

**National Louis University**  
**RLR 595tbd Special Topics in Reading: Taking Action on Adolescent Literacy**  
**November 5, 8am – 2:30pm and November 6, 7:30am-4:00pm**  
**Course Description**

Instructor: Debra Gurvitz  
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This class will focus on the components of reading comprehension and strategies that help students learn from content area textbooks. Dr. Irvin will examine text structures and strategies that help students become more successful in reading texts. Hands-on activities will illustrate the effectiveness of these strategies. Dr. Irvin will also provide an overview of the varying needs of struggling readers & recommendations for helping them. A case study will be presented of a struggling readers and examine seven prototypes of non-proficient readers, and methods teachers can use to help them. Dr. Irvin will discuss the following topics: Taking the lead on adolescent literacy, Action steps for school wide success, Taking action on adolescent literacy, Understanding struggling readers, Engaging students in expository texts, An implementation guide for school leaders, Meeting the challenge of adolescent literacy, Practical ideas for literacy leaders, Reading and the high school student, Strategies to enhance literacy, Integrating literacy and learning in the Middle School content area classroom

On Saturday, author Neal Shusterman, will discuss what it is like to write for teenagers. Mr. Shusterman will discuss the following topics: When he first began writing, and the positive influence of school and teachers. The various forms of writing he does -- books, games, film and TV. The importance of creativity and imagination in all aspects of life, The process of writing, and more importantly rewriting. How the publishing and entertainment industries work -- the process of creating a book, TV show or film, from the writer's perspective. Also, the practical aspects of a career as a writer. Where ideas come from, using some of his own stories as examples. Using a combination of experience, imagination, and research when writing.

**Method(s) for evaluating student performance:**

- **Text:** Students will read and summarize an article related to the conference topic. The summary should be no more than 100 words. Choose one of these articles:
  - Irvin, J.L., Developmental tasks of early adolescence: How adult awareness can reduce at-risk behavior. *Education Research Complete*, Mar/Apr96, 69:4. pp. 1-35.
  - Irvin, J.L. (1990). Vocabulary knowledge: Guidelines for instruction. What research says to the teacher. Washington, DC: National Education Association.
  - Irvin, J.L., Lunstrum, J.P., Lynch-Brown, C. & Shepherd, M.F. (1995). Enhancing social studies through literacy strategies. Washington, DC: National Council for Social Studies.
- **Text:** Students will read one book by featured author, Neal Shusterman and summarize it in no more than 100 words. A complete list of Shusterman's books currently in print can be found on his website: [www.storyman.com](http://www.storyman.com). Some recommended titles are: *What Daddy Did*, *Full Tilt*, *Scorpion Shards*, *The Schwa Was Here*, *The Dark Side of Nowhere*, *Dread Locks*, *Unwind*, *Everlost*, *Downsiders*.
- Students will actively participate in and reflect on this professional conference for two full days of contact time.
- Students will maintain a reflective journal and describe three new ideas they acquire during the conference
- Students will develop a plan based on conference learning.

The objective of the assignment is to develop a plan that can be used in a classroom based on what has been learned during the Secondary Reading League Conference. The plan should utilize the materials that exist in the school situation as well as the information presented during the seminar sessions. In this plan the student will:

1. Identify grade level and classroom needs and a state objective to be achieved through the unit plan.
2. Identify key ideas from the presentations that guided the development of the unit and give an explanation of why they were chosen.
3. Explain how students will be evaluated to determine the effectiveness of the unit plan and the knowledge acquired by the students.
4. Explain how activities will be differentiated.

**To sign up for this course, fill out the registration form and send it along with \$340 for tuition to Claudia Katz, 1329 Oxford Rd., Deerfield, IL 60015. Questions: call Claudia, 847-236-1164, email: [ckatz17755@aol.com](mailto:ckatz17755@aol.com)**

**DO NOT MAIL GRADUATE REGISTRATION directly to NLU**  
**MAIL COMPLETED GRADUATE REGISTRATION FORM with \$340.00 CHECK OR CREDIT CARD FORM payable to NLU TO:**  
**CLAUDIA KATZ, 1329 OXFORD RD, DEERFIELD, IL 60015**

**NATIONAL-LOUIS UNIVERSITY GRADUATE REGISTRATION FORM**

SOCIAL SECURITY NO. \_\_\_\_\_

NAME: LAST \_\_\_\_\_ FIRST/MIDDLE \_\_\_\_\_

MAIDEN (IF APPLIES) \_\_\_\_\_ /Check if new name or address since last graduation

STREET ADDRESS: \_\_\_\_\_ CITY \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_

HOME PHONE: (\_\_\_\_\_) \_\_\_\_\_ BUSINESS PHONE: (\_\_\_\_\_) \_\_\_\_\_

E-MAIL ADDRESS \_\_\_\_\_

CHECK ONE: /FALL \_\_\_\_\_ /WINTER \_\_\_\_\_ /SPRING \_\_\_\_\_ /SUMMER \_\_\_\_\_

BIRTHDATE: \_\_\_\_\_ SEX: / M \_\_\_\_\_ /F \_\_\_\_\_

**ETHNIC BACKGROUND (CHECK ONE)**

1 /American Indian or Alaskan \_\_\_\_\_ 2./Black Non-Hispanic \_\_\_\_\_ 3 /Asian or Pacific Islander \_\_\_\_\_  
 4 Hispanic \_\_\_\_\_ 5 /White Non-Hispanic \_\_\_\_\_

**IF YOU HAVE A FELLOWSHIP OR A DOCTORAL SCHOLARSHIP, PLEASE CHECK:**

/Fellowship \_\_\_\_\_ /Doctoral Scholarship \_\_\_\_\_

ADMITTED TO GRADUATE PROGRAM: Program \_\_\_\_\_ Advisor \_\_\_\_\_  
 In the Collage of Education, a maximum limit of nine semester hours of NCE/NLU credit taken as a special student prior to formal admission many apply toward a Master's Degree, Educational Specialist Degree or Certificate of Advanced Study.

**ALL INFORMATION MUST BE COMPLETED OR FORM WILL BE RETURNED TO YOU**

<b>CRN</b>	<b>COURSE NUMBER</b> RLR 595tbs	<b>COURSE REGISTRATION</b> Course Title: Special Topics in Reading: Taking Action on Adolescent Literacy	<b>SEM HOURS</b> 1
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**NOTE: Payment must be submitted at time of registration.**

\_\_\_\_\_  
 Student's Signature Date

**CREDIT CARD CHARGE FORM**

STUDENT'S SOCIAL SECURITY NO. \_\_\_\_\_

STUDENT'S NAME (*print*) \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

I hereby authorize National-Louis University to charge my Visa, MasterCard, Discover, or American Express account in the amount of \$ 340.00, which represents tuition.

CHECK ONE: /VISA\_\_ /MASTERCARD\_\_ /DISCOVER\_\_ /AMEX Exp. Date \_\_\_\_\_

Card No. \_\_\_\_\_ CARDHOLDER'S NAME (*print*) \_\_\_\_\_

\_\_\_\_\_  
 Cardholder  
 Signature

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