# Motivating Students to Read®

**Canter**®

GRADES K–12                                         GRADUATE CREDIT: 3 SEMESTER HOURS

In this course, educators learn how to create a community of engaged readers in the classroom by instilling a love of reading in their students. Educators explore the factors that affect reading motivation and learn current educational practices that influence a student's motivation to read. This course provides education professionals with the opportunity to reach those students they never before thought could be reached, including struggling readers as well as reluctant and dormant readers, with practical, research-based strategies.

*This course is designed for K–12 classroom teachers, middle school language arts teachers, high school English teachers, literacy coordinators, special educators, reading specialists, instructional coaches, and language arts department chairs.*

## COURSE TOPICS

- General learning motivation theories

- Factors that contribute to a decline in reading motivation

- The moral imperative of motivating students to love reading

- Self-reflection on personal literacy

- Examine students' literacy motivation through a subjective and objective lens

- Research-proven principles that contribute to motivation to read: choice, availability, collaboration, self-efficacy, modeling, climate and environment

- How technology can be used to promote authentic reading

## COURSE OUTCOMES

By the end of the course, educators will:

- Justify their position on an educator's obligation to increase student motivation.

- Evaluate the current status of their school or class for how well it supports student motivation and discuss how school policies and practices may contribute to decreased motivation to read.

- Explore how student attributions effect their motivation.

- Discuss the question of mandated vs. self-selected reading and create a plan to support one approach (self-selected, 50-50, or mandated).

- Discuss the effects of incentives on student self-efficacy.

- Utilize subjective and objective assessments to understand students' perspectives on reading and literacy, learn about student interests, and discover what motivates students to read.

- Evaluate classroom libraries and make a plan to begin or revise one.

- Prepare a lesson plan that integrates technology into reading instruction.

- Reflect on themselves as literate beings and use the knowledge to inform teaching practice.

- Analyze how teachers can best use choice to maximize its effect on motivation.

- Evaluate the benefits of collaboration on motivating students to read and strategies for encouraging students to talk about books.

- Analyze the relationship between motivation to read and student self-efficacy.

- Analyze the models of reading teachers, parents, and community members provide to students.

- Investigate ways to increase parent involvement in motivating students to read.

- Describe the effects of physical and emotional environment on motivation to read.

## METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

## COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

### PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

→ The print study guide:
- *Motivating Students to Read*®

→ The DVD:
- Laureate Education, Inc. (Executive Producer). (2009). *Motivating students to read*. Baltimore: Executive Producer.

→ The course textbook(s):
- Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child*. San Francisco: CA, Jossey-Bass.
- Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME, Stenhouse.

→ The other required readings

→ Note – The print & DVD format does require Internet access for some reading assignments.

### ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

→ Access to the online classroom for:
- Motivating Students to Read®

→ Access to the video programs in the online classroom as well as a backup DVD:
- Laureate Education, Inc. (Executive Producer). (2009). *Motivating students to read*. Baltimore: Executive Producer.

→ The course textbook(s):
- Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child*. San Francisco: CA, Jossey-Bass.
- Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME, Stenhouse.

→ Access to the other required readings

**SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:**

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

**Note:** If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at **www.mozilla.org.**

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- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

# EDUCATION EXPERTS

### Peter Afflerbach, Ph.D.

Dr. Peter Afflerbach is a professor in the Department of Curriculum and Instruction at the University of Maryland, College Park. A former classroom English and reading teacher, Dr. Afflerbach serves on the National Assessment of Educational Progress (NAEP) Standing Reading Committee and as chair of the Literacy Assessment Committee for the International Reading Association. He is an associate editor of the journal *Metacognition and Learning* and a member of the Editorial Advisory Board of *Reading Research Quarterly*. His research focuses on the areas of reading assessment, reading comprehension, and verbal reporting methodology. His publications have appeared in numerous theoretical and practical journals. He is the author of *Understanding and Using Reading Assessment, K–12*.

### Linda Gambrell, Ph.D.

Dr. Linda Gambrell is a professor in the Eugene T. Moore School of Education at Clemson University. She has recently served as president of the International Reading Association (2007–2008), and has received numerous accolades, including election to the Reading Hall of Fame in 2004. Dr. Gambrell's research interests are in the areas of reading comprehension strategy instruction, literacy motivation, and the role of discussion in teaching and learning. She has written books on reading instruction, including *Best Practices in Literacy Instruction*, and has published more than 100 book chapters and articles in scholarly journals.

## ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

## FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

## ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

# Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.
[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.