1. COURSE NUMBER AND TITLE
ELRL 625 Adolescent and Adult Literacy in the 21st Century 3 graduate credits

2. CATALOGUE COURSE DESCRIPTION
This course focuses on creating a new definition of adolescent and adult literacy. Current literacy research, theory, curriculum design, development, materials, and teaching practices for adolescents and adults using various print media including multimedia are explored. Through personal and shared inquiry, multiple literacies (including media, intertextual, visual, and critical literacies) are examined. Particular attention is given to the areas of study skills, selection of appropriate materials, comprehension problems, reading and writing programs, and the development of lifelong literacy habits. Critical issues including the grey digital divide, censorship, politics and literacy, and plagiarism and webquests are explored.

3. PREREQUISITES: None

4. COURSE OBJECTIVES Candidates will know and understand:

A. Current research, theory, trends, themes, and social and political issues in the teaching of literacy to adolescent and adult learners (IRA Standard 1.1, 1.2; NJPTS 1, 2; WPUNJ B1, B2, B3, B4).

B. Literacy curriculum design and development and a wide range of instructional practices and materials including technology-based practices for adolescent and adult learners with special learning needs and differing cultural and linguistic backgrounds (IRA Standard 1.4, 2.2, 4.1; NJPTS 3, 4, 6, 7; WPUNJ D4, D5, D6).

C. A wide range of curriculum materials in effective literacy instruction for adolescent and adult learners at different stages of reading and writing development, with special learning needs and from different cultural and linguistic backgrounds (IRA Standards 2.2, 2.3, 4.1; NJPTS 3,4,7; WPUNJ D4, D5, D6).

D. How to enhance instructional practices through informal assessment and by integrating grade and content specific (NJCCCS) reading and writing strategies including study skills and comprehension monitoring strategies. (IRA Standards 2.3, NJPTS 4.5; WPUNJ D2, D3, D6).

E. How to use instructional grouping options including individual, small-group, whole-class and computer based groupings to enhance and improve instructional practices and that engage students in lifelong reading habits (literature circles, role playing, readers’ theatre, shared reading and writing, cooperative learning, recreational reading) that engage students in lifelong literacy habits (IRA Standards 1.4, 2.1, 2.2, 2.3, 4.4; NJPTS 4, 6; WPUNJ D2, D3, D4, D5).

F. How to use students’ interests, reading abilities and backgrounds as foundations for the reading and writing program including student difficulties across grade levels and content areas (IRA Standard 4.1; NJPTS 4,6; WPUNJ D2, D3).

G. How to use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds (IRA Standard 4.2; NJPTS 4,6;WPUNJ C3, D4, D5, D6).

H. How to model reading and writing enthusiastically as valued lifelong activities and demonstrate how to select appropriate grade, interest, and ability-level multicultural literature for diverse learners (IRA Standards 2.3, 4.3, 4.4; NJPTS 6, 8; WPUNJ A2, D4).
5. STUDENT LEARNING OUTCOMES
Candidates will be able to:

A. Use current research, theory, trends, themes, and social and political issues in literacy teaching of adolescent and adult learners to prepare a research paper. (IRA Standards 2.3, 5.2; NJPTS 1,8; WPUNJ B1, B2, B3, B4)

B. Use instructional grouping options as appropriate in curriculum design and development together with a wide range of instructional materials and practices, including technology-based practices and a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds to prepare targeted lesson plans, and critical issues presentations (IRA Standards 1.4, 2.1; NJPTS 4,6; WPUNJ D2, D3, D4, D5, D6).

C. Use computer-based grouping and non-print technology media to evaluate content area websites and prepare critical issues presentations (IRA Standards 2.1; NJPTS 6; WPUNJ D2, D3, D6).

D. Use knowledge and understandings (including teacher interviews) of reading difficulties of older students to develop lesson plans that target students’ strengths and prepare critical issues presentations based on research. (IRA Standards 4.3, 4.4; NJPTS 4,6; WPUNJ D2, D3).

E. Display positive dispositions related to reading and the teaching of reading by creating safe and caring classroom environments that encourage reading independence and by working with colleagues, families and communities to ensure that all students have access to quality print and non-print materials and adults who enthusiastically model proficient reading behaviors. (IRA Standard 5.1, NJPTS 8, 9; WPUNJ D2, D3)

6. TOPICAL OUTLINE OF COURSE CONTENT
A. Foundations of Literacy in the 21 Century for Adolescent and Adult Learners
   - Reading philosophies
   - Reading as a process
   - Reading as communicated through texts
   - Literacy demands and learning concepts
   - Reading across the curriculum
   - Creating literate environments

B. Developing Meaningful Vocabulary for the Adolescent and Adult Learners
   - Effective vocabulary instruction
   - Phonic and structural analysis
   - Dictionary and thesaurus
   - Analogies
   - Word recognition

C. Reading Comprehension for Adolescent Adult Learners
   a. Comprehension Processes: metacognition, utilizing prior knowledge, brain research, schema theory
   b. Comprehension strategies: adjusting reading rate, stance, cloze passage, KWL, DRTA, technology

D. Content Area Reading and Study Skills for the Adolescent and Adult Learner
   - Relevant study methods
   - Language and text patterns
   - Research skills
   - Graphic aids
   - High stakes test taking strategies

E. Reading and Writing Assignments for Adolescent and Adult Learners
   - Readability levels of literature
   - Grouping for motivation
   - Strategies for guiding content area reading
   - "At-risk" learners
   - Students with reading disabilities and difficulties
   - Developing teaching units
Independent reading
Resource personnel in the regular classroom

F. Literacy Across the Curriculum
Reading-writing across genres in all content areas
Writing across the curriculum: process writing, workshops, learning logs, journals, research

G. Literacy Across the Curriculum
Data from tests
Norm and Criterion referenced tests
Process and holistic assessment
Portfolios
Self-assessment
Anecdotal records

H. Middle and Secondary School Reading Programs
Total school program
Special reading classes
Selecting and evaluating materials & texts
Assessment and evaluation
The role of the reading specialist

I. College Reading Programs
Screening programs
Selecting and evaluating materials & texts
Assessment and evaluation

J. Critical Issues in Adolescent and Adult Literacy in the 21st Century
The Grey Divide
Censorship, Discipline and Control
Politics and Literacy
Plagiarism and Webquests
Multiple Literacies

7. TEACHING/LEARNING METHODS
Online readings and discussions—pair, small and whole group work
Online demonstrations

8. METHODS OF STUDENT ASSESSMENT
Profile of a student
Student profile for a college level student who has difficulty in reading and/or writing. Profile includes an interview, interest inventory, observational data from formal and informal literacy assessments (running records, miscue analysis) documentation of how and when this information will be shared with the student, and a plan for future assistance;
Targeted lesson plans for student profiled in assignment (a) (see Targeted Lesson Plan Assessment Rubric)
Targeted lesson plans for small groups of students experiencing difficulty in reading and/or writing (see Targeted Lesson Plan Assessment Rubric)

Research Paper: Focus on a particular content area and choose an issue/topic in literacy related to that content. Research ways to teach students based on current research and content area. Prepare a paper (not more than 10 pages) and presentation (with handouts) to share findings and teaching suggestions with the class. APA style required. A minimum of 10 references are required and must include at least two internet sites and software recommendations; (see Assessment Rubric)
Directions:
1) Identify a particular content area and choose an issue/topic in literacy related to that content.
2) Research strategies to teach students based on current research in this content area.
3) Prepare a paper (not more than 10 pages) and presentation (with handouts) to share findings and teaching suggestions with the class.

Note: APA style required. A minimum of 10 references are required and must include at least two internet sites and software recommendations; hard copy references should be professional reading journals and content area professional journals. Web-based references should be professional organization and/or educational cites. Do not use magazine articles and teaching tip and technique-like articles.
Interview a content area teacher at a middle, secondary, or college level. Discuss the reading and writing difficulties this teacher believes students experience in this content area. Discuss the difficulties students experience in completing class assignments. Make specific suggestions for helping this teacher and these students improve.

Evaluation of a content-area website for literacy benefits.

Critical issues presentation and reflective essay

Critical Issues Presentation and Reflective Essay

Due: See Weekly Schedule under COURSE INFORMATION

There are three objectives for this assignment:

1) To learn about the proposed critical issues
2) To share information with teachers, parent and community members related to literacy
3) To experience for ourselves the nature of learning with technology that Leu and Kinzer identify as critical for our future work.

We have now reached the point in the semester when we will work in small groups to research and prepare a small group "presentation" for the class. Each one of you will choose a critical issue topic from those listed on the weekly schedule for this course. Depending on the size of the class, there will be 4 groups (with 4 members in each group).

Assigned Readings and Websites:

Each student must locate one professional reading and one website that provokes thought and challenges us to reflect critically on the topic. Each student should share his/her findings with the small group and together the small group must select the very best of these readings and websites that they will assign to the class for the group's critical issues presentation.

Students should begin looking for these readings and websites in their professional membership materials. Next, students should search the web and ERIC, using the information learned during the second F2F meeting with the librarian.

The criteria for the selections should be the following:

• Readings and websites should provoke thought, challenging us to view these issues in ways that may be new and different for us (the best readings will present opposing points of view and/or research),
• Readings and websites should require us to read and surf about the equivalent of one week's worth of time…..so be realistic in these choices!

The group must prepare one list of readings in the form of one word-processed document or webpage that I can post to the class. All group readings are due to me by March 24th, 1:00, p.m. to my digital drop box. It is the group’s responsibility to be sure the web addresses are correct and active! The group should integrate these readings and websites into their small group presentation.

While looking for the readings and websites, the small group should simultaneously plan a creative activity with discussion for the class to engage in over the week’s “presentation” period. This activity should highlight the critical issue. This activity might be a web quest, survey, “game show” and/or interview that the class will complete and “bring” to the week’s discussion. This activity should be presented using a simple word processed document, a PowerPoint presentation, and/or a group created website. The type of activity the group creates will depend on the presentation topic. The only requirement is that the presentation be creative! You should take risks as you experiment with this new way of “presenting” in a cyberspace classroom. Remember to design a week’s worth of work—no more and no less!

Your presentation must also include some or all of the following to be shared with a wider audience of teachers, parents and community
Rationale for this Assignment: Leu and Kinzer (2000) note that the convergence of literacy and technology requires all of us to be able to use technology to:

1. Find information, and lots of it, quickly;

2. Solve problems using this information; Work collaboratively through the Internet, without necessarily seeing or sitting next to our partners ...

So .. the goals of this critical issues presentation are to:

1) begin exploring the issues these requirements impose upon us and 2) find ways to successfully work through them. 3) Share information with a wider audience for the benefit of students.

You should all become "mini-experts" on the critical issue you have chosen and work with a group on finding the best information available and solving the problem of presenting this information to a cyberspace class. It will be a challenge but not one that we can't accomplish—together—successfully!

Therefore, as you begin working on your issue, you should feel free to ask for my guidance and help. I have a few ideas about useful information that should be considered and places where you may go to find it. I also want to know how the groups are working and what I can do to help you all have a successful learning experience. So, you need to be sure to contact me and keep me posted about your progress. In previous classes the biggest mistake students have made was contacting me at the last minute to ask to help….don’t wait! Seven days after the end of your week presentation (For example, if your presentation is the week of November 3 – November 9 then your essay is due by November 16th), each critical issues group member is responsible for preparing his/her own reflective essay about the group presentation. This essay should address four areas:

1) A detailed explanation of the work you did to contribute to your group’s presentation, 2) A short synthesis of the professional materials that were consulted and how they helped or did not help in the preparation of the week’s readings and/or presentation, 3) Your reflections on this “Group Presentation Experience,” including new questions you have, concerns, observations, and connections and/or mismatches you may see between your experiences and Leu and Kinzer’s predictions, and 4) A brief comment about where you stand on the critical issue you presented now that you have had time to study it a bit in-depth. You must send your individual, completed essay to the digital drop box just as you have done with all previous written assignments. GOOD LUCK! Don’t forget to keep me posted on your progress! I’m here to help you succeed!
BIBLIOGRAPHY

Adolescent and 
Adult Literacy Learning


Literacy and Technology


Selected On-Line Resources:
The Argus Clearinghouse: [http://www.clearinghouse.net/](http://www.clearinghouse.net/)
AskERIC: [http://ericir.syr.edu/](http://ericir.syr.edu/)
### CIRL 625: Adolescent and Adult Literacy in the 21st Century

**Assessment Rubric for Targeted Lesson Plans**

<table>
<thead>
<tr>
<th>4</th>
<th>Exemplary (Above Standard)</th>
<th>3</th>
<th>Effective (At Standard)</th>
<th>2</th>
<th>Moderately Effective (Approaching Standard)</th>
<th>1</th>
<th>Ineffective (Unacceptable-Assignment is not complete or lacks knowledge and understanding)</th>
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<tbody>
<tr>
<td>Lesson Plan is based on observed/diagnosed needs of student(s)</td>
<td>Lesson plan is based on observed/diagnosed needs of student(s) and may include assessments that go beyond what is required</td>
<td>Lesson plan is based on observed/diagnosed needs of student(s)</td>
<td>Lesson plan is minimally based on observed/diagnosed needs of student(s)</td>
<td>Lesson plan is not based on observed/diagnosed needs of student(s)</td>
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<tr>
<td>Lesson plan includes relevant components: (motivation, materials, learning activities, assessment, reflection)</td>
<td>Lesson plan includes relevant components that are creative and resourceful (motivation, materials, learning activities, assessment, reflection)</td>
<td>Lesson plan includes most of the relevant components (motivation, materials, learning activities, assessment, reflection)</td>
<td>Lesson plan does not include most of the relevant components (motivation, materials, learning activities, assessment, reflection)</td>
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<tr>
<td>Lesson Plan aligns with NJCCCS in Language Arts Literacy</td>
<td>Aligns with NJCCCS in LAL in overlapping and creative ways</td>
<td>Aligns with NJCCCS in LAL</td>
<td>Minimally aligns with NJCCCS in LAL</td>
<td>No alignment with NJCCCS in LAL</td>
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<tr>
<td>Lesson plan includes activities for differentiated instruction when appropriate</td>
<td>Lesson plan includes creative activities for differentiated instruction when appropriate</td>
<td>Lesson plan minimally includes activities for differentiated instruction when appropriate</td>
<td>Lesson plan does not include activities for differentiated instruction when appropriate</td>
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<td>Lesson plan includes multicultural resources</td>
<td>Lesson plan includes a variety of multicultural resources, many of which are recently published/available</td>
<td>Lesson plan includes multicultural resources</td>
<td>Lesson plan minimally includes multicultural resources</td>
<td>Lesson plan does not include multicultural resources</td>
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<td>Lesson plan integrates appropriate technology</td>
<td>Lesson plan integrates appropriate technology that demonstrates awareness of the newest and latest software/applications appropriate for student population</td>
<td>Lesson plan integrates appropriate technology</td>
<td>Lesson plan minimally integrates appropriate technology</td>
<td>Lesson plan does not integrate appropriate technology</td>
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Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.