

Eastern Mennonite University
ED 381 Reading and Writing Across the Curriculum, Fall 2012

Instructor: Beth Lehman
Office: CC 202a
Phone Contact: (office) 540-432-4636
Email: beth.lehman@emu.edu

Class Time: MW 1:40-2:30 p.m.
Class Location: CC 229
Semesters Hours: 2 SH

Course Description:

Writing and reading are tools for learning and for expressing learning in all subjects. The focus of this course examines literacy across the curriculum with emphasis on providing the middle and high school classroom teacher with strategies to enhance literacy development and content area learning. The course is designed to teach methods, techniques, and strategies to equip the classroom teacher to become a *content area literacy provider*. Emphasis is placed upon conceptual definitions of reading and writing, implementing integrated literacy within a content field, and synthesis of current research addressing reading/writing/study skills, and critical thinking.

Required Texts:

Wilhelm, J. (2007). *Engaging Readers & Writers with Inquiry*. Scholastic, Incorporated

Fisher, D. & Frey, N. (2012). *Improving Adolescent Literacy 3rd*, Pearson Education

Additional Sources:

Will be employed throughout the semester in the form of websites, handouts, Moodle posts and library reserves.

Course Objectives:

EMU Teacher Candidate Performance Outcomes are referenced in parentheses following each course objective. Upon successful completion of this course the candidate will be able to:

1. Explore the nature of literacy development with particular attention to physiological and psychological factors as well as the sociocultural context. (Inquiry)
2. Examine and reflect on the interactive nature of the reading process, with regard to the reader, text, and context of the reading task. (Inquiry)
3. Recognize and use reading, writing, speaking, and listening tools for teaching and learning. (Professional Knowledge)
4. Recognize and support the need to use writing as a tool for literacy development, with emphasis on the composing process (not just the product.) (Scholarship, Professional Knowledge, Communication)
5. Employ study skills strategies to enhance both literacy development and content knowledge for a differentiated classroom. (Professional Knowledge, Caring)
6. Conduct informal reading/writing/critical thinking assessments, including constructing a cloze procedure, a text readability, and content enhancement strategies. (Professional Knowledge)

Teacher Candidate Performance Outcomes:

The following Teacher Candidate Performance Outcomes are designed to support the Teacher Education Program Goals listed above. The successful teacher candidate is able:

Scholarship: to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

- demonstrate competency in general education knowledge and liberal arts
- articulate major concepts, assumptions, debates, and methodologies of inquiry that are central to the discipline(s) s/he teaches
- demonstrate awareness and apply meaningful connections across disciplines and cultures

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

- evaluate philosophies of education from multiple perspectives to articulate a personal
- philosophy that enhances student learning
- use inquiry-based strategies to enable students to construct knowledge
- analyze social contexts through critical reflection, problem-solving, and dialogue
- demonstrate teaching as praxis by drawing upon personal and collegial reflections to evaluate and revise practice

Professional Knowledge: to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

- plan appropriate instruction and assessment based on the knowledge of constructivist learning theory, subject matter, student development, instructional strategies, the learning context, and curriculum
- adapt and/or create a variety of instruction to provide equitable opportunities for all learners including those from diverse cultural backgrounds and with exceptionalities
- integrate informal and formal assessments into instruction, maintain records, and analyze data to inform teaching decisions and to monitor student progress
- examine how educational legal and policy issues affect students', caregivers', and teachers' roles and responsibilities
- develop and design technologically mediated learning environments that are developmentally and task appropriate
- identify, locate, evaluate, and use appropriate instructional hardware and software to support Virginia's Standards of Learning and specialty professional associations standards

Communication: to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

- demonstrate effective reading, writing, speaking, listening, and observation skills to enhance student learning
- communicates appropriately with parents or caregivers of students and school personnel
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

Caring: to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peacebuilding in diverse settings.

- plan and advocate for safe and just learning experiences for each student
- evaluate the effects of his or her actions on students, colleagues, and supervisors
- promote restorative approaches to peacebuilding in learning communities
- model caring by treating students fairly and respectfully, promoting student feelings of self-worth, and creating a climate that allows access to appropriate learning opportunities for each student
- value stewardship of self, community, ideas, and environmental resources by integrating Christian faith and ethics with professional responsibility

Leadership: demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

- view teaching as a vocation
- demonstrate resourcefulness and responsibility in creating just and equitable educational settings build productive and collaborative relationships with colleagues
- participate in opportunities for professional growth

EMU POLICIES AND RESOURCES:

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Academic Support

If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with the instructor during office hours or with the Coordinator of Student Disability Support services in the Academic Support Center, 3rd floor of Sadie Hartzler Library, 432-4233.

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

COURSE REQUIREMENTS:

Along with attendance/class participation, there are a variety of assignments and a final examination for this course. The assignments are designed both to enhance and assess the candidate's understanding of each key component of the course.

- All assignments are due at the beginning of the class due date shown on the tentative schedule.
- Changes to course assignments will be announced in class and/or shared electronically. It is essential that students **check EMU email** accounts on a daily basis for course communications.
- If you need more time to complete an assignment, contact the instructor before the due date to discuss options. Points will be deducted for late assignments. Unreported late work may not be accepted without prior plan.

Grading Scale:

A	95 -100%	C+	77 - 79
A-	92 - 94	C	73 - 76
B+	88 - 91	C-	70 - 72
B	83 - 87	D	64 - 69
B-	80 - 82	F	0 – 63

OVERVIEW OF ASSIGNMENTS***

Along with attendance/class participation, there are a variety of assignments and a final examination for this course. The assignments are designed both to enhance and assess the candidate's understanding of each key component of the course. All assignments are due at the beginning of the class due date shown on the tentative schedule.

1. Attendance, Participation and Engaged Reading (10%)

Attendance at each class meeting is essential! An absence will greatly affect the continuity of both your learning process and that of your peers. There will be discussions of reading assignments, cooperative learning group activities, and content area literacy strategies used in class that require your participation. Please let me know **in advance** when you will not be present, and make arrangements to make up all work missed. A half point will be deducted for each hour of missed class. Without prior arrangements, absences will result in increased point reduction.

2. Writer's Notebook (15%)

Your writer's notebook will be employed for in-class and out-of-class writing including quick writes, writing to learn, personal narrative, learning journals, etc. This informal writing is

to be completed with care. Writings will be discussed in class and shared for peer response and as dialogue journals with peers and instructor.

2. Literacy Autobiography (15%)

Teachers bring their own experiences and biases into their teaching. For this reason it is important to recall and reflect on your own experiences with reading and writing and the literacies of different classes. In this 3-5 page paper you will connect your reading and writing experiences to course learnings, and describe the implications for your teaching. This writing will be supported in class and due in draft form for peer response before completion.

3. Literacy Strategies Bank and Analysis (15%)

Throughout the semester you will be employing a variety of reading support strategies and writing to learn techniques. This assignment requires you to apply these strategies to course readings (possibly readings for other courses) and document your work. Your experiences will be included in ongoing conversations and compiled into a bank of **ten** strategies that you expect to incorporate in teaching, along with your commentary of how each worked and works. (We will consider compiling your strategies into a class handbook of strategies.)

4. Professional Journal Article Talk (15%)

Many professional education journals and content specific organizations produce articles relating to literacy across the curriculum. For this assignment you will identify such an article, read it carefully and present an overview and commentary of the article to class. A short summary-response will be submitted.

5. Content Area Text/Reading Based Lesson (20%)

For this group/pair assignment you will identify a topic of interest in your subject area and consider a variety of texts and writing to learn assignments to include in planning for 90 minutes of instructional time. Texts might connect to a subject area textbook but must also include a book/texts other than a textbook (fiction, nonfiction, poetry, primary document, etc.). The written lesson plan to be turned in will follow (or intentionally adapt) the departmental lesson plan template and lesson be presented or demonstrated (in condensed form) in class.

6. Final Exam (10%)

The exam will be application based and be completed during the exam period:
December 12th at 10:40.

******Detailed instructions and any changes to the assignments will be provided in class and/or by email or moodle.***

Reading and Writing Across the Curriculum

Course Calendar, Fall 2012 (Tentative—expect adaptations)

	<i>Wednesday, August 29th</i> In Class: Introductions/Interviews Organize notebooks For Class: Prepare/purchase course materials
<i>Monday, September 3rd</i> In Class: What is literacy? Is adolescent literacy different? For Class: -Fisher chap 1 -Adolescent Literacy: A Policy Research Brief (search this title for pdf on google) -Alverman's Multiliterate Youth (handout) -Writing to think: What does literacy mean to you at this moment?	<i>Wednesday, September 5th</i> In Class: How do good readers and writers think? For Class: -Browse the curriculum library in your subject area or others -Textbook review: find a HS or MS textbook in library and "audit" it -Writing to think: What does this textbook ask of learners?
<i>Monday, September 10th</i> In Class: Why does metacognition matter? For Class: -Fisher chap 2 -Wilhelm chap 2 -WTL Strategy: Save the Last Word for Me -Writing to think: Write memories, highs and lows of experiences with reading and writing	<i>Wednesday, September 12th</i> In Class: What counts as writing? For Class: -Fisher chap 8 -Writing to think: Are you a writer? Why or why not? What does it take to be a writer?
<i>Monday, September 17th</i> In Class: How to choose writing to learn strategies? For Class: -Writing to learn section on TTMS.org (moodle link) -Review WTL strategy list -Terminology notes: List 5 or more strategies that you have read about that peak your interest. Describe what they are and how they work for you subject area.	<i>Wednesday, September 19th</i> In Class: Writing to learn world cafe For Class: -Fisher and Frey article "What Does it Take to Create Skilled Readers?" (google this title for PDF) -Jackson and Cooper's <i>Building Academic success</i> (handout)

<i>Monday, September 24th</i> <i>(I'll be out of town—no formal meeting)</i> In Class (time and place of your choosing): Writing time: Draft a fuller literacy autobiography based on earlier writings to think For Class: Search for your literacy themed professional or research article—search professional orgs and ask a librarian Browse curriculum library for valuable texts related to your subject	<i>Wednesday, September 26th</i> In Class: What shape do strong lessons take? For Class: -Wilhelm chap 2 -Wilhelm chap 4 -complete a learning strategy and log
<i>Monday, October 1st</i> In Class: Why ask questions? For Class: -Wilhelm chap 3 -Fisher chap 5 -complete a learning strategy and log	<i>Wednesday, October 3rd</i> In Class: How to plan for lessons and units with integrated literacy? For Class: -Writing to think: Write about a solid and engaging literacy based learning you had in a class K-12. Does this experience provide ideas for lessons you will plan? -Wilhelm chap 4
<i>Monday, October 8th</i> In Class: How does vocabulary fit in? For Class: -Fisher chap 3 -review Reading Quest Website (moodle) -complete a learning strategy and log	<i>Wednesday, October 10th</i> (13-14 homecoming) In Class: How to best respond to student writing? For Class: -Elbow's Ways of Responding to Writing (moodle) -Wilhelm chap 5
<i>Monday, October 15th</i> In Class: Peer Response that Works: How to provide feedback by asking questions? For Class: -Bring a clean, word processed draft of your literacy autobiography to be read by peers -Wilhelm chap 6	<i>Wednesday, October 17th</i> In Class: Article Presentation/Roundtable (4 per day) For Class: -complete a learning strategy and log (with other course reading) -Writing to learn: What do you make of the writing to learn process? How might you use it?
<i>Monday, October 22nd</i> Mid-semester recess-no class	<i>Wednesday, October 24th</i> In Class: Article Presentation/Roundtable (4 per day) For Class: -complete a learning strategy and log -Fisher chap 4

<i>Monday, October 29th</i> In Class: Introduction and working day for lesson planning project For Class: -Revised version of literacy autobiography due for submission -explore possible texts and topics for lesson plan -Wilhelm chap 7	<i>Wednesday, October 31st</i> In Class: Article Presentation/Roundtable (4 per day) For Class: -complete a learning strategy and log -Fisher chap 6
<i>Monday, November 5th</i> In Class: Work day for lesson planning project For Class: Fisher chap 7	<i>Wednesday, November 7th</i> In Class: For Class: Topical readings (TBA): ELL students reading and writing to learn
<i>Monday, November 12th</i> In Class: Lesson Plan Presentation/Demo For Class: -complete a learning strategy and log (with other course reading)	<i>Wednesday, November 14th</i> In Class: For Class: Topical readings (TBA): Reading, Writing and Gender -Lipsyte's Boys and Reading is There Any Hope? (online) -Sitler's Writing Like a Good Girl (online)
<i>Monday, November 19th</i> In Class: Lesson Plan Presentation/Demo For Class: -complete a learning strategy and log (with other course reading)	<i>Wednesday, November 21st</i> Thanksgiving recess
<i>Monday, November 26th</i> In Class: Lesson Plan Presentation/Demo For Class: -complete a learning strategy and log (with other course reading)	<i>Wednesday, November 28th</i> In Class: Lesson Plan Presentation/Demo For Class: -complete a learning strategy and log (with other course reading)
<i>Monday, December 3rd</i> In Class: Plan for compilation of strategy handbook document to share electronically? For Class: -Strategy Bank (collection of 10) due	<i>Wednesday, December 5th</i> In Class: What questions are you asking? For Class: Topical readings (TBA)

<i>Monday, December 10th</i> In Class: Where are we now? What do we know and what do we wonder? For Class: Review learning journal notebook Writing to learn: How has this learning journal worked? How might you use such a notebook with students?	Final Exam: December 12th, 10:40 Creating a text based lesson (text provided) with before, during and after strategies
---	--