

**California State University San Marcos**  
**COLLEGE OF EDUCATION**

**EDSS 521 – Literacy in the Secondary School (3 credits)**  
**Fall 2003: Part-time Cohort (CRN: 41740)**

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**University Hall: Room 307**

**Office Hours: before and after class and by arrangement**

**Class Meets: Thursdays 6:00–8:45**

**Academic Hall: Room 404**

**College of Education Mission Statement**

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.  
*(adopted by COE Governance Community October, 1997)*

**Infused Competencies**

**Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. See “Authorization to Teach English Learners Competencies.”  
*(approved by CCTC in SB 2042 Program Standards, August 02)*

**Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

**Students with Disabilities Requiring Reasonable Accommodations**

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**Course Description**

This course explores the issues of literacy development—reading, writing, listening, and speaking—across core content areas of the school curriculum. This course is designed to help secondary teachers better understand how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers and will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful literacy for lifelong learning.

## Course Goals

### ***Credential candidates will:***

1. understand the challenges of working with assumptions (personal and systemic) that ascribe literacy “responsibility” to only a few content areas. (TPE 1b, 12, 15)
2. develop a growing awareness of the complexity of literacy acquisition and of defining literacy. (TPE 12)
3. explain how context and culture affect literacy development. (TPE 4, 5, 7, 8, 11, 15)
4. scaffold learning activities so that students of varied literacy backgrounds and skill levels have access to reading and writing a variety of texts. (TPE 4, 6c, 6d, 7, 9, 15)
5. know SDAIE and apply its strategies effectively/appropriately in designing lessons. (TPE 4, 7, 6c, 6d)
6. integrate literacy activities (including technology-based activities) in the content area to facilitate students learning content knowledge while also growing as readers, writers, speakers, and listeners. (TPE 1b, 4, 6c, 6d, 9, 14)
7. develop methods for diagnosing students’ literacy skills in the context of their content area. (TPE 2, 3, 8)
8. assess the appropriateness of reading materials for students in their content area. (TPE 5, 9, 15)

### **Teacher Performance Expectation Competencies**

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE’s are addressed in this course (a full version of the TPE descriptions can be downloaded from the CoE webpage: [www.csusm.edu](http://www.csusm.edu)--link to the College of Education via the Department Directory):

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#### **Primary Emphasis**

TPE 4 - Making Content Accessible

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

TPE 6d - Developmentally Appropriate Practices for Special Education

#### **Secondary Emphasis:**

TPE 1b - Subject Specific Pedagogical Skills

TPE 2 - Monitoring Student Learning During Instruction

TPE 3 - Interpretation and Use of Assessments

TPE 5 - Student Engagement

TPE 7 - Teaching English Language Learners

TPE 8 - Learning about Students

TPE 9 - Instructional Planning

TPE 11 - Social Environment

TPE 12 - Professional, Legal, and Ethical Obligation

TPE 14 – Educational Technology

TPE 15 – Social Justice and Equity

## AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development and <u>and</u> content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about Their students
<b>II. Theories and Factors in First- and Second- Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

### Required Texts

TILE (Technology in Literacy Education) CD-ROM program—distributed in class (TILE)

Tovani, Cris (2000). *I Read It, But I Don't Get It: Comprehension Strategies for Adolescent Readers*. Main: Stenhouse Publishers (Tovani)

Walter, Teresa (1996). *Amazing English!* Addison-Wesley. (AE)

Zinsser, William. (1988). *Writing to Learn*. New York: Harper & Row, Publishers (WTL)

Any textbook that is used to teach your content area to middle or high school students. Check your school sites, teacher friends, student friends, etc. for borrowing rights. Let the instructor know if you are having trouble finding a textbook.

The *Successful Inclusive Teaching* book by Joyce Choate will also be used (from your EDSS 511 class).

Course Website: <http://courses.csusm.edu> (WebCT used for online coursework and communications)

### Optional Texts

Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse Publishers

Lenski, Susan Davis, Wham, Mary Ann, Johns, Jerry L. (1999). *Reading & Learning Strategies for Middle & High School Students*. Dubuque, IA: Kendall/Hunt.

### Other Texts You Might Find Useful (Ask for ordering information)

California Dept. of Education (2000). *Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12*.

Herrell, Adrienne L. (2000). *Fifty Strategies for Teaching English Language Learners*. New Jersey: Prentice-Hall, Inc.

Schoenbach, Ruth, et.al. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.

### Assignments

- **Highly Effective Teacher Attributes:** See page 8-9 for a full description. Generally, these attributes have to do with professional and responsible behavior and work habits. (Scored on a 4-point rubric)
- **Reading Responses/Participation:** Critical, engaged discussion will make this a richer class for all of us. In preparation for this kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts in a variety of ways. Response methods will be introduced and explained in class. The goal of all reading responses is to help you better contemplate, organize, and understand your reading and to be better prepared for thoughtful discussion. If your responses cease to function in these ways and seem to be “busy work” then you need to adjust what you’re doing. Seek alternative ways of responding in order to meet the goal—it is your responsibility to make the work worthwhile. Ask for help if you need it. Come to class prepared to participate fully, using your reading responses as a “jumping off” point.

You will also create a series of Web-based responses using 3 x 5 cards (explained in class) and you will participate in a variety of informal in-class activities. (Assessed on a 4-point rubric.)

- **Strategy Presentations:** With a small group, you will be responsible for developing and presenting/modeling writing and reading strategies to your colleagues, demonstrating their use in your particular content area. The strategies will come from our texts but you will need to put them in the context of your content area. Additional information about this assignment can be found on WebCT. (Assessed on a 4-point rubric.)
- **Literacy Case Study:** The case study involves your shadowing, interviewing, and gathering work samples from an adolescent. You will identify his/her reading, writing, speaking, and listening processes, make observations about their instructional needs, and reflect on the implications for your teaching. This will be a written report. Additional information about this assignment can be found on WebCT. (Assessed on a 4-point rubric.)
- **Reflective Papers:** You will write two reflective papers, one at the beginning of class that is a literacy autobiography, and one at the end of class which is a “connections” paper. The literacy autobiography will be a chance for you to reflect upon and consider the implications of your own literacy history. The connections paper will be a chance for you to reflect on your learning over the semester and to put the pieces together in terms of how you’ll structure your future classes with a

literacy component. This is also the place where you will discuss your progress toward meeting the course goals. Additional information about the literacy autobiography can be found at the end of this syllabus; connections paper information can be found on WebCT.

- **Revised Lesson Plans:** You will be responsible for revisiting and revising your two lesson plans from your EDSS 511 unit plan. Your revisions must demonstrate your ability to integrate literacy strategies and SDAIE into your content area. Included with your lesson plans will be an explanation of your changes and why you've made them (you will submit your original plans with your revisions). More information about this assignment can be found on WebCT.

### **Recap of Assignment Weights and Due Dates**

*All the major assignments listed below carry the same weight with the exception of the Literacy Case Study; this is worth double. Each assignment is graded on a 4-point rubric.*

*As per the Summative Assessment Criteria (page 6), to be eligible for a B or an A all major assignments must have been attempted.*

<b>Highly Effective Teacher Attributes</b>	Due: ongoing to end of course
<b>Reading Responses/Participation—including:</b> Assigned reader responses (see calendar) Discussion board postings for TILE modules 2, 8, & 9 (due no later than 11/1) Literature circle participation (11/6) Other in-class role plays, reviews, etc.	Due: see calendar (throughout)
<b>Literacy Autobiography</b>	Due: 9/11
<b>Reading Strategy Presentation</b>	Due: 10/9
<b>Literacy Case Study</b> (notes due 10/16; rough due 11/6)	Final due: 11/13
<b>Revised Lesson Plans</b>	Due: 11/20
<b>Writing Strategy Presentation</b>	Due: 12/4
<b>Connections Paper</b>	Due: 12/18

## Summative Assessment Criteria for EDSS 521

### **“A” students:**

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete ALL assignments thoroughly, thoughtfully, and professionally, receiving 3.5 – 4 average on all assignments.
3. make insightful connections between all assignments and their developing overall understanding of literacy and its effects on student learning in their content area; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of course goals.
5. always collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
7. demonstrate responsibility to meeting attendance requirements (miss fewer than 2 classes) (see syllabus).

### **“B” students:**

1. comply with the course requirements and expectations.
2. complete ALL assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.5-3.5 average on all assignments.
3. usually connect assignments to their developing overall understanding of literacy and its effects on student learning, especially within their content areas; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of course goals.
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. complete most class preparation work and are ready to engage in thoughtful discourse
7. demonstrate responsibility to meeting the attendance requirements (miss fewer than three classes) (see syllabus).

### **“C” students:**

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. attempt ALL assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.5 – 2.5 average on all assignments.
3. make limited connections between assignments and their developing overall understanding of literacy and its effects on student learning; may not be open to examining assumptions or implications and might actually “dismiss” the role of building students’ literacy skills within their content areas.
4. attempt but show limited progress in achieving course goals.
5. collaborate with their colleagues in ways that are not always professional or productive; participant’s may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
7. meet the minimum attendance requirements (see syllabus).

**“D” or “F” students** fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

## GRADING NOTES

- Students must meet the attendance and average assignment score requirements to be eligible for the grade described. They are “prerequisites” for being eligible for a particular grade.
- Students falling in between grade levels will earn a + or – at the instructor’s discretion, depending on where they meet the criteria most fully.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

### Attendance

**CoE Policy:** Due to the dynamic and interactive nature of courses in the CoE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.

**Instructor Application of the Policy:** If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of “A”. If three class sessions are missed, the highest possible grade that can be earned is a “C+”. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

## ***The Maintenance and Development of Positive Teacher Behaviors in the College of Education Courses***

(These are the AFFECTIVE objectives for our single subject courses.)

### **Purpose/Rationale**

A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subject areas (Roberts and Kellough, 2000). Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

### **Scoring Criteria**

Each of these seven attributes will be scored on a 4-point rubric in terms of level of accomplishment. Reflective and "supported" assessment is the goal; you will be asked for evidence in support of your scores. "Perfection" (all 4's) is NOT the goal. While these attributes define professional and collegial behavior to which we expect all students to aspire, it is recognized that individuals will have areas in need of improvement (we are, after all, human!). Earning full credit for this "assignment" is predicated on your ability to provide evidence of your assessments and your ability to work conscientiously toward increased accomplishment. Peer input, self-evaluation, and intermediate conferences will assist in formative assessments.

- 4 = **Exceeds expectations:** Student has demonstrated an especially high level of functioning with respect to this attribute (no sub par examples)
- 3 = **Meets expectations:** Student has demonstrated an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this student is generally solid; no concerns exist)
- 2 = **Below expectations:** Student has demonstrated inconsistent levels of functioning with respect to this attribute; the student is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted)
- 1 = **Well below expectations:** Student has demonstrated a low level of functioning with respect to this attribute (serious overall limitations noted in this area)

**Generally Accepted Attributes of Highly Effective Teachers**  
**(as seen in pre-service programs)**

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

*The following will be used as a guideline for defining each attribute:*

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.
2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket): respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
3. **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.
6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.
7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

## Tentative Calendar (Subject to Change)

Date	Topic	Reading Assignment Due (on date listed)	Assignment Due (on date listed)
9/4	Introductions Syllabus/Jumping in! What is literacy and how does it relate to content-area courses?		
9/11	Learning to read Cycle of reading instruction	<ul style="list-style-type: none"> <li>◆ Handout: “Chapter 2: The Learner’s Club” (From <i>Insult to Intelligence</i>, 1990 by Frank Smith)</li> <li>◆ AE: 42-48 (part of ch. 3)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Pre-instruction survey (distributed in class)</li> <li>◆ Literacy autobiography (see assignment description and rubric at the end of the syllabus—page 16 &amp; 17)</li> <li>◆ <b>Reader response: Smith:</b> G.I.S.T. handout (attached at the end of this syllabus—page 15)</li> <li>◆ <b>Reader response: AE:</b> Create a visual depiction of the cueing systems that reveals what each system “does” and your understanding of how we tap into them as we read</li> </ul>
9/18	Reading comprehension Assessing students’ reading/content skills Intro. case study	<ul style="list-style-type: none"> <li>◆ TILE: Module 1: “What is Reading?”</li> <li>◆ Tovani: Ch 1 and 2</li> <li>◆ Choate: Ch. 5</li> <li>◆ TILE: Resources section of <b>Module 1 only:</b> Scroll down and find one website to explore.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response:</b> Create a diagram that lists traits of effective and ineffective readers—what they do/don’t do as readers (synthesizing information from TILE, Tovani, and Choate)</li> <li>◆ <b>Reader response: Website:</b> on a 3x5 card identify:               <ol style="list-style-type: none"> <li>1. the URL , website name, and who created and/or runs the site (Authority);</li> <li>2. the author’s purpose and perspective (Bias)</li> <li>3. the site’s usefulness in terms of currency and accuracy (Credibility)</li> <li>4. one idea/application for your classroom (explain some of the “so what?”)</li> </ol> </li> </ul>
9/25	Assessing text levels, text structures, and textbooks Creating a scaffolding frame to support readers in the content areas	<ul style="list-style-type: none"> <li>◆ TILE: Module 6: “Literacy Across Content Areas”</li> <li>◆ Tovani: Ch. 3 and 6</li> <li>◆ TILE: Resources section of <b>Module</b></li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring content area textbook to class</li> <li>◆ <b>Reader response: Tovani and TILE:</b> Identify 1-2 strategies or ideas that are especially interesting to you and explain how you see these</li> </ul>

		<p><b>6 only:</b> Scroll down and find one website to explore.</p> <ul style="list-style-type: none"> <li>◆ [For those with optional Lenski text: Appendix C and D]</li> </ul>	<p>strategies/ideas playing out in your future classroom.</p> <ul style="list-style-type: none"> <li>◆ <b>Reader response: Website:</b> see explanation on 9/18.</li> </ul>
10/2	Vocabulary building Connecting strategies to content area texts—working with a scaffolding frame	<ul style="list-style-type: none"> <li>◆ Selected text from content area materials</li> <li>◆ TILE: Module 5: “Vocabulary,” including all the documents listed in the “documents” or “planbook” section</li> <li>◆ TILE: Resources section of <b>Module 5 only:</b> Scroll down and find one website to explore.</li> <li>◆ [For those with optional Allen text: any part of it, but especially the beginning 1-2 chapters]</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bring content area text(s) to class.</li> <li>◆ <b>Reader response: TILE and content area reading:</b> Identify 4-10 concepts/words from your text selection that are essential for students to learn. Choose a vocabulary strategy that you might use (from the TILE resources) to teach those concepts/words. Explain how you would do it.</li> <li>◆ <b>Reader response: Website:</b> see explanation on 9/18.</li> </ul>
10/9	Strategy modeling/presentations		<ul style="list-style-type: none"> <li>◆ Finish strategy presentation</li> </ul>
10/16	Struggling readers Inquiry strategies Case study writing discussions	<ul style="list-style-type: none"> <li>◆ Tovani: Ch. 4, 5, 7, and 8</li> </ul>	<ul style="list-style-type: none"> <li>◆ Strategy presentation self-evaluation</li> <li>◆ Case study notes</li> <li>◆ <b>Reader response: Tovani:</b> Using small sticky notes (like 1” post-its), record the questions that come to your mind while you’re reading and place each post-it in the spot where you had the question. This requires you to really “listen” to yourself as you read (before, during, and after)</li> </ul>
10/23	2 <sup>nd</sup> language acquisition	<ul style="list-style-type: none"> <li>◆ AE: Ch. 1 and 2</li> <li>◆ TILE: Module 10 : “English Language Learners”</li> <li>◆ TILE: Resources section of <b>Module 10 only:</b> Scroll down and find one website to explore.</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Reader response: AE and TILE:</b> Identify two strategies from the readings and brainstorm ways you might use them in your content area. Explain how your chosen strategies would support concept development in your content area and how they would help develop academic</li> </ul>

			<p>language.</p> <ul style="list-style-type: none"> <li>◆ <b>Reader response: Website:</b> see explanation on 9/18.</li> </ul>
10/30	<p><b>ONLINE class session with TILE:</b> Media literacy Using technology to support learning</p>	<ul style="list-style-type: none"> <li>◆ TILE: Module 2: “Technology for Reading”</li> <li>◆ TILE: Module 8: “Media Literacy”</li> <li>◆ TILE: Module 9: “Web Pages for Learning”</li> <li>◆ TILE: Resources section of <b>Module 2, 8, 9 only:</b> Scroll down and find two websites to explore.</li> </ul>	<ul style="list-style-type: none"> <li>◆ On TILE discussion board, respond to these prompts: <ol style="list-style-type: none"> <li>1. What might be the role of <b>media literacy</b> and <b>online technology</b> in your future classroom? How do you see them enhancing students’ learning in your content area?</li> <li>2. How might you help students to “read” other media besides the Internet (consider television, movies, music, visual art, etc.)?</li> </ol> </li> </ul>
11/6	<p>Case study—reader response groups 2<sup>nd</sup> language strategies revisited (SDAIE) Role of student talk to support literacy</p>	<ul style="list-style-type: none"> <li>◆ AE: Ch. 4</li> <li>◆ ELL content-area article: <a href="http://www.ncela.gwu.edu/ncbepubs/resource/ells/language.htm">www.ncela.gwu.edu/ncbepubs/resource/ells/language.htm</a> (replace “language” with “science”, “math”, “social” for other content areas)</li> <li>◆ TILE: Module 11: “Speaking to Learn”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Case study rough draft</li> <li>◆ <b>Reader response: ELL article:</b> Literature circle role.</li> <li>◆ <b>Reader response: Tile:</b> Respond to this prompt: How might you foster authentic student talk (and listening) in your classroom in support of content area learning (draw on all you’ve learned in the program thus far)? What will it take from YOU to enact your ideas?</li> </ul>
11/13	<p>Case study implications Writing in the content areas: “Formal” and “Informal” writing</p>	<ul style="list-style-type: none"> <li>◆ WTL: Ch. 1, 2, 4 &amp; 5</li> <li>◆ TILE: Module 7: “Writing to Learn”</li> </ul>	<ul style="list-style-type: none"> <li>◆ Case study final draft</li> <li>◆ Reader response of your choice (you might experiment with one of the strategies you’ve read about in class).</li> </ul>
11/20	<p>Writing in the content areas: supporting the process of writing</p>	<ul style="list-style-type: none"> <li>◆ WTL: Ch. 9-11</li> <li>◆ Choate: Ch. 8</li> </ul>	<ul style="list-style-type: none"> <li>◆ WTL or Choate: Reader response of your choice</li> <li>◆ Two revised lesson plans and explanation due</li> </ul>
Some-where between 11/20 and 12/4	<p><b>Optional</b> class meeting for groups to work on developing group strategy presentations. (Your group must be prepared to present on 12/4.)</p>		
12/4	<p>Strategy presentations</p>		<ul style="list-style-type: none"> <li>◆ Strategy presentation</li> </ul>

12/11	Career seminar guest speaker: Diana Sanchez		◆ Strategy presentation self-evaluation
12/18 6:15- 8:15	Finish strategy presentation (if needed) Content area reflection/connections		◆ Connections paper ◆ Course grade rationale

## Self-Evaluation of Course Goals for \_\_\_\_\_

On a scale of 1-4 (4 being high, 1 being low) rate your sense of competence for each of the course goals below—how well are you able to currently meet each goal?

Course Goals	September	December
<b>Credential candidates will:</b>		
1. Understand the challenges of working with assumptions (personal and systemic) that ascribe literacy “responsibility” to only a few content areas.		
2. Develop a growing awareness of the complexity of literacy acquisition and of defining literacy.		
3. Explain how context and culture affect literacy development.		
4. Scaffold learning activities so that students of varied literacy backgrounds and skill levels have access to reading and writing a variety of texts.		
5. Know SDAIE and apply its strategies effectively/appropriately in designing lessons.		
6. Integrate literacy activities (including technology-based activities) in the content area to facilitate students learning content knowledge while also growing as readers, writers, speakers, and listeners.		
7. Develop methods for diagnosing students’ literacy skills in the context of their content area.		
8. Assess the appropriateness of reading materials for students in their content area.		
9.		
10.		
11.		
12.		

**Note: The assignments you complete for the course and the final connections paper you write in December should show evidence of your progress in meeting these goals. As you work through each course assignment, bear in mind how it might be helping you to become more competent in a particular area.**

**Reader Response: G.I.S.T**  
**(Generating Interactions between Schemata and Text)**

G.I.S.T. is a way of getting students to summarize reading into a succinct statement. It requires students to look for the main idea or “gist” of the text. This technique is most appropriate with limited amounts of text—a chapter, a section of a text, an article.

The teacher provides a prompt and a set number of words as a limit for writing. Students must answer the prompt within the word limit.

**G.I.S.T. for Frank Smith’s “The Learners’ Clubs”**  
**(Chapter 2 from *Insult to Intelligence*, 1990)**

1. Describe the nature of the debate between Chomsky and Skinner in 24 words or less.

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

2. What does it mean to be a member of the “literacy club”?

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

3. Describe the tone of this chapter using at least one example from the text to support your interpretation.

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

## Literacy Autobiography

This assignment is a way for you to explore your own beliefs and experiences with literacy. You should consider both positive and negative experiences in this exploration as well as experiences that cover a range of time. You may approach this writing in any way that feels comfortable for you, but I suggest you consider the following areas as possible starting points in your journey backward in time(don't try to answer all of the items below):

- ◆ Early memories/experiences with learning to read
- ◆ Literacy influences: parents, siblings, grandparents, other family, daycare models, others who influenced you . . .
- ◆ Experiences with writing: family, school, personal, formal/informal . . .
- ◆ Feelings associated with reading and/or writing
- ◆ Experiences with “story”: how and when did you connect with stories (if at all), family lore and traditions, school influences . . .
- ◆ Changes in your reactions to school as you grew up
- ◆ Feelings about school: positive(s)—what caused this? Negative(s)—what caused this?
- ◆ Your current literacy profile . . . are you drawn to reading, writing, speaking, listening? Are these experiences pleasure(able) or pain(ful)? What role is technology playing in these areas for you?
- ◆ How have your unique experiences influenced your ideas about the kind of teacher you hope to become?

Please do not approach these suggestions as a “laundry list” to be covered. Remember, these are merely ideas to help get you started; if they don't apply to you ignore them and add your own areas of importance.

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**Please type your autobiography in a standard font, 12 pt., double-spaced, with 1” margins.**

**Include the rubric with your paper (with the criteria circled with your self-evaluation) when you submit it on September 11.**

## Grading Rubric for Literacy Autobiography

Name: \_\_\_\_\_ Date: \_\_\_\_\_

4 Exceeds Expectations	3 Meets Expectations	2 Nearly Meets Expectations	1 Developing
<p>A 4 paper meets all of the requirements of a 3, but the work stands out as <b>exemplary</b> in some of the following ways:</p> <ul style="list-style-type: none"> <li>• Descriptions of past experiences include enough detail to keep the reader engaged and informed; may have a story-telling quality to it.</li> <li>• Develops an especially insightful reflection that demonstrates the teacher candidate's ability to think about and apply past experiences to current literacy beliefs.</li> <li>• Writing is exceptional in its quality (wording, organization, development).</li> </ul>	<p style="text-align: center;"><b>Personal Experiences</b></p> <ul style="list-style-type: none"> <li>▪ Includes a range of personal experiences over time.</li> <li>▪ Includes important examples and relevant experiences, developing each of them sufficiently.</li> </ul>	<p>A 2 paper contains most of the elements of a 3 OR contains all of the elements of a 3 but each is not sufficiently developed.</p> <p><b>It is generally characterized by some of the following:</b></p> <ul style="list-style-type: none"> <li>• Lack of detail.</li> <li>• Limited reflection.</li> <li>• Writing is sometimes challenging to follow because of wording, organization, or frequent errors.</li> </ul>	<p>A 1 paper is significantly underdeveloped in many areas of the assignment. The work does not offer enough information to gauge the teacher candidate's ability to describe and reflect upon experiences and to connect past experiences with current thinking about literacy.</p>
	<p style="text-align: center;"><b>Reflection/Exploration</b></p> <ul style="list-style-type: none"> <li>▪ Reaches supported conclusions about personal literacy.</li> <li>▪ Explores both positive and negative personal experiences and their impact.</li> <li>• Recognizes change or cause/effect and makes connections between past experiences and current beliefs, attitudes, etc.</li> </ul>		
	<p style="text-align: center;"><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Writing is clear, organized, and easy to follow. Few grammatical/spelling errors and those that do exist do not hinder meaning.</li> <li>• Typed in standard format (12 pt. font; double spaced).</li> <li>• Submitted on time.</li> </ul>		

Total Overall Score: \_\_\_\_\_

**Note: As you evaluate your observation report, circle the descriptors above that best describe the attached assignment. Attach the rubric to your observation report before you submit it.**

### Total Overall Score Breakdown

- |                               |                               |
|-------------------------------|-------------------------------|
| 4 = Exceeds expectations      | 2 = Nearly meets expectations |
| 3.5 = On its way to being a 4 | 1.5 = On its way to being a 2 |
| 3 = Meets expectations        | 1 = Developing                |
| 2.5 = On its way to being a 3 |                               |

# SAMPLE

## Survey of Student Strategies and Interests

Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

**Directions:** Please read each statement, then place a check mark on the response line that most accurately describes how you complete your academic reading and writing assignments, not your fun reading or writing.

1. I usually do my homework reading: \_\_\_\_\_ at school  
 \_\_\_\_\_ after school, before dinner  
 \_\_\_\_\_ in the early evening, after dinner  
 \_\_\_\_\_ in the late evening, before I go to bed  
 \_\_\_\_\_ not at all
  
2. When I have several homework assignments, I do my reading: \_\_\_\_\_ first  
 \_\_\_\_\_ second or third  
 \_\_\_\_\_ last  
 \_\_\_\_\_ not at all

Very true for me	Fairly true for me	Not very true for me	Not true at all for me	I'm not sure
------------------	--------------------	----------------------	------------------------	--------------

- |  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| 3. When I read, I sit at a desk or table.                                    | _____ | _____ | _____ | _____ | _____ |
| 4. When I read, I lie down on something soft, like my bed, a rug, or a sofa. | _____ | _____ | _____ | _____ | _____ |
| 5. When I read, I play music in the background.                              | _____ | _____ | _____ | _____ | _____ |
| 6. I read while watching the television.                                     | _____ | _____ | _____ | _____ | _____ |
| 7. I read my textbook assignments with other people around.                  | _____ | _____ | _____ | _____ | _____ |
| 8. I learn a lot when I read my textbooks.                                   | _____ | _____ | _____ | _____ | _____ |
| 9. I don't understand a lot of my school reading.                            | _____ | _____ | _____ | _____ | _____ |
| 10. I finish all my homework reading.  | _____ | _____ | _____ | _____ | _____ |
| 11. I read my homework assignments aloud.                                    | _____ | _____ | _____ | _____ | _____ |

Very true for me	Fairly true for me	Not very true for me	Not true at all for me	I'm not sure
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12. I don't really do my homework reading. I wait to hear my teacher explain the important ideas in the next class.

_____	_____	_____	_____	_____
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13. I look up new words in the dictionary while I am reading.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

14. I get tired when I read.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

15. I lose my concentration when I read.

_____	_____	_____	_____	_____
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16. Reading textbooks is my most difficult homework assignment.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

17. I mainly look at the pictures and other visual aids when I have a chapter to read.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

18. Before I do my serious reading of a chapter, I first look over the title, introduction, subheadings, pictures, and summary.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

19. I underline or highlight important ideas when I have a photocopied reading.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

20. I take notes or summarize in my own words what I have read.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

21. I reread difficult passages in a reading.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

22. I write down questions about confusing vocabulary or ideas that I want to ask my teacher about later.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

23. I don't really read my textbook assignments; I just try to answer the study questions.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

24. I would like to improve my academic reading.

_____	_____	_____	_____	_____
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25. I am a writer.

_____	_____	_____	_____	_____
-------	-------	-------	-------	-------

Very true for me	Fairly true for me	Not very true for me	Not true at all for me	I'm not sure
------------------	--------------------	----------------------	------------------------	--------------

- 26. When I write, I sit at a desk or table. \_\_\_\_\_
- 27. When I write, I lie down on something soft, like my bed, a rug, or a sofa. \_\_\_\_\_
- 28. When I write, I play music in the background. \_\_\_\_\_
- 29. I write while watching the television. \_\_\_\_\_
- 30. I finish all my homework writing. \_\_\_\_\_
- 31. Before I do my serious writing, I first brainstorm ideas, create an outline, or other prewriting. \_\_\_\_\_
- 32. I revise my writing. \_\_\_\_\_
- 33. I use new vocabulary when I write. \_\_\_\_\_
- 34. I get tired when I write. \_\_\_\_\_
- 35. I lose my concentration when I write. \_\_\_\_\_
- 36. I write for personal reasons separate from school. \_\_\_\_\_
- 37. I prefer to use a computer when I write. \_\_\_\_\_
- 38. I prefer to use a pen or pencil when I write. \_\_\_\_\_
- 39. I am comfortable speaking in class. \_\_\_\_\_
- 40. I can listen to my classmates and teachers and understand what they say and mean. \_\_\_\_\_

- The thing I read most often is \_\_\_\_\_ (book, magazine, poetry, etc.)
- The topics I like to read about are \_\_\_\_\_.
- The kind of writing I do most often is \_\_\_\_\_.
- The topics I like to write about are \_\_\_\_\_.
- Things I like about working in a group:

- Things I don't like about working in a group:
  
- How do you think you learn best?
  
- Do you work outside of school? What kind of work do you do? How many hours a week do you work?
  
- Are you planning to go to college? Which colleges are you interested in?

Modified from work by Kate Kinsella, San Francisco State University, 6/2001; Janet Allen; Michelle Mullen; Jill Halaska