.3)

## Grading

### Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

### Grade Weights

Assignment Category	Points	Percent
Discussion Boards 10@10 pts	100	10%
Book Project 1	150	15%
Book Project 2	150	15%
Book Project 3	150	15%
Book Project 4	170	17%
Book Rationale	130	13%
Strategies Paper	150	15%
<b>Total</b>	<b>1000</b>	<b>100%</b>

## Schedule of Due Dates

### Week 1

Assignment	Points	Due
Discussion Board	10	Sunday at midnight

### Week 2

Assignment	Points	Due
Discussion Board	10	Sunday at midnight

### Week 3

Assignment	Points	Due
Discussion Board	10	Sunday at midnight
Book Project 1	150	Sunday at midnight

### Week 4

Assignment	Points	Due
Discussion Board	10	Sunday at midnight
Book Project 2	150	Sunday at midnight

### Week 5

Assignment	Points	Due
Discussion Board x2	20	Two posts this week, both due Sunday at midnight
Book Project 3	150	Sunday at midnight
Week 6		
Assignment	Points	Due
Discussion Board	10	Sunday at midnight
Book Project 4	170	Sunday at midnight
Week 7		
Assignment	Points	Due
Discussion Board	20	Two posts due this week, both due Sunday at midnight
Book Rationale	130	Sunday at midnight
Week 8		
Assignment	Points	Due
Discussion Board	10	Sunday at midnight
Strategies Paper	150	Sunday at midnight
<b>Total Points: 1000</b>		

## Assignment Overview

### Assignments

#### **\*COURSE ASSIGNMENT DESCRIPTIONS:**

Reading Books and Book Projects: It is important to read Young Adult (YA) literature to understand the strategies and approaches discussed, therefore students will choose four books total, each one from the YA themes listed (below) to read and complete one of the book projects for each book. Further explanation will be given in class where all four book projects will be described.  Consent Culture/ Sex and Ethics  LGBTQ  Mental Health  Dystopian/cyber/social media/technology  Race/Discrimination  Socioeconomic Status  Different Abilities Method of evaluation- Rubrics

Book Rationale: Review NCTE's guidelines for writing a book rationale. Your audience is your local school board alerted by concerned parents challenging you for the use of a certain text in your class. Choose any book from the ALA list of top 100 challenge/banned books 2000-present. Method of evaluation- Rubric

Strategies Paper: In a paper, students will synthesize learning in this course. The paper will allow the student to reflect on research-based strategies for adolescent literacy and personal growth as an educator to serve adolescents in their endorsement area. More information will be shared in class. Method of evaluation- Rubric

Discussion Board: Each week you will be asked to discuss a topic or topics, in a reflective style, through the D2L discussion board. This is where you will demonstrate your understanding of assigned readings and discuss their impact on your pedagogical approach toward adolescent literacy according to the discussion board question/focus. Your initial post/s are due by Friday at midnight, and two responses to other learners must be completed by Sunday at midnight. Method of evaluation-These posts are graded holistically according to the reflective discussion board rubric provided.

**\* Note: Assignments are due on the day listed below on the course schedule. The instructor does NOT accept late work unless the student discusses the situation with the instructor PRIOR to the due date (at a minimum, the day preceding the due date).**

## Course Outline

Click on each week to view details about the activities scheduled for that week.

**Week 1:****Discussion Board****Week 2:****Discussion Board****Week 3:****Discussion Board**  
**Book Project 1****Week 4:****Discussion Board**  
**Book Project 2****Week 5:****Discussion Board x2**  
**Book Project 3****Week 6:****Discussion Board**  
**Book Project 4****Week 7:****Discussion Board**  
**Book Rationale****Week 8:****Discussion Board**  
**Strategies Paper****+ Additional Resources**

Online databases are available at [library.ccis.edu](http://library.ccis.edu). You may access them using your CougarTrack login and password when prompted.

**Technical Support**

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: [CCHelpDesk@ccis.edu](mailto:CCHelpDesk@ccis.edu), 800-231-2391 ex. 4357
- D2L Helpdesk: [helpdesk@d2l.com](mailto:helpdesk@d2l.com), 877-325-7778
- VitalSource: [support@vitalsource.com](mailto:support@vitalsource.com), 1-855-200-4146

## Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

## ! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

### Additional Policies:

#### Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

#### Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

#### Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

#### Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

### Course Policies and Procedures:

#### Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course

progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

### CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

### Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

### Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at [ccis.edu/policies](http://ccis.edu/policies). The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.