

## 1.0 Graduate Credit - ONLINE

### Course No. 115: Motivating and Engaging 21<sup>st</sup> Century Adolescents, Grades 6-12

Instructor of Record: Caryn Huss, PhD.

Address: PO Box 485  
Beacon, NY 12508

Email: literacysolutions.net@gmail.com

Phone: 845-380-3437

Fax: 845-765-8065

Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

#### COURSE DESCRIPTION:

What are the classroom conditions that motivate and engage our 21st century learners? What are the assignments that cultivate curiosity and foster collaborative peer relationships? This e-course examines the research that supports engaging classroom talk, questioning and self-expression through strategy, technology and effective teacher facilitation. Participants will leave this e-course with multiple resources to aid in motivating and engaging the 21st century adolescent learners in their classrooms.

#### STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Recognize and defend the classroom conditions necessary for 21st century learners to become motivated and engaged.
- Identify resources and modify them to collaborative assignments that incorporate hybrid methods of teaching and learning.
- Chose and implement strategies for effective facilitation of a motivating curriculum.

#### TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

##### Required Text:

- Marzano, R. J. (2015). Vocabulary Games for the Classroom. Marzano Laboratories.
- Marzano, R. J. (2015). Creating and Using Learning Targets & Performance Scales: How Teachers Make Better Instructional Decisions. Marzano Laboratories.
- Shanahan, T. (2013). Phases of close reading. In E. Dobler (Ed.), Authentic reasons for close reading: How to motivate students to take another look. Reading Today, 30(6), pp. 15. Newark, DE: International Reading Association.

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- Servilio, K. L. (2009). You Get to Choose! Motivating Students to Read Through Differentiated Instruction. *TEACHING Exceptional Children Plus*, 5(5) Article 5.
- Wilkins-O'Riley, Z. (2008). Making Fun of School, or Why does Learning Have to be Such a Drag?: Six Key Elements for Motivating Learning. *The International Journal of Learning*, Vol. 15, No. 8.

### Recommended Text:

- Mcdaniel, C. (2004). Critical literacy: A questioning stance and the possibility for change. *Reading Teacher*, 57(5), 472-481.
- McLaughlin, M., DeVogd, G. L. (2004). *Critical Literacy: Enhancing Students' Comprehension of Text*. New York, NY: Scholastic.
- Musante, S. Motivataing Tomorrow's Biologists. *Eye on Education*. January, 2012 Vol. 62 No. 1.
- Partnership for 21st Century Skills Education & Competitiveness. (2008). *New Program Increases Capacity of Practitioners to Embed 21st Century Skills into the Classroom*. Tucson, AZ: Partnership for 21st Century Skills. Retrieved January 25, 2008 from <http://www.21stcenturyskills.org/>
- Martinez, M. E. (2010). *Learning and Cognition: The Design of the Mind*. Upper Saddle River, NJ: Pearson Education, Inc.
- Schiebe, C. (2004). A deeper sense of literacy: Curriculum-driven approaches to media literacy in the K-12 classroom. *The American Behavioral Scientist*, 48(1), 60-68.

### COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course, after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

### In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)

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- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

### GRADE DISTRIBUTION AND SCALE:

#### Grade Distribution:

Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%
Lesson and/or unit Plans	50%

#### Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.