EDHD 624: Cognitive and Motivational Bases of Reading in the Content Areas
Spring 2017 – Wednesdays, 4:30 to 7:15 pm
USG, Building III, Room 3225

Course Syllabus

Instructor: Dr. Emily Fox
Office: 3242 Benjamin Building
Office Phone: (301)405-6956
Email: efox@umd.edu; emilywfox@hotmail.com
Office Hours: by appointment

COURSE DESCRIPTION

This six-credit course explores the cognitive and motivational bases of content area reading at the secondary level. With regard to cognition, this course focuses on how middle school and high school students learn from text, how they understand, analyze and evaluate text, and how they use text to support them in performance of tasks. With regard to motivation, this course focuses on how middle school and high school students respond to text and task-related features in terms of affect, interest, beliefs, attitudes, values, goals, and engagement. Students' individual differences in both areas (cognition and motivation) are addressed. Participants will become familiar with cognitive and motivational aspects of the reading process as they relate to content area reading and as they relate to current reading standards. As a six-credit course, each week this class has an in-class, discussion-based component and an out-of-class, independent reading and response component. Major writing assignments (midterm and final papers) focus on students' development of ownership of the role of specific cognitive and motivational constructs (midterm paper) and application of integrated course content (bringing together cognition and motivation) to instructional practices in reading (final paper).

COURSE STRUCTURE

This is a six-credit course with two components. There are two foundational aspects of content area reading addressed in the course, cognition and motivation, and there are two modes of participation involved (on-line, independent reading and response, and reading for in-class consideration and discussion). There will be two main readings for each in-class session per week, and two independent readings. The course schedule maps this for the semester.

REQUIRED READINGS


We will also be reading the RAND Report on reading comprehension, which is available FREE online as a pdf: http://www.rand.org/content/dam/rand/pubs/monograph_reports/2005/MR1465.pdf

Additional readings are listed in the syllabus. They are all available online through the UMD library databases.

COURSE OBJECTIVES

Participants will demonstrate

1. Understanding of cognitive and motivational processes involved in content area reading at the middle and high school levels.
2. The ability to identify, comprehend, evaluate, and synthesize relevant educational research that bears on their instructional practices.
3. Competency for integrating their understandings of cognitive and motivational processes involved in content area reading, relevant educational theory and research, and the specific classroom situation with which they are concerned, in order to analyze a particular reading-related educational practice and its potential effectiveness.
REQUIREMENTS

- **Class participation (40 points):** Students are responsible for reading all assigned texts, for participating in class discussions of the texts, and for completing all in-class activities.

- **Reflection question responses (20 points):** On the first and last days of class, students will generate written responses to a set of reflection questions about their understandings and beliefs related to content area reading.

- **Question generation (40 points):** For readings assigned for in-class discussion sessions, each week students are expected to generate two thoughtful and relevant questions for each assigned main reading (2 readings = 4 questions). Hard copies of questions for the readings should be brought to class and turned in at the end of class.

- **Reading responses (100 points):** For readings assigned for out-of-class independent reading and response, each week students are required to post on ELMS a response (about 3 pages, ≈ 700 words) to one of the set of instructor-generated questions posted for that reading. Responses must be uploaded by **Sunday** of the week for which the reading is assigned. The instructor will make the set of questions for each independent reading assignment available on ELMS the week before the response is due.

- **Midterm paper (35 points):** For this writing assignment, students are expected to: Write two brief, reader-friendly and practitioner-oriented reports; each will summarize key aspects of one cognitive and one motivational construct addressed in the course readings. This is intended to be a knowledge-building activity that will support student ownership of key course content. More detailed guidelines for the midterm paper, models, and a grading rubric will be provided in class later in the semester. This paper will be due on **Sunday, March 26**.

- **Final paper (60 points):** For this writing assignment, students are expected to: Identify a key instructional practice that is important for reading in your content area. Write a reader-friendly, practitioner-oriented description, analysis, and evaluation of this instructional practice in terms of its potential influence on students' cognitive and motivational outcomes. More detailed guidelines for the final paper, models, and a grading rubric will be provided in class later in the semester. This paper will be due on **Sunday, May 14**.

- **Final roundtable discussion (5 points):** Students are responsible for participation in roundtable discussions on their analysis of a reading-related instructional practice (see above) at the end of the semester. More details concerning the final discussion-related instructional practice will be provided in class later in the semester.

GRADING

There are a total of 300 points available in this course, divided up evenly over in-class work (participation, question generation, reflection question responses), independent work (independent reading responses), and major writing assignments (mid-term and final papers).

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**Grading Scales**

**Participation**

**36-40 points** - The student consistently shows a high level of productive engagement in both small-group activities and large group discussions, through asking topic-related questions, providing thoughtful responses, participating in collaborative conversations, and staying on-task.

**32-35 points** - The student often shows a high level of productive engagement in small-group activities and large group discussions, through asking topic-related questions, providing thoughtful responses, participating in collaborative conversations, and staying on-task.

**28-31 points** - The student sometimes shows a high level of productive engagement in small-group activities or large group discussions, through asking topic-related questions, providing thoughtful responses, participating in collaborative conversations, and staying on-task.

**< 28 points** - The student rarely shows a high level of productive engagement in small-group activities or large group discussions, through asking topic-related questions, providing thoughtful responses, participating in collaborative conversations, and staying on-task.

**Reflection questions**

**10 points** - The student responds thoughtfully and thoroughly to all of the questions, in complete sentences.

**9 points** - The student responds thoughtfully to all questions, but does not convey ideas as complete thoughts, using lists or bullets.

**8 points** - The student responds thoughtfully to most questions.

The grading scales for the questions, reading responses, midterm, presentation, and final paper will be provided in class, along with more detailed descriptions of the assignments.

**CLASS POLICIES**

**Attendance:** I expect you to do your best to show up to class on time, for every class, fully prepared to participate by having read and reflected on the assigned readings. Please notify me ahead of time, so far as possible, if you know you will have to be late or miss a class.

**Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.studenthonorcouncil.umd.edu/whatis.html](http://www.studenthonorcouncil.umd.edu/whatis.html). This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else’s work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

**Special needs:** If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301.314.7682, or 301.405.7683 TTD) as soon as possible.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tr>
<td>1/25</td>
<td>INTRODUCTION</td>
<td>Reflection questions (completed during class)</td>
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| 2/1    | Models of reading comprehension and its development | In-class:  
(1) RAND Report: Executive Summary, Chapters 1 and 2  
**Discussion questions**  
Independent:  
**Reading response, due 2/5** |
| 2/8    | Thinking about instruction         | In-class:  
(1) RAND Report: Chapters 3 and 4.  
**Discussion questions**  
Independent:  
**Reading response, due 2/12** |
| 2/15   | Reader variability                 | In-class:  
(1) RAND Report: Appendix A  
**Discussion questions**  
Independent:  
(2) Jacob, R., & Parkinson, J. (2015). The potential for school- |
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<tr>
<th>Date</th>
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<th>In-class Reading and Independent Reading</th>
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**Discussion questions**  
Independent:  
**Discussion questions**  
Independent:  
**Discussion questions**  
Independent:  
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| 3/15 | Difficulties with reading | In-class:  
**Discussion questions**  
Independent:  
**Reading response due 3/19**  
*Mid-term paper due Sunday, 3/26* |
| 3/22 | UMD SPRING BREAK | No class meeting |
| 3/29 | Assessment | In-class:  
**Discussion questions**  
Independent:  
**Reading response due 4/2** |
| 4/5 | Weaving in the CCSS - motivation and choosing to read | In-class:  
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<td>4/12</td>
<td>MCPS SPRING BREAK</td>
<td>No class meeting</td>
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| 4/19 | In-class: | Weaving in the CCSS - navigating through texts  
Discussion questions  
Independent:  
**Reading response due 4/23** |
| 4/26 | In-class: | Weaving in the CCSS - challenges of text complexity  
Discussion questions  
Independent:  
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<td>5/10</td>
<td>Roundtable discussions</td>
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