

Education 626: Creating Communities of Learners (3 units) Fall 2009

MISSION STATEMENT OF THE COLLEGE OF EDUCATION, CSUSM

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

Instructor

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Office Hours

After class in UH 441 or by
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Phone #s

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CLASS MEETING TIMES: WEDNESDAY 5:30 - 8:15 PM UH 441 CRN 42078

COURSE DESCRIPTION

This course addresses theory and application of learning in social contexts. Critically examines movements such as cooperative and collaborative learning, the role of peer interaction, the influences of peer diversity, and the effects of scaffolded instruction.

COURSE OBJECTIVE

This course is specifically designed to provide opportunities for students to practice different community building strategies with their peers and their students. Students will develop culturally and linguistically designed instructional strategies that will meet the varied needs of a diverse student body.

REQUIRED TEXTS

- American Psychological Association. (2009). *Publication Manual of the American Psychological Association (6th ed.)* Washington D.C.: American Psychological Association. ASIN B002HUDZC6
- Brendtro, Larry K., Brokenleg, Martin, Van Bocke, Steve. (2001). *Reclaiming Youth at Risk: Our Hope for the Future*, Bloomington, IN: Solution Tree. ISBN 978-1-879639-86-7
- Elam, K. G. & Duckenfield, M. (Eds.) (2000). *Creating a Community of Learners: Using the Teacher as Facilitator Model*.
http://www.eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED447079&ERICExtSearch_SearchType_0=no&accno=ED447079
- hooks, bell. (2003) *Teaching Community: A Pedagogy of Hope*. NY: Routledge. ISBN 0-415-96818-6
- Ladson-Billings, Gloria. (2001). *Crossing Over to Canaan: the journey of new teachers in diverse classrooms*. San Francisco: Jossey-Bass. ISBN 0-7879-5001-7

CHOICE BOOK: EACH STUDENT WILL READ AND PRESENT ONE OF THE 11 FOLLOWING BOOKS:

- Alexie, Sherman. (2009). *Absolutely True Diary of a Part-time Indian*. NY: Little Brown Young Readers. ISBN 978-0316013680
- Bechdel, Alison. (2007). *Fun Home: A Tragicomic*. NY: Houghton Mifflin Company. ISBN 978-0618871711
- Brown, Rita Mae. (1973 & 1988). *Rubyfruit Jungle*. NY: Bantam. ISBN 978-0553278866
- Carrick, Donald. (1971 & 2004). *Journey To Topaz: A Story Of The Japanese-American Evacuation*. Berkeley, CA: HeyDey Books. ISBN 978-1890771911
- Crutcher, Chris. (1983 & 2003). *Crazy Horse Electric Game*. NY: Harper Teen. ASIN B000KYKJ3E
- De la Pena, Matt. (2008). *Mexican White Boy*. NY: Delacorte Books for Young Readers, Random House. ISBN 978-0385733106
- Gleitzman, Morris. (1992). *Two Weeks with the Queen*. NY: Puffin Books, Penguin Publishing. ISBN 978-0141303000
- Meyers, Walter Dean. (1999, 2001 & 2004). *Monster*. NY: Amistad, Harpers Collins Publishing. ISBN 978-014130300X

- Peters, Julie Anne. (2006). *Luna*. NY: Little Brown Young Readers, Time Warner. ISBN 978-0316011273
- Satrapi, Marjane. (2003). *Persepolis: The Story of a Childhood*. NY: Pantheon ISBN 037571457X
- Yang, Gene Luen. (2003). *American Born Chinese*. NY: Square Fish. ISBN 78-0312384487

RECOMMENDED TEXTS

These books will be referenced in class and some chapters will be included in the course readings. In addition students may read as a make up or extra credit assignment. See details in syllabus.

- Gibbs, Jeanne. (2001). *Tribes TLC®: A new way of learning and being together*. Windsor, CA: Center Source Systems. ISBN 0-932762-40-9
- hooks, bell. (1994). *Teaching to Transgress*. NY: Routledge. ISBN 0-415-90808-6
- Kumashiro, Kevin K. (2004). *Against Common Sense: Teaching and Learning Toward Social Justice* NY: Routledge. ISBN 0-415-94857-6
- Nieto, Sonia. (1999). *The light in their eyes: Creating multicultural learning communities*. NY: Teachers College. ISBN 0-8077-3782-8
- Palmer, Parker. (1998). *Courage to Teach*. San Francisco: Jossey-Bass. ISBN 0-7879-1058-9
- To stay updated regarding educational issues that impact teaching, learning and leadership, you are urged to read current publications in the field. Some examples include: *Educational Leadership, Language Arts, Science and Children, Democracy & Education, Phi Delta Kappan, Teaching Tolerance* and *Rethinking Schools*.

ACCOMMODATIONS FOR DISABILITIES

Discuss your needs for limited accommodation with the instructor within the first week of the semester. Students requiring substantial accommodations need to contact Disabled Student Services in order to make the necessary arrangements.

The Office of Disabled Student Services (DSS) is located within Craven Hall in Suite 4300. The DSS staff are available for both walk-in and scheduled appointments Monday through Friday from 8:00 a.m. to 5:00 p.m. Individuals wishing to call DSS can do so by dialing (760) 750-4905 or (760) 750-4909 (TTY) and our fax number is (760) 750-3445.

PLAGIARISM

All work completed for this class must be of your own design. When relying on supporting documents authored or created by others, cite them clearly and completely using American Psychological Association (APA) style format (APAStyle.org). Failure to credit others and create original work of your own may result in a failing grade.

COURSE LOAD

In all master course work, it is expected that for every one hour of contact time, you will complete approximately one hour of work outside of class. Please plan accordingly.

READINGS

Reading requirements are critical to productive class discussion and assignments and will need your time and attention. The dates the readings and homework assignments are listed on the calendar indicate the due date.

USE OF TECHNOLOGY

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments.

WEBCT

This course will have an online component using WebCT6. We will go over use in class the first week.

ELECTRONIC COMMUNICATION PROTOCOL

Electronic correspondence is a part of your professional interactions. If you need to contact instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. For instance, electronic messages sent with all upper case letters, major typos, or slang, often communicates more than the sender originally intended. With that said, please be mindful of all electronic messages you send, to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider for electronic communication:

- Would I say in person what this e-mail specifically says?
- How could this e-mail be misconstrued?
- Does this e-mail represent my highest self?
- Am I sending this e-mail to avoid a face-to-face conversation?

In addition, if there is ever a concern with an email I send to you, let's talk in person so we can correct any confusion.

PROFESSIONAL Demeanor

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- Attendance;
- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

If instructor has to address any of the above with you – you most likely will not earn full credit.

MAKE UP OR EXTRA CREDIT ASSIGNMENTS (DUE BY NOVEMBER 4TH)

Students may make up one absence by completing one of the following assignments:

1. Attend a conference, give a verbal report in class with paper resources for peers.

Here are some local conferences you can consider:

- Nov 20, 2009
California Association for Bilingual Education (CABE) Los Angeles County Regional Conference Region III
Almansor Court, Alhambra, CA www.bilingualeducation.org
- Oct 8-10, Global Education Network (GEN) Conference
La Jolla Marriott Hotel, San Diego, California <http://www.GENConference.org>
- Oct 15-17, California Council on Teacher Education Conference
Kona Kai Hotel, San Diego, www.ccte.org
- Nov 12-15, California Art Education Association
Wilshire Grand Hotel, Los Angeles <http://www.caea-arteducation.org/www/Pages/conference.html>

2. Read one of the recommended texts, write a lesson implementing what you learned & present to class (5 min).

Please note assignments are due whether or not you are present in class that day.

CSUSM FURLOUGH

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall 2009 Semester furlough dates are September 14 & 21, October 5 & 20, November 5, 12, 24 & 25 & December 4.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central

<http://www.csusm.edu/budgetcentral/> to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

COURSE ASSIGNMENTS OVERVIEW

Assignment details, graphic organizers and rubrics are provided in syllabus and/or on WebCT.

Reading Responses: 30 points possible

Each reading assignment will require a written reading response. The reading response is to help you focus your reading on the key information in the reading. A response is not a summary of the reading. The responses will vary from a written paragraph in response to a prompt to highlighted concepts in text. Reading responses are informal, but will be checked each class. Some may be collected. Each reading response is worth 3 points. You must be present in class to earn any credit. If you are unable to be present you can send the reading response via email prior to class. No reading responses will be accepted after the class session.

Reading Response Assignment Objectives:

- a. Identify key concepts in readings.
- b. Contextualize the concepts to reader's work/school setting.
- c. Practice reading comprehension strategies that can be used with students.

Choice Book Poster Presentation: 35 points possible

You will read one K-12 book from a list provided by the instructor. Each book represents a form of diversity to help you connect and validate your students' experiences. The books have been chosen to use with K-12 students, but mostly suited for upper elementary through high school level. You will use Harvey Daniels' Literature Circle Reading Strategies to help you process the content of the text and to experience the strategy first hand. Literature Circle graphic organizers are provided to help you fulfill different reading roles and help you stay on track as a reading group. Part of the assignment is to develop activities that can use the book in your classrooms. You will prepare 4-8 different lesson plans using the text to present at a poster session. See rubric provided for details about expectations.

Choice Book - Poster Presentation Assignment Objectives:

- a. Use Harvey Daniel's Literature Circle Strategy to read Choice Book. Complete graphic organizer(s).
- b. Prepare 4-8 lesson plans using *cooperative learning* and culturally relevant teaching strategies. You will need to prepare at least one lesson plan for four different grade levels: K-2, 3-5, 6-8 & 9-12 grades. All lesson plans must be posted to WebCT, a minimum of one week prior to presentation.
- c. Teach the *content* of one Choice Book.
- d. Present a poster session, in preparation for your MA Poster Session. Poster presentation to include 1 page handout and copies of lesson plans.

Individual Writing Assignment: 35 points possible

You will write a chapter for your thesis or project. You will choose what chapter you will write for your individual writing assignment. Rubrics are provided for each chapter on WebCT. You will be teamed with others in class as a writing group to support your writing efforts. You will write a minimum of 5 drafts during this semester. Good writing is all about rewriting.

Draft #1 read by peers – 9/16

Draft #2 read by peers – 9/23 & Meet for feedback 9/30

Draft #3 read by instructor & chair – 10/14

Draft #4 read by peers – 11/4 & Meet for feedback 11/18

Draft #5 present to entire class & self assess – 12/2

Individual Writing Assignment Objectives:

- a. Identify writing goals for semester.
- b. Develop a supportive writing group.
- c. Practice strategies for providing effective critical analysis for peer writing using Praise, Questioning and Polish Process (PQP).
- d. Complete a chapter of your thesis or project.
- e. Share writing with your committee members.

College of Education Attendance Policy: Due to the interactive nature of courses in the College, and the value placed on the contributions of every student, **students are expected to prepare for, attend, and participate in all classes.** For extenuating circumstances contact the instructors **before** class is missed, and make arrangements to make up what was missed. At minimum, a student **must attend more than 80% of class time**, or s/he may not receive a passing grade for the course. Each absence will reduce a grade by 10 points (one full grade). For example, if a student earns 95 % and is absent 2 times = $95 - 2(10) = 75$ points = C. A student may negotiate to make up one absence. **Notification of absence does not warrant an excuse.**

<u>Student Name</u>	<u>School/Work Place</u>
<u>Home Telephone</u>	<u>Cell Phone</u>
	<u>Email</u>

READING RESPONSES (3 POINTS EACH)

Date	Session Number: Topic	Reading & Reading Response (RR)	Points
9/2	1: Course Introduction	Syllabus	
9/9	2: Culturally Relevant Pedagogy & Choice Book Assignment	1. Parker Palmer Chapter 1 2. Ladson Billings Preface-Ch 3 <i>RR1: Write questions you have while reading on post it notes.</i>	
9/16	3: Culturally Relevant Pedagogy & Writing Workshop	1. Ladson Billings Ch 4-6 & Appendix 2. Peer's Writing Assignment <i>RR2: Highlight Indicators of Academic Achievement, Cultural Competence & Sociopolitical Consciousness & How do these take form in your work/teaching?</i>	
9/23	4: Circle of Courage	1. Brendtro, Brokenleg & Van Bockern Part 1 <i>RR3: What do seeds of discouragement look like in your classroom & school?</i>	
9/30	5: Courage for the Discouraged	1. Brendtro, Brokenleg & Van Bockern Part 2 & 3 <i>RR4: How can you foster belonging, mastery, independence & generosity in your work and teaching?</i>	
10/7	6: Teaching Community	1. hooks Preface - Chapter 5, pp. ix-66 <i>RR5: What is your favorite chapter & why? Identify one quote to share.</i>	
10/14	7: Pedagogy of Hope	1. hooks Chapter 6- 11, pp. 67-137 <i>RR6: What strategies can you use in your workplace & classroom?</i>	
10/21	8: Poster Presentation Preparation	1. Elam & Duckenfield's <i>Creating a Community of Learners: Using the Teacher as Facilitator Model.</i> (Online) 2. Choice Book Lesson Plans, Presentation Handout Draft, Poster Draft... <i>RR7: Highlight what you connect with and can implement.</i>	
10/28	9: Poster Prep Meeting with Group	1. Lesson Plans, Handout, Poster ... <i>No Reading Response</i>	
11/4	10: Poster Presentations	1. Presentation Rubric – Self Assess <i>RR8: Bring your completed self-assessed group reflection.</i>	
11/11	11: Veteran's Day: No Class	NO READING & <i>No Reading Response (RR)</i>	
11/18	12: Writing Group Meeting	1. Peer's Writing <i>RR9: Provide feedback to peer writing.</i>	
11/25	13: Thanksgiving/Furlough: NO CLASS	NO READING & <i>No Reading Response (RR)</i>	
12/2	14: Individual Work Poster Presentations	1. Ind. Writing Rubric – Self Assess <i>RR: 10: Bring completed writing rubric to class.</i>	
12/9	15: Course Closure	1. NO READINGS	
TOTAL POSSIBLE = 30 POINTS			

BOOK POSTER PRESENTATION _____ / 35 %

INDIVIDUAL WRITING _____ / 35 %

Total	=	_____
	100%	Grade

Course Grading & Evaluation

90-100 pts = A 80-89 pts = B 70-79 pts = C 0-69 pts = No Credit

TENTATIVE CLASS SCHEDULE

Readings & assignments are in bold font. Class Agenda is in regular font.

Session 1 Sept 1 EDUC 628 Course Introduction

Read: Syllabus

Sign Up for Choice Book & Poster Presentation.

Purchase Books

Set Assignment Goals

Course Overview: Syllabus, Schedule, Assignments & Class Norms

Review Library & Online Resources

Pick a Choice Book

Set a Writing Goal for semester

Session 2 Sept 9 Culturally Relevant Pedagogy & Choice Book

Syllabus Quiz

Read: Chapter 1 of Parker Palmer's (1998) *Courage to Teach*, pp. 1-33.

Read: Ladson Billings' (2001) *Crossing Over to Canaan*, pp xi-76.

Reading Response 1: On post it notes write any questions you have as you read. Write your name and page number on each post it.

Parker Palmer's Heart of the Teacher: Be Who You Are

Gloria Ladson-Billings' Culturally Relevant Pedagogy

Choice Book Team Building Activity

Plan Choice Book Literature Circle Reading Assignment

Session 3 Sept 16 Writing Workshop

Read Gloria Ladson-Billings' *Crossing Over to Canaan* pp 77-157 (Ch 4-6 & Appendix)

Write 3 pages of your Individual Writing Assignment. Bring 4 copies and rubric to class.

Read Peers' Writing in Class.

Reading Response 2: Highlight the indicators of Academic Achievement, Cultural Competence, & Sociopolitical Consciousness. How do each of these take form in your classroom?

Culturally Relevant Pedagogy: Academic Achievement, Cultural Competence, Sociopolitical Consciousness

Writing Workshop

Session 4: Sept 23 Circle of Courage

Read: Brendtro, Larry K., Brokenleg, Martin, Van Bocke, Steve. (2001). *Reclaiming Youth at Risk: Our Hope for the Future*, Bloomington, Indiana: Solution Tree. Part 1: pp. v-41.

Reading Response 3: What do seeds of discouragement look like at your school and your classroom?

Provide Draft 2 of Chapter to Writing Support Group.

Circle of Courage

Choice Book Literature Circle Meeting

Session 5: Sept 30 Courage for the Discouraged & Writing Workshop

Read: Brendtro, Larry K., Brokenleg, Martin, Van Bocke, Steve. (2001). *Reclaiming Youth at Risk: Our Hope for the Future*, Bloomington, Indiana: Solution Tree. Part 2 & 3: pp. 43-130.

Reading Response 4: How can you foster belonging, mastery, independence and generosity in your work and teaching?

Read Peer's Writing Draft #2

Foster All Parts of the Circle

Brainstorm Strategies to Encourage & Support the Discouraged

Writing Workshop

Session 6 Oct. 7 Teaching Community : Starts with You

Read bell hooks' Teaching Community p. ix-66

Reading Response 5: What is your favorite chapter and why? Identify one quote you want to share.

Teaching Community: Pedagogy of Hope Part 1

Passion, Avoid Burnout, Walk the Talk, Share Power, Hope & Trust

Support Strategies for You

Choice Book Literature Circle Meeting

Session 7 Oct 14 Teaching Community: Teaching Strategies

Draft #3 of Individual Writing Assignment Due to Instructor & Chair (or Perspective Chair).

Remember to turn in all drafts and peer comments to instructor.

Read bell hooks' Teaching Community p. 67-137

Reading Response 6: What strategies can you use in your workplace and classroom?

Community Building Strategies

Writing Workshop – Brainstorm strategies to stay focused on writing goals.

Session 8 Oct 21 Teaching Community: Connections & Facilitation

Read:

1. Elam & Duckenfield's *Creating a Community of Learners: Using the Teacher as Facilitator Model*. (Online)

2. Choice Book Lesson Plans, Presentation Handout Draft, Poster Draft...

3. bell hooks' Teaching Community p. 139-197

Reading Response 7: Highlight what you connect with and can implement.

Role of Teacher as a Facilitator

Questioning Strategies

Choice Book Poster Presentation Preparation

Session 9 Oct 28 Group Presentation Preparation – Meet with Group

No Class Meeting – Meet only with your Book Group.

No Readings

Session 10 Nov 4 Poster Presentations

Come prepared to present with your group.

Read: Proof your groups' paperwork: poster, handout, and lessons.

Reading Response 8: Bring your completed self-assessed group reflection.

Draft #4 of Individual Writing Assignment Due. Provide a copy to writing group. Schedule a day and time to meet with group the week of Session 12 - November 18th.

Poster Session Set Up

Poster Session Part A

Break

Poster Session Part B

Reflection

Session 11 Nov 11 Veteran's Day – No Class Meeting

No Class Meeting

No Readings

Session 12 Nov 18 Writing Support – Meet with Group

Read Peer's Writing

Schedule a face-to-face meeting with writing group.

Reading Response 9: Provide writing feedback to peers in the form of PQP.

Session 13 Nov 25 **Thanksgiving/Furlough – No Class Meeting**

Thanksgiving Break
Independent Work on Writing/Presentation
No Class Meeting
No Readings

Session 14 Dec 2 **Poster Presentation**

Draft #5 of Individual Writing Assignment Due
Present Poster of Individual Writing Assignment
Read: Proof Individual Writing Assignment (Chapter) & Poster
Reading Response 10: Bring completed self-assessed rubric.
Poster session set up.
Poster Session Part A
Break
Poster Session Part B
Reflection of Writing, Collection of Work and Process

Session 15 Dec 9 **Closure**

No Readings
Potluck: Bring food to share.
Reflections on the semester
Implications for creating communities of learners
Evaluations

WHILE THIS SYLLABUS IS CAREFULLY PLANNED, IT MAY BE MODIFIED AT ANY TIME IN RESPONSE TO THE NEEDS AND INTERESTS OF THE CLASS.

EDUC 626: INDIVIDUAL WRITING ASSIGNMENT STEPS

The key to good writing is rewriting. During this course you will be required to revise one piece of writing five (5) times. You will work with a writing partner or group to support your efforts. You will have an opportunity to practice a feedback process to help you focus on what you have done, what you need to clarify and how you can polish your writing. In addition you will be required to share your writing with your committee chair and possibly another committee member. If you do not have a committee yet, this course will support you to choose these key people.

Step 1: Identify what your writing goal is for the semester. Suggestion is to choose a chapter of your thesis or project as your writing assignment. Use provided rubric for your chapter. Write 3 pages to begin this writing. Bring 4 typed copies of this to class (two for peers, one for instructor & one for you). You will write a minimum of 5 drafts during this semester. *Good writing is all about rewriting.*

Draft #1 read by peers – 9/16

Draft #2 read by peers – 9/23 & Meet for feedback 9/30

Draft #3 read by instructor & chair – 10/14

Draft #4 read by peers – 11/4 & Meet for feedback 11/18

Draft #5 present to entire class & self assess – 12/2

Step 2: Writing Workshop on Session 3

- Get in groups of 2-3 (no larger), pass out copies of writing draft #1 and your writing rubric.
- Read all three drafts (approximately 30 minutes).
- Write notes on each draft using the **Praise, Question, & Polish Process (PQP)**:
 - **Praise:** praise the strong parts of the paper. Be specific.
 - **Questions:** identify what questions you had about the paper
Ask questions that probe and push the author to articulate what they mean.
 - **Polish:** what could be done to polish up the paper? Be specific.
- Discuss each paper. Focus on one at a time as a group, be attentive to the theoretical ideas, how well the ideas supported, and how well the ideas connected to ideas of others (citations).
- Respond in writing to each peer, use **PQP** format (See attached graphic organizer).
- Discuss the draft as a group, by asking the author the questions generated in the written response.
- Allow about 30 minutes of undivided attention per draft, roughly 10 minutes to read (first meeting only), 10 minutes to write response, and 10 minutes to discuss as a triad. Attach peer response, one from each member of the group, to draft. (Due to increased length in revision drafts #2 & 4 more than 10 minutes might be needed to read entire drafts thoroughly.)
- Be sure reader & author names, as well as date and draft # are clearly indicated on draft and draft feedback sheet.
- Mark calendar for when future drafts are due. Determine date to reconvene with writing group for Draft #4.
- In the last 10 minutes, as a large group discuss what you learned by reading and receiving feedback from your peers. What went well and what could be improved next time? Develop a plan to implement improvement strategies.

Step 3: Revise Draft #1. Make sure you use APA style.

Step 4: Turn in Draft #2 to peers on or before Session 4: 9/23.

Step 5: Meet with writing group for more feedback on Draft #2, Session 5: 9/30.
Follow directions from Step 2 and use **PQP** for guiding feedback to peers.
Remember to attach rubric, previous draft(s) and comments from peers.

Step 6: Revise again. Make sure you use APA style.

Step 7: Submit Draft #3 to instructor and chair (or perspective chair) on or before 10/14. Provide of all drafts and comments from peers to instructor.

Step 8: Meet with chair and get feedback on Draft #3. Outline next steps - Create a timeline for your work and get feedback from your chair.

Step 9: Have a conversation with your committee chair member, who would be a good candidate for an additional committee member. Remember that you want someone that is knowledgeable about your topic, and works well with your chair as well as you.

Step 10: Contact perspective committee member. Share with them what your culminating project /thesis is, what you predict for a timeline and copies of your completed chapters. Remember you are marketing yourself. You need to convince this person you would be a good person to work with and that you are prepared to complete the task. If you do not have much completed you may wait to contact them. Check with your chair.

Step 11: Revise again. Make sure you use APA style.

Step 12: Submit Draft #4 to writing group on 11/4.

Step 13: Meet with writing group for more feedback, Session 12: 11/18.
Follow directions from Step 2 and use **PQP** for guiding feedback to peers.
Remember to attach rubric, previous draft(s) and comments from peers.

Step 14: Revise again.

Step 15: Self-Assess using rubric. Make sure you provide evidence for your rating.

Step 16: Prepare for presentation.

Step 17: Present paper to class.

Step 18: Turn in paper with all of drafts including those with comments from instructor and peers. Hand in self-assessment.

Author _____ Reader _____ Date _____ Draft # _____

Writing Workshop Feedback Guide

Objective of Writing Assignment: Author will be able to _____

Praise

Praise the strong parts of the paper. Be specific.

Questions

Identify what questions you have about the paper.

Ask questions that probe and push the author to articulate what he/she means.

Polish

What could be done to polish up the paper? Be specific.

Author must provide the reader with the rubric for each review.

Reader must make reference to rubric: cite criteria, how author is making progress & what needs attention.

Literature Circle Reading Plan Book: _____

Group Members: _____

Meeting Date	Reading	Who Does What Role
	Section 1: Pages ____ - ____	Discussion Director
		Illustrator
		Literary Luminary
		Connector
		Vocabulary Enricher
	Section 2: Pages ____ - ____	Discussion Director
		Illustrator
		Literary Luminary
		Connector
		Vocabulary Enricher
	Section 3: Pages ____ - ____	Discussion Director
		Illustrator
		Literary Luminary
		Connector
		Vocabulary Enricher
	Section 4: Complete Reading Pages ____ - ____	All members identify: a.) 3-5 key concepts from the text
		b.) Strategies for teaching those concepts and
		c.) Lesson plan ideas for each grade level.
	Read Curriculum Resources	K-2 Grade Lesson Plan(s)
		3-5 Grade Lesson Plan(s)
		6-8 Grade lesson Plan(s)
		9-12 Grade Lesson Plan(s)
	Lesson Plan Drafts	All Members do the following to prepare for the presentation: Proof Lesson Plans – Deadline for feedback & Practice Presentation – Dates for practices
		Assign specific members to do the following tasks: Design Handout - & Poster Board -

LITERATURE CIRCLE ROLES

Follow Harvey Daniels' Literature Circle process for collaborating as a group to read your book. While reading, you should keep a series of notes (margin notes/annotations, post-it notes in the book, separate paper notes, etc.) that you can use for later discussion, both on-line and face-to-face, with your colleagues who have read the same book.

When meeting face-to-face, you will complete one specified "literature circle role" for each assigned section of reading (listed below). Each person will do a different job each time you meet. Whatever your role asks you to do, please write it out on separate paper to be used in class and collected.

1. **Discussion Director:** Your job is to develop a list of **five** questions that your group might want to discuss about this part of the book. Don't worry about small details, your job is to help people discuss big ideas in reading and to share their individual reactions. Usually the best discussion questions come from your own thoughts, feelings, and concerns as you read the book. *Write out a list of five discussion questions in advance.*
2. **Illustrator:** Your job is to draw some kind of picture related to the reading. It can be a drawing, cartoon, diagram, chart, or scene. Your picture can be of a scene in the book, or it can be of something the book reminded you of. It can show feelings, include quotations like a one-pager, or it can have labeled parts. You should let your group study your picture quietly and ask them for comments before you explain any part of it to them.
3. **Literary Luminary:** Your job is to locate **five** special sections of the text that your group could like to hear read aloud. The idea is to help people remember some interesting, powerful, funny, puzzling, or important sections of the text. You must decide in advance what sections are to be read and decide *how* they are to be read: you might read them, someone else could read, read silently and discuss, read like a conversation, etc. Have a list of the parts ready for your group--page numbers and location on the page.
4. **Connector:** Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, to happenings at school or in the community, to similar events at other times and places, to other people or problems that you are reminded of. You might also see connections between this book and other writing on the same topic, or by another author. There are no right answers to your job--you are using your brain to connect meaningful ideas! Have a list of **five** connections that you have found in this section of reading and explain them. Have the students in your group add their own ideas and connections.
5. **Vocabulary Enricher:** Your job is to be on the lookout for **five** new vocabulary words in the reading before your group meeting. If you find words that are new or puzzling or unfamiliar, mark them with a post-it note or bookmark. 1) Copy the sentence with the word in it and *list the page number in the book* 2) Look up the word 3) Find the correct definition 4) You need to figure a way to teach these words to your group, perhaps through a game, context clues, dictionary search.

Choice Book Poster Presentation Plan

1. Poster design

2. Outline for presentation

3. When will you meet (2-4 planning session)? Include Date, Time & Place.

4. What cooperative learning and culturally relevant pedagogies will you use in the presentation and lessons? Did you address concepts presented in all of the course readings?
 - a. Gloria Ladson-Billings' (2001) Culturally Relevant Pedagogy
 - b. Parker Palmers' (1998) Heart of the Teacher
 - c. Brendtro, Brokenleg & Van Bockern's (2001 & 1990) Circle of Courage
 - d. Elam & Duckenfield's (2000) Teacher as Facilitator
 - e. bell hook's (2003) Pedagogy of Hope
 - f. Others:

5. What questions you believe the class will have about both the content and the process – and prepare to answer all questions.

6. Who will be responsible for the following:
 - a. K-2 Grade Lesson(s)
 - b. 3-5 Grade Lesson(s)
 - c. 6-8 Grade Lesson(s)
 - d. 9-2 Grade Lesson(s)
 - e. Poster
 - f. Handout
 - i. Key Concepts of Text - Summary
 - ii. Critical Analysis of text
 - iii. Lesson Overviews (1-3 sentences – content, process & product)
 - iv. Curriculum (text) resources
 - v. Instructional strategy resources
 - vi. Multicultural perspective resources
 - g. Props: Other materials needed for presentation
 - h. Presentation Plan – who will do what when?

7. Who will type up this plan and send/respond via email to group and instructor by Monday?

Make sure all members of the group participate in MEANINGFUL ways Presentations will be graded on membership contribution to the process.

Poster Presentation Rubric (Page 1 of 2)

Name(s) _____ Book: _____

Task & Criteria	Approaching Expectations	Meets Expectations	Exceeds Expectations
Presentation	<ul style="list-style-type: none"> - Turned in presentation plan 	<ul style="list-style-type: none"> - All members role are apparent and equitable - Polished presentation – obvious that group practiced - Completed Presentation Plan - Self Assessed as a group - Provided a 1 page Confidential Reflection per person 	<ul style="list-style-type: none"> - All members present - Superior presentation style – ready to present at a conference
Poster & Props	<ul style="list-style-type: none"> - Key concepts of book and lessons provided 	<ul style="list-style-type: none"> - Key concepts illustrated from text - Visuals provided to keep interest - Culturally Competence Connections made to text - Cooperative Lessons illustrated - Copies of all lesson plans available - Professional Design 	<ul style="list-style-type: none"> - Lesson Plans for each classmate - Color and visuals used in poster
One Page Handout	<ul style="list-style-type: none"> - APA citation of text - Summary of text - Brief Lesson Info - Brief Resource Info 	<ul style="list-style-type: none"> - Key concepts of text are presented concisely - Critical analysis of text (+ & -) - Key concepts of instructional strategy - Example of Cooperative Learning, Culturally Relevant Pedagogy & Other Concepts presented in class - Lesson Overview - Content Curriculum, Instructional Strategy & Multicultural Perspective Resources are listed using APA style. 	<ul style="list-style-type: none"> - All resources are available for presentation - Color handout - Visuals included in Handout
K-2 Grade Lesson Plan(s)	<ul style="list-style-type: none"> - Provides a rich activity related to the choice book, but does not include all parts of the lesson - Includes cooperative or culturally relevant pedagogy 	<ul style="list-style-type: none"> - Lesson plan(s) is age appropriate - Includes all parts of lesson: <i>objective</i>, <i>content</i> (curriculum to be covered, materials used, standards addressed), <i>process</i> (what will students do to learn), <i>product</i> (what will you use as an assessment) and then the <i>steps</i> teacher will take (<i>into</i>, <i>through</i>, <i>beyond</i>). - Uses Cooperative Learning, Culturally Relevant Pedagogy, Circle of Courage... - Teaching materials provided (graphic organizers, ppt...) 	<ul style="list-style-type: none"> - Provides more than 1 complete lesson plan - Models and articulates connections with all readings from course - Provides multiple beyond activities - Differentiation Strategies provided for ELL and students with Sp Ed needs

Poster Presentation Rubric (Page 2 of 2)

Name(s) _____ Book: _____

<p>3-5 Grade Lesson Plan(s)</p>	<ul style="list-style-type: none"> - Provides a rich activity related to the choice book, but does not include all parts of the lesson - Includes cooperative or culturally relevant pedagogy 	<ul style="list-style-type: none"> - Lesson plan(s) is age appropriate - Includes all parts of lesson: <i>objective, content</i> (curriculum to be covered, materials used, standards addressed), <i>process</i> (what will students do to learn), <i>product</i> (what will you use as an assessment) and then the <i>steps</i> teacher will take (<i>into, through, beyond</i>). - Uses Cooperative Learning, Culturally Relevant Pedagogy, Circle of Courage... - Teaching materials provided (graphic organizers, ppt...) 	<ul style="list-style-type: none"> - Provides more than 1 complete lesson plan - Models and articulates connections with all readings from course - Provides multiple beyond activities - Differentiation Strategies provided for ELL and students with Sp Ed needs
<p>6-8 Grade Lesson Plan(s)</p>	<ul style="list-style-type: none"> - Provides a rich activity related to the choice book, but does not include all parts of the lesson - Includes cooperative or culturally relevant pedagogy 	<ul style="list-style-type: none"> - Lesson plan(s) is age appropriate - Includes all parts of lesson: <i>objective, content</i> (curriculum to be covered, materials used, standards addressed), <i>process</i> (what will students do to learn), <i>product</i> (what will you use as an assessment) and then the <i>steps</i> teacher will take (<i>into, through, beyond</i>). - Uses Cooperative Learning, Culturally Relevant Pedagogy, Circle of Courage... - Teaching materials provided (graphic organizers, ppt...) 	<ul style="list-style-type: none"> - Provides more than 1 complete lesson plan - Models and articulates connections with all readings from course - Provides multiple beyond activities - Differentiation Strategies provided for ELL and students with Sp Ed needs
<p>9-12 Grade Lesson Plan(s)</p>	<ul style="list-style-type: none"> - Provides a rich activity related to the choice book, but does not include all parts of the lesson - Includes cooperative or culturally relevant pedagogy 	<ul style="list-style-type: none"> - Lesson plan(s) is age appropriate - Includes all parts of lesson: <i>objective, content</i> (curriculum to be covered, materials used, standards addressed), <i>process</i> (what will students do to learn), <i>product</i> (what will you use as an assessment) and then the <i>steps</i> teacher will take (<i>into, through, beyond</i>). - Uses Cooperative Learning, Culturally Relevant Pedagogy, Circle of Courage... - Teaching materials provided (graphic organizers, ppt...) 	<ul style="list-style-type: none"> - Provides more than 1 complete lesson plan - Models and articulates connections with all readings from course - Provides multiple beyond activities - Differentiation Strategies provided for ELL and students with Sp Ed needs

GROUP REFLECTION

Your Name _____

Book _____

Fill in the name of each group member (including yourself).
 Rate each area from 1- 10 (1 being low and 10 being high) and provide some evidence.
 If your group has more people than there are rows for please complete 2 group reflection forms.

Group Member Name	Work Contributions How did this member contribute to the weekly work that needed to be done? Was the person present for all meetings? Did the person complete the tasks needed for weekly preparation? How did this person assist others and their work?	Collegiality How did this person conduct him/herself as a collegial contributor to the group project? How did this person handle conflict? How did this person seek resolution for group differences? Would you volunteer to work with this person again?	Completed Tasks Did this person volunteer for a specified task? Did this person complete their assigned tasks for the presentation? Was this person able to do this with no problem? Was the member's work of stellar quality?
(Yourself)			

What worked in this group assignment?

What didn't work?

How would this work with your students or peers?

How does this "fit" or "doesn't fit" with your own learning style preference?

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