TE 302: Learners and Learning in Context

Section 002   **Instructor: Helen (Olena) Aydarova**
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Fall 2011   **Office Hours: by appointment, EH 118D**

COURSE DESCRIPTION

TE 302 is a course that helps you begin to understand and work with adolescents as well as understand issues of adolescent literacy that affect students across content areas. The course has two primary goals: 1) Helping you learn and think about who you are as a teacher (i.e., **teacher identity**) and 2) Helping you learn and apply knowledge of reading and writing in the content areas in work with adolescents (i.e., **adolescent literacy**).

Recent research and critical reviews about literacy indicate the importance of knowing who students are: their personal histories, their cultures and gender, their literacy practices, their aspirations for themselves, and how they see themselves as learners. These things all influence what happens in the classroom and how students learn. Learning about our students involves learning what questions to ask them and how to ask these questions, as well as learning how to listen to and interpret the responses we get. Effective instruction requires us to learn how to act on this information we gather.

A central focus of this course is tutoring adolescents in Lansing area Middle and High Schools. We will spend a great deal of time in the course learning about adolescents as learners, and about literacy issues that impact students' success or struggles in schools. We will devote time in preparing you for tutoring, as well as reflecting on what it means for you to be a teacher of diverse students in teaching contexts.

Along the way, we will consider such questions as:
   ○ *Who is literate and why?*
   ○ *How does literacy impact subject matter teaching and learning?*
   ○ *What are pressing issues of adolescent literacy that affect all teachers and students?*
   ○ *How are students affected by the contexts in which they live and learn?* and
   ○ *What does it mean to teach adolescents in context?*

Throughout the course, we will focus our attention on how teachers, students and content connect, particularly focused on content area literacy as well as teacher identity (see visual below).
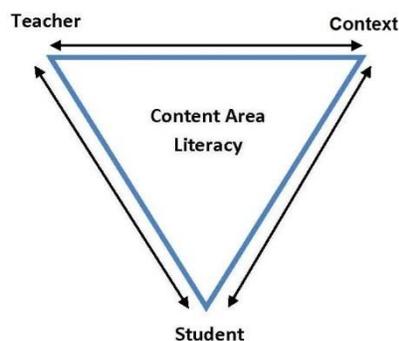
COURSE THEMES

Our course is organized around the following themes focused on **policy, teachers, and students**:
   ● Understanding yourself better in order to better understand who you will be as a teacher
   ● Understanding and working with adolescents in urban/alternative contexts
   ● Motivating adolescents
   ● Starting instruction from where kids are
   ● Teaching that promotes critical thinking and social action

- Finding out what works best based on what we know about our students
- Building appropriate teacher-student relationships

TE 302 COURSE OUTCOMES

Students will:

1. Develop an understanding of oneself, as a person and teacher, as a basis for understanding others
2. Understand the interplay between individuals, diverse students and the contexts in which they live and learn (personal, subject matter, school, community)
3. Develop knowledge, skills and dispositions required for tutoring
4. Increase positive dispositions toward working with diverse adolescents
5. Promote knowledge about literacy, the role of literacy in students' lives, and in subject matter teaching and learning
6. Build on school placement(s) and other course experiences to foreshadow your role as a beginning teacher, particularly to reflect on what it is like to be responsible for teaching and learning with classes of diverse adolescents

TUTORING PLACEMENT

During the course of the semester, you will spend 20 hours in a field placement at Pattengill Middle School. For two hours a week (same day each week) you will work with one or two content area teachers (not necessarily *your* content area), helping in the classroom, working one-on-one or in small groups with students, getting to know students both in content area and life contexts, and observing teachers working in the classroom. This is a space for you to spend time in a classroom, observing the culture of a school and classroom, working with students and learning about and from them, in order to identify things that are important to them which can, and very well may, inform your teaching. You may want to focus on developing a relationship with and getting to know really well one particular student. NOTE: Prior to the start of your placement, you must complete and submit a background check form for MSU. These will be due the first week of class.

COURSEWARE

 URL: www.angel.msu.edu   Log onto ANGEL using your MSUID username and password. The link for our course will show up on your course menu. All assignments, readings (besides course texts) and drop boxes for assignment uploads will appear on our class website. Check your ANGEL/MSU email regularly (*at least* 3-4 times a week and just prior to our course meeting) -- this will be our primary means of communication throughout the semester. If you are unsure how to use ANGEL, please see the tutorials at: http://help.angel.msu.edu/students

COURSE EVALUATION

Students will be evaluated in four areas:

I. Class Participation Whole and small group discussions, in class activities, attendance, etc.	20 percent
II. Course Work Any assigned work and/or activities throughout the course	40 percent
III. Tutoring Experience In class tutoring discussions, regular attendance, and completion of tutoring	15 percent
IV. Final Project Paper and presentation	25 percent

The grading scale for products and activities in these four areas is:

Grade	Percentage
4.0	94-100
3.5	86-93
3.0	80-85

2.5	75-79
2.0	70-74
1.5	65-69
1.0	60-64
0.0	**Under 60**

All course evaluation will be based on a 4.0 grading scale. See rubrics on ANGEL for details.

GENERAL GRADE DESCRIPTORS for the quality of your work are as follows:

Course Grade	GPA Scale	General Description of Quality
94-100 pts.	4.0	**Outstanding, exemplary work**. Uses and integrates readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. No errors in grammar, punctuation, spelling.
86-93 pts.	3.5	**High quality work.** Uses many readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is thoughtful, and provides some details and examples to support ideas. Very few errors in grammar, punctuation, spelling.
80-85 pts.	3.0	**Good quality work**, performing at expected level for this course. Uses some readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
75-79 pts.	2.5	**Work below expected level of quality** for the TE program. Makes vague references or inappropriate references to relevant readings, class discussions, and teaching experiences to inform writing/assignment. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling.
70-74 pts.	2.0	**Significantly below expected level of quality**. Shows little evidence of having read course readings, of uses of classroom discussions, or of field experiences. Meets few of the requirements of the assignment. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.

COURSE POLICIES

The Secondary Teacher Preparation Team is governed by three program standards, approved by the University:

1. **Reliability and Responsibility**
2. **Communication Skills and Social Relationships**
3. **Comfort with and Concern for the Learning of all Children**

In accordance with MSU's Teacher Preparation Program's Professional Conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and in the teacher education program. It is your responsibility to familiarize yourself with the policy which is in the **MSU Pre-Internship Guide** and can be accessed on the web:
http://www.education.msu.edu/te/Secondary/Forms-Documents.asp#current-students

Attendance

Unexcused absences from class fall under the standards of reliability and responsibility and effective use of communication skills in the secondary team handbook. In the past, as a student, you may be accustomed to treating absences as a matter of attending or not attending class. However, within the teacher preparation program, we view attendance as a matter of professional responsibility. *Treat attendance in TE 302 and your tutoring placement as comparable to a job teaching a class of adolescents.* You need to treat your TE 302 class AND tutoring placement with the same level of concern and commitment. Students who do not go to class or attend tutoring sessions, particularly in cases where there is a failure to communicate in advance about absences are at risk of failing TE 302.

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That being said, we recognize the need *at times* for students to miss class in cases of illness or family crises. In the event that this happens, the procedure is to **notify your instructor in advance of any impending absence**. Your instructor will ask you to make up the time and make provisions for understanding the content of the class. In the case of missing a tutoring session, you must contact (in advance) the school and your host teacher to inform them of your absence. You must also make provisions to make up the tutoring session. Please make sure that you also notify your TE 302 instructor when you are unable to attend tutoring. These absences, where you have contacted the instructor and/or school ahead of time and made provisions for making up the time and work, are referred to as excused absences and will not be counted against your final grade. *Please remember that you are required to complete at least 20 hours of tutoring by the end of the semester.*

Students who are absent and do not follow this policy (i.e., informing of absences ahead of time and making up for lost time and content) are engaged in unexcused absences. After the first unexcused absence, you will be contacted by your instructor, who will restate the policy and ask you to follow through on making up the time, commitment or content of the absence. Your instructor may ask you to create a proposal to make up the absence. The same procedure will be followed for the second unexcused absence. Upon the third unexcused absence from class or the field/school, you will be informed in writing that you are in danger of failing TE 302. You will then be asked to attend a meeting with your instructor and the TE 302 faculty leader to consider your further progress in the course and teacher preparation program. Depending on the outcomes of this meeting, you will be asked to propose a way to make up the time, content, and commitments that you have missed. In cases where these commitments are not followed, you will receive a failing grade for the course.

Behaving in a Professional Manner
As a teacher, you will need to think not only about your actions within the classroom but also outside the classroom. It is important that you realize that parents and community members will expect you to act as a role model for their children. It is important that when you go for your field experience that you dress and behave appropriately. Your student(s) may want you to discuss your private life, and while it is OK (and I even encourage sharing your life with your students), you need to remember that talking about inappropriate activities with these students is not acceptable. Something to keep in mind: school districts do background checks on all new employees.

Late Assignments
The only time I will accept late work is **if you have contacted me** prior to the due date and I have given you permission to submit late work. If you turn in late work without talking to me first then you will lose points on a daily basis:
1 day late: -10%   2 days late: -20%   3 days late: -30%   4 days late: a zero will be given

Academic Honesty and Integrity
We assume that the student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code. To avoid plagiarism of the readings used in class or outside of class, use in-text citations or quotations. To learn these differ and how to present them in APA style, please, use http://owl.english.purdue.edu/owl/resource/560/01/.

Plagiarism
Incidents of plagiarism are taken very seriously and will be pursued. Students should not copy any text verbatim on class quizzes, tests, reports, projects, or other class assignments without using appropriate quotations and source citations. For purposes of this course, please utilize APA format for all assignments. If you have questions about how to format your papers in APA style, please visit http://owl.english.purdue.edu/owl/resource/560/01/.
For University regulations on academic dishonesty and plagiarism, refer to http://www.vps.msu.edu/SpLife/rule32.htm & http://www.msu.edu/unit/ombud/plagiarism.html

Accommodations for Disabilities

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a counselor, call 353-9642 (voice) or 355-1293 (TTY). Instructors in the course may request a VISA Form (Verified Individual Student Accommodations Form) from a student requesting services.

Technology Use(s) in Class

Technology use for learning is encouraged in this class, but it should not be abused. You may bring your laptop to class for taking notes or other online activities connected to the topic of the class. Consistent with expectations for participation, we will all respect and be present with each other in this course; thus, sending and checking email, social networking, searching the Web, or reading or completing tasks other than those at hand in the course are not permitted. Such activities will affect your participation grade. Additionally, cell phones and other electronic media should be turned off and put away during class.

Problem solving

If you have problems with the course or the instructor, you must first speak with the instructor about the situation. If the problem cannot be resolved at that level of interaction, then you may contact the faculty course leader, Dr. Doug Hartman dhartman@msu.edu. Following that, you may contact the team coordinator or team leader. Names and contact information for the relevant individuals can be found in the Secondary Team Handbook located at: http://ed-web2.educ.msu.edu/team4/

Writing and Publication Guidelines:

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade. Please edit your work carefully and check for spelling/typographical errors before turning it in. As teachers, you will need to clearly communicate ideas to parents, other teachers, administrators, community news sources, etc. In light of this, it is our policy to support you in the development of your writing. If you feel you need outside support with writing, **The Writing Center in 300 Bessey Hall** can be of assistance (tel: 517-432-3610; website: http://writing.msu.edu/default.html). I may refer you, if I feel they may be of service to you. If you already know that you have weaknesses in your writing, please see me as soon as possible, so we can arrange assistance.

REQUIRED TEXTS

Many of our course readings are available on our Angel site, but in this section of the course you are also required to purchase two texts. The first is a book, "*I Read it, But I Don't Get it,*" a book about issues of adolescent literacy that affect teachers and students at the secondary level. The second book, "*Holler if You Hear Me,*" is a teacher narrative about his work with adolescents in urban contexts.

● *I Read it, But I Don't Get it: Comprehension Strategies for Adolescent Readers* **by Chris Tovani (2000)** (Stenhouse Publications) REQUIRED

http://www.stenhouse.com/shop/pc/viewprd.asp?idProduct=89&r=&REFERER=

"Struggling readers seldom get to experience how great it feels to finish a book. Or how helpful it is to read and understand a chapter in a textbook. They don't know how fun it can be to escape day-to-day life by jumping into a good read. By ninth grade, many students have been defeated by test scores, letter grades, and special groupings. Struggling readers are embarrassed by their labels and often perceive reading as drudgery. They avoid it at all costs. Reading has lost its purpose and pleasure." The book features anecdotes in each chapter about real kids with real problems; a thoughtful explanation of current theories of comprehension instruction and how they can be used with adolescents.

● *Holler if You Hear Me: The Education of a Teacher and His Students* **by Greg Michie (2009)** (Teacher's College Press) http://store.tcpress.com/0807749583.shtml

Weaving back and forth between Gregory Michie's awakening as a teacher and the first-person stories of his students, Holler If You Hear Me creates an intimate and compassionate portrayal of what it means to be a teacher and a student in urban America. Michie's account of learning to teach in a big and often unwieldy public school system deals honestly with the critical moral issues all teachers must face. While not shying away from hard truths, he lends a measure of hope, humor, and practical insight about the difficult work of teaching for social

justice. In addition, Michie brings us the stories of his students both in his words and theirs, giving voice to Latino and African-American youth who often go unheard.

● **Ancillary Text (you will use this in your 400 and 800 level courses):** Weinstein, C.S., et al. (2011). *Middle and secondary classroom management: Lessons from research and practice (4th edition)*. New York: McGraw-Hill. http://catalogs.mhhe.com/mhhe/viewProductDetails.do?isbn=0073378615

COURSE WORK

I. Participation (20 percent)

As university students (and future teachers) you are expected to be fully present in the classroom. Being fully present means being engaged in class discussions and group activities. Your participation grade does not depend only on your physical presence in class, but also on your mental and cognitive presence. Professionalism and respect will be demonstrated in this class by paying attention to your colleagues' comments and contributions (including your instructor). The thoughtfulness of your comments, the depth of your contributions both to the class and to the group discussions, and the originality of the questions you raise are essential components of your participation in this class. The quality of classroom discussions and your participation depend on how well you have read the readings assigned for the week. If you do not prepare your readings, the quality of your comments may be lower and may affect your participation grade.

To establish connections between school contexts, outside resources, and our class, you will be occasionally asked to bring artifacts from your placement or from other sources. Failure to comply with this request will reduce the quality of your learning in class because you will not be able to participate in tasks designed for that day fully. Consistent failure to comply with these requests will lead to the reduction of your participation grade.

For this class, high-quality participation is characterized by the following:

1. **What are you learning?** Students demonstrate an understanding of facts, concepts, and theories presented in the class readings and other materials.
2. **How clearly do you express yourself?** Students ask questions, answer questions and contribute in a comprehensible manner.
3. **How do you work with others?** Students affirm classmates, offer constructive criticism during discussions, and build on each other's ideas. Students also assume leadership and maintain active participation in small groups.
4. **How do you go beyond what is given?** Students relate concepts from class to their experiences as teachers and learners, generating new insights and applications.
5. **How do you participate beyond the class meeting?** Students provide thoughtful responses to the [potential] ANGEL online discussion forums, blogs, wikis and online meetings; they work well with their peers, in and out of the classroom.

II. Course Assignments (40 percent)

I will send you feedback on your papers/projects in a timely fashion. However, you should not expect to get your assignment graded earlier than two weeks after submission. In an ideal world, writing and receiving feedback would be exclusively about exchanging ideas. However, since this is a university course, assignments are graded. If you are concerned about your grade, pay attention to the comments and questions I include in your paper and feel free to schedule an appointment to meet with me for clarification on the assignment and/or additional help. My commitment is to help you learn but not necessarily to give you the grade you think you should have. Below are explanations of the major assignments you will complete and submit during the course of the semester.

NOTE: Instructions for submitting work: to help me keep track of assignments, please name all of your documents in the following way prior to submitting your work to the appropriate drop box on ANGEL. You must submit your work as either a .doc or .docx file. **For ALL assignments: lastname.assignmenttitle   *e.g.,:* Aydarova.inclassarticlefacilitation**

    A. **In-class Article Facilitation** (20 points)
       Due: TBD

One of the course objectives focuses on you developing your identity as a teacher. Among other things, one of the building blocks of a teacher identity is taking the responsibility for other people's learning. This assignment seeks to give you an opportunity to experience this aspect of being a teacher.

For this assignment, you will either work with one or two other people. Your group will have to choose one of the articles marked with an asterisk in the reading list. You must create and plan an activity that focuses on the assigned reading that your group chooses. Working with your peers, you must come up with an activity that will develop your peers' understanding of the article upon which you focus; you will, on your scheduled date, facilitate this activity and function as the "lead teacher(s)" for the article. **Total time for in-class facilitation is 30 minutes.**

1. Prior to your facilitation, you must email a detailed word document which includes your plans to your instructor **by 5pm on the Friday prior to the date you facilitate** (in this plan, you should include):
   a. Title of the article as well as the author(s)
   b. Brief summary of the article
   c. Goals for activity (i.e., what do you want your peers to learn/accomplish, in conjunction with the article as well as with the activity(s)?)
   d. What specific activity(s) you plan to do and how it/they directly relates to the article
   e. How you plan to assess your peers' knowledge

2. After your facilitation, **you must submit in Angel Dropbox by Friday 8 pm** a document with your final plan and a reflection that answers the following questions:
   a. What did I learn because of participating in this activity, both in the preparation and enactment stages?
   b. How does my experience(s) "teaching" this article directly relate to my own development as a future teacher?
   c. If applicable, comment on your co-facilitator's contributions to this assignment (i.e., let your instructor know if you encountered any problems; if everything went well, be sure to offer at least one compliment to your co-facilitator); if you facilitated "solo," comment on your perceptions of the work you did to complete the facilitation.

Please, submit your final assignment (summary, final plan, and your personal reflection) individually. Your grade will be assigned based on your preparation, class performance, and the content of the final document.

B. **Poster Project: Defining Literacy** (20 points)
   <mark>Due: Tuesday, October 25, 2011</mark>
   This assignment requires creativity, a willingness to probe your own thoughts and ideas, as well as literal and figurative thinking. This project enables you to use pictures and words to define, through your eyes and in your own words, specific aspects of literacy. For each question below, you must take one picture that, for you, answers the question. These pictures cannot be images taken from other people or from any source but your own camera and ideas. You can create something and take a picture of it. You can find a symbol and take a picture. All pictures must be created by you, for the express purpose of this assignment and may not contain any human subjects. You will have to print these pictures out.
   In your groups, you will have to select among the collected pictures and create a collage/poster. Your poster will also need a title and a 120-150 word abstract (typed) explaining the ideas and the pictures on your collage/poster. You can explain why you chose the pictures, how they answer the questions, how they connect with the readings we have been doing in class and how they can expand our thinking about the ideas that we have been grappling with.
   On October 25, we will arrange everybody's projects as a gallery and you and your peers will "attend" an art show, as well as participate in small group discussions centered on the pictures and ideas presented.

You must choose at least 6 pictures, one for each question below.
1. What is literacy?
2. What is teaching?
3. What or who (or both) is a teacher?
4. What is learning?
5. What or who (or both) is a student?
6. Why does literacy matter?

C. **Student Narrative Project** (60 points)
Due: Tuesday, Nov. 08, 2011 (to ANGEL dropbox by 12pm)
One of the goals of this course is to help you see learners as maturing individuals. Learning to hear, observe, and understand a student as a human being is a difficult but crucial skill for an educator to master. The goal of this project is to help you develop the skills necessary to see the world through your students' eyes. Unfortunately, we as teachers are often influenced by what the society around us tells about our students more than by what they would say about themselves. So, the second part of this project is learning to engage the student in correcting your misconceptions of him/her. The skills of dialogic listening will be of paramount importance in carrying out this task.

Choose <u>one student</u> from your placement. You need to develop a relationship with that student, build trust, and learn about that student as much as possible on your every visit. You will have to see the student both as a person and as a learner. You will have to observe the student in your interactions and ask questions when it is appropriate. Take notes and record your thoughts during/after your every interaction with that student. Your goal is to learn as much about that student as you can (But not in a creepy way! Remember to be tactful and understanding). I want you to use Michie's accounts of students' stories as a model to follow and to guide your thinking. Some questions you may want to consider:
1. What is the student's family background? What is his parents' educational history? What kind of experiences have they had with school?
2. What community does the student live in? What are the resources available in the community to support his/her learning?
3. What are the essential elements of this student's identity? What cultural and linguistic resources does the student draw on or hold dear?
4. What are his/her experiences in school?
5. What are his/her aspirations for the future?
6. Who are his/her role-models or heroes?
7. What literacies does this student already possess and how can those be used to develop the literacies valued by the school/dominant society?
8. What strategies could you use as a tutor/teacher to validate this student's experiences and perspectives in developing his/her literacies?

I want you to write the student narrative from the student's perspective. If possible, engage the student in creating this story and verifying it as you proceed. Does he/she agree with how you have constructed the story about him/her? Does he/she have changes or corrections that need to be made? Is there something he/she want to add as a message to your class or to future teachers? If possible, I would encourage you to use the spelling and the writing conventions that represent your student's voice most accurately (but not if the student feels uncomfortable about it).

Keep in mind that you will choose a pseudonym for your student; no real names should be used. You will report your "findings" in two formats. <u>You should be ready to share your student's narrative with your peers in class on the due date</u>.
1. **Short Essay:** student narrative told by you but with their voice (typed, DS, 800-1000 words)

2. **Visual:** This is a one-page visual, summarizing your essay in an easy to view, readable and visually pleasing medium. If you can add pictures and illustrations that will not violate your students' privacy and confidentiality, that will be great. You will use this artifact in your presentation to your peers.

III. Observation and Tutoring Placement (15 percent)

Your tutoring grade includes:

1. *Attendance and a positive attitude* during tutoring/observing; you must complete at least 20 hours in your placement assignment during the course of the semester. Be sure to sign in and out each time you are at Pattengill Middle School – the binder for you to sign in and out is at the main office.

2. *Engaging in conversations and reflections about tutoring and your field experiences* with your peers is exceptionally important for your growth as a future teacher. To do that, you will have to post comments about your experiences and comment on other people's posts. I expect to see a post at least once every two weeks. The more, the better. However, what matters to me is not only quantity but also the quality of your comments. I want you to strive towards deeper insight into the work that you will be doing, into the context where you will find yourself, and the people that you will interact with. I also encourage you to attempt to connect your observations with readings. Please, avoid using names of students or teachers in your messages – use pseudonyms.

   Your professional growth as a teacher depends heavily on your ability to be aware of what you are doing, to be explicit and open with your colleagues about your practices, to be flexible and understanding when you are given feedback or suggestions, and to be critical of your own or someone else's work (not with the purpose of tearing yourself or someone else down, but rather with the purpose of growth, learning, and development). The medium for your field placement reflections is our facebook group. The majority has voted for this medium but we still should help each other learn if the medium is not familiar for some of the class members.

   Please, use your facebook posts to share observations, raise questions, and solve problems. The principle of dialogic listening will become the principles of dialogic reading and writing, but they still apply.

IV. Final Project: Paper and Presentation (25 percent)
Due: Tuesday, December 6, 2011 (by 12 pm)
Across the semester, you will have opportunities to spend time with middle school students, as well as think about content area literacy and how it connects to teachers, students, teaching, learning, and policy(s). The final project has two parts:

1. **A reflective essay** focused on your experiences at Pattengill Middle School as well as what you learned during the course of the semester. This essay should be **1300-1500 words** and answer each of the following questions:
   a. As a result of my time at Pattengill Middle School…
        i. How do I define literacy as connected to my subject area(s)?
       ii. What does it look like for students to be literate in my content area(s)?
      iii. What does it look like for me to teach so that students will be literate in my content area(s)?
      iv. What have I learned about literacy and its connection(s) to the teaching of students in my content area(s)? (see visual on page 1 of the TE 302 syllabus)
       v. What policies influence students' literacy development in my content area?

NOTE: In this essay, you should *deeply connect* the course readings, viewings, and discussions with your tutoring experience(s). This means that you should include numerous citations to support the ideas/arguments you present.

2. **A final, 5 minute in-class presentation** (e.g., artifact-based, poster, speech, movie, skit, PowerPoint, video, blog, wiki, etc.) which summarizes your final reflective essay. The in-class presentation will take place on either Tues., 12/6/11 or Tues., 12/13/11. The final project is worth 25% of your final grade; **a hard copy of the essay AND presentation are due in class on Tuesday, December 6, 2011** (regardless of presentation date).

TENTATIVE LIST of READINGS and TASKS: Subject to revision

Date	Theme	Readings	Bring to Class	Assignment
Week 1 **09/06**	Introductions	"Dialogic Listening"	Copy of the syllabus Background Check Form	
Week 2 **09/13**	Student: Needs, Interests, Motivations	Michie *Both Introductions, 1 and 2* "Adolescent Literacy, Diversity, and Teaching Today's Learners" by Conley (2007) (pp 31- 46) "How to Create Non-Readers" by Kohn (2010) RESOURCE: "Effective Reading Behaviors" (to use as a bank of ideas for article facilitation)	5 photos "Who are you?"	
Week 3 **09/20**	Student: Labeling, Expectations, and Differentiated Instruction	Michie 3 "Differentiation" by Carolan and Guinn (2007) "Understanding Youth Who Struggle with Middle School Reading" by Hall (2008) *"Enhancing the Self-Efficacy of Struggling Readers" by McCabe & Margolis (2001) "Adolescent Literacy, Diversity, and Teaching Today's Learners" by Conley (2007) (pp 47-57) Optional VIDEO: LOOKING INTO LITERATURE CIRCLES or		
Week 4 **09/27**	Student: Culture and Language	Michie 4 and 5 "English Language Learners in the Classroom" by Aguilar, Fu, & Jago (2007) *"A Second Chance for Refugee Students" by McBrien (2003) "Cultural Literacies" by Ben-Yosef"	Guest Speaker: Mary Lou Turnbull	
Week 5 **10/04**	Student: Pop Culture, Media, and Technology	Michie 6 "The Right to Think" by Woods (2009) "Promoting Academic Literacy Engaging Hip-Hop Culture" *"Media and Literacy: What's Good?" by Newkirk (2006)	Bring NOTES from your field placement and CULTURAL PROFILE	Article Facilitation

Week 6 10/11	Student: Urban and Rural Contexts	Michie 7 and 8 **Choose one of the readings below and take notes on your reading** 1. "Finding Fairness for Rural Students" by Strange (2011) 2. "Observations of a Correctional Educator" by Davenport (2003) 3. "Exploring Student Thinking in an Urban Setting" by Piazza (2009) 4. "Making it Matter Through the Power of Inquiry" by Wilhelm and Smith (2007) 5. "To Be Part of the Story: The Literacy Practices of Gangsta Adolescents" by Moje (2000) CLIPS from THE WIRE	Reading NOTES and a SUMMARY of the article of your choice Bring a short (engaging) TEXT to share <u>with your group</u> that teaches a concept in your content area <u>Bring NOTES for your Student Narrative Paper</u>	
Week 7 10/18	Student: Literacy and Social Justice	Michie 9, 10, and Afterward *"Dear High School Teacher" by James Optional: "Teaching for Social Justice" by Cochran-Smith (2004)	Guest Speaker: Matinga Ragatz <u>An outline of Your Student Narrative Paper</u>	Article Facilitation
Week 8 10/25	Literacy	"Why Adolescent Literacy Matters Now" by Ippolito, Steele, and Samson (2008) *"Don't Forget the Adolescents" by Hock and Deshler (2003) Video: Chimamanda Adichie "The danger of a single story" or Home Visit Program (New York Times)	<u>Bring finished posters</u>	<u>Literacy Posters</u> Article Facilitation
Week 9 11/01	Teacher: Identity, Vision, and Qualities	*"What is Teacher's Vision" by Hammerness (2006) *"Qualities of Effective Teachers: The Teacher as a Person" by Stronge (2002) "Showing Students Who You Are" by Pleasants (2008) *"Momentum" by Saphier, Haley-Speca, and Gower (2008)	Guest Speaker: Kelli Hodges <u>A draft of Your Student Narrative Paper</u> A book that had most impact on	Article Facilitation

				you	
Week 10 11/08	Teacher: Strategies for Teaching Reading	*"Responding to Adolescent Reading Difficulties" by Kotula "Illuminating Texts" by Burke Optional: "When Kids Can't Read" by Beers (2003)	A textbook in your content area from your field placement	<u>Student Narrative is due</u> Article Facilitation
Week 11 11/15	Teacher: Reading in the Content Areas	Tovani 1 - 4 *"When Older Students Can't Read" by Moats *"Ingredients for Successful Inclusion" by Sanacore (1996) *"Content Area Reading Instruction" Joseph (2009) Optional: "Infusing Reading in the Content Areas" by Chapman and King (2003) "Content Area Literacy" Conley (2008; chapter 1)	<u>NOTES from your field placement for your FINAL PAPER</u>	Article Facilitation
Week 12 11/22	Teacher: Teaching Reading, Writing, and Vocabulary	Tovani 5, 6 and 7 *"Content Area Writing" by Burke (2009) "Writing: Common sense matters" by Linda Rief "Alternatives to, Look it Up in the Dictionary" by Allen (1999)	A sample of student writing (in your content area) <u>ANNOTATED OUTLINE of YOUR FINAL PAPER</u>	Article Facilitation
Week 13 11/29	Policy	Tovani 8 and 9 *"Adolescent Literacy Policy" by Stevens & Piazza (2010) Optional: "U.S. Graduation Rate Continues to Decline" by Swanson (2010) "Obama Takes Aim at School Dropout Rates" by Zeleny (2010) "NCTE Adolescent Policy Research Brief"	<u>A DRAFT of YOUR FINAL PAPER</u>	Article Facilitation
Week 14 12/6	Policy Final Presentations: Part 1	**Choose one of the policy reports below. Read Executive Summary and Suggestions for Activities/Instructional Approaches (if applicable).** 1. "Adolescents and Literacy: Reading for the 21st Century" by Kamil 2. "Reading Next" 3. "Writing Next"	Reading NOTES of the policy of your choice.	<u>Final Papers are due</u>

		4. "To Read or Not To Read "		
Week 15 12/13	Overview/Summary/Wrap-up Final Presentations: Part 2	TBD		

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