

William Paterson University of New Jersey
College of Education
Department of Educational Leadership and Professional Studies

*Theme-Preparing Inquiring Educators for Diverse Settings:
Developing Knowledge, Application, Dispositions*

COURSE OUTLINE

1. Course Number and Title: ELRL 625 Adolescent and Adult Literacy in the 21st Century
(3 graduate credits)

2. 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. Pre- or Co-Requisites: 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. Literacy curriculum design and development and a wide range of instructional materials and practices including technology-based practices for children at emergent and developing stages of reading and writing, with special leaning needs, and from different cultural and linguistic. A wide range of curriculum materials in effective reading and writing instruction for children at different stages of reading and writing development, with special needs and from different cultural and linguistic backgrounds.
- B. 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.
- C. How to use instructional grouping options including individual, small-group, whole-class and computer based groupings to enhance and improve instructional 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.
- D. 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.
- E. 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.
- F. 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 valued lifelong activities and motivate learners to be lifelong readers.

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 reflective journal entries and a critical issues assignment.
- 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 assignment.
- C. Use computer-based grouping and non-print technology media to prepare targeted lesson plans and critical issues assignment.
- D. Use knowledge and understandings (including teacher interviews) of reading difficulties of older students to develop targeted lesson plans and prepare critical issues assignment based on research.
- E. Display positive dispositions related to reading and the teaching of reading by preparing a literacy program that creates safe and caring classroom environments that encourage reading independence and includes 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.

Learning Outcome	SPA (identify SPA Standards or Criteria on Program-Specific Assessments)	COE Advanced Programs Outcomes	NJ Professional Standards for Teachers and Administrators
A. Research	1, 2, Knowledge and Curriculum	Research, 4	Knowledge and Development 1, 2
B. Instruction	1, 2, 5 Knowledge, Curriculum, Diversity	Diversity & Practice, 2, 3	Instruction, Learning 4 & 6
C. Curriculum	1, 2, Knowledge and Curriculum	Practice, 3	Diversity 3
D. Knowledge	1, 2, Knowledge and Curriculum	Research, 4	Knowledge and Development 1, 2
E. Dispositions	5, Literate environment	Communication and Collaboration, 8 & 9	Dispositions 5

<http://www.wpunj.edu/coe/resources/standards.dot>

6. Course Content

- A. Foundations of Literacy in the 21 Century for Adolescent and Adult Learners
 - a. Reading philosophies
 - b. Reading as a process
 - c. Reading as communicated through texts
 - d. Literacy demands and learning concepts
 - e. Reading across the curriculum
 - f. Creating literate environments
- B. Developing Meaningful Vocabulary for the Adolescent and Adult Learners
 - a. Effective vocabulary instruction
 - b. Phonic and structural analysis
 - c. Dictionary and thesaurus
 - d. Analogies

- e. 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
 - a. Relevant study methods
 - b. Language and text patterns
 - c. Research skills
 - d. Graphic aids
 - e. High stakes test taking strategies
- E. Reading and Writing Assignments for Adolescent and Adult Learners
 - a. Readability levels of literature
 - b. Grouping for motivation
 - c. Strategies for guiding content area reading
 - d. "At -risk" learners
 - e. Students with reading disabilities and difficulties
 - f. Developing teaching units
 - g. Independent reading
 - h. Resource personnel in the regular classroom
- F. Literacy Across the Curriculum
 - a. Reading across genres
 - b. Reading in all content areas
- G. Literacy Evaluation
 - a. Oral presentations
 - b. Norm and Criterion referenced tests
 - c. Process and holistic assessment
 - d. Portfolios
 - e. Self-assessment
 - f. Anecdotal Records
 - g. Journal entries
- H. Middle School and Secondary School Reading Programs
 - a. Checklists
 - b. Reading Inventories
 - c. Total School Programs
 - d. Rubrics
 - e. Special Reading Programs
 - f. Selecting and Evaluating Materials and Texts
 - g. The Role of the Reading Specialist
- I. Critical Issues in Adolescent and Adult Literacy
 - a. Censorship
 - b. Politics
 - c. Multiple Literacies

7. Teaching Methods

- A. Online discussions
- B. Readings and whole group work