

Education 386/586
Literacy in the Secondary School
Summer 2018

Credit Hours: 3

Instructor: M MacVane
414-467-7085

Office Hours: by appointment

Required Text:

Gallagher, K, (2009). *Readicide*. Portland ME. Stenhouse Publishers.

Recommended Text for 586/Required Text for 386

Buehl, Douglas. (2008) *Classroom Strategies for Interactive Learning (4th edition)*; International Reading Association.

(386 students will use the text in the fall for EDUC 390)

Course Description:

The purpose of this course is to explore what it means to explore, understand and know content material. As background, we will consider the history/role of reading methodology and literacy practices. Our major topics will include exploration of vocabulary and comprehension, current issues and professional perspectives related to learning in your discipline. We will also discuss literacy assessments and the role of wondering, exploration and strategies for assisting students to deepen their understanding of content material. We will integrate Wisconsin's Model Academic Standards and the Common Core Standards for Literacy in the Disciplines into our explorations.

The teacher will be able to demonstrate an understanding of multiple perspectives and forms of diversity and articulate strategies to be used in supporting all learners.

Our course relates to the InTASC Standards as follows:

Learning Environments. The teacher works with others to create environments that support individual and collaborate learning, and that encourage positive social interaction, active engagement in learning and self-motivation.

Knowledge

- The teacher will be aware of the role of inquiry and collaboration in fostering content area comprehension
- The teacher knows the role of deep listening in fostering inquiry and collaboration in the classroom
- The teacher explores and is aware of the role of supplementary literature/material in developing and deepening inquiry, collaboration and comprehension in the content area

Skills

- The teacher can create supportive contexts that foster inquiry, listening, and supportive interaction for content comprehension
- The teacher can facilitate inquiry and collaboration through the use of materials and resources
- The teacher can facilitate and use appropriate structures and strategies for individual and whole class exploration and discussion for content learning

Disposition

- The teacher has experienced and knows the role of inquiry in authentic learning and the nature of collaboration in learning and discovery

Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways *and*

Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- The teacher formulates a view of reading/learning in his/her content area
- The teacher knows and can discuss current research in content reading
- The teacher knows the broader context and role of past and present practices in reading instruction in the U.S. and assimilates it into thinking about teaching
- The teacher knows dimensions of comprehension
- The teacher understands the role of inquiry, strategies and expression for enhancing comprehension
- The teacher understands the role of precise vocabulary in content learning

Skills

- The teacher can integrate learning strategies to facilitate inquiry, collaboration and content comprehension
- The teacher can facilitate deep understanding through study, reflection and application
- The teacher uses misconceptions as a springboard for learning and inquiry

Disposition

- The teacher understands that there is a wide world of resources in terms of materials and methods for helping students to wonder, study and experience their content area and their role in helping each student discover the joy of learning in their discipline.

Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

- The teacher understands strengths and limitations to current assessment practices in reading
- The teacher understands the different purposes and roles of formal and informal assessment measures
- The teacher knows informal assessment measures available for on-going assessment of their own teaching, the materials and the student.

Skills

- The teacher examines and analyzes materials/ texts (including the use of readability formula and survey) considering appropriateness and variety of materials for cultivating comprehension of content
- The teacher applies on-going informal assessment measures for deepening and extending student comprehension

Dispositions

- The teacher recognizes that no single assessment measure is a sufficient diagnostic tool in and of itself.
- The teacher recognizes that effective assessment is on-going, uses multiple measures, and engages continuous adaptation and responsiveness.

Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge and Skills

- The teacher knows and understands that teaching and learning are on-going, ever emerging processes
- The teacher engages in awareness practice to deepen understanding, and to benefit, inquiry and responsive teaching.
- The teacher draws upon colleagues' experiences, knowledge, resources and research to further his/her own knowledge and understanding
- The teacher draws upon instructional experiences in and out of school to further his/her own knowledge and understanding of the art and science of teaching
- The teacher draws upon the teachings in professional literature and resources to support his/her inquiries, to deepen understanding and to assimilate into plans for teaching/ learning

Dispositions

- The teacher, through study, awareness practice and application reflects on the Professional Education Dispositions including:
 - Inclusive Excellence
 - Responsibility for Self and Fostering Collaborative Relationships, Reflectivity re: Teaching and Learning,
 - Creativity and Critical Thinking,
 - Perseverance, and
 - Professionalism.

Readings Response (125)

Prior to text readings, you will be given several key prompts or questions to think about and respond to related to the reading. These questions will be used as the framework for your personal exploration, questions and class discussion. 25 ea.

Content Literacy Paper (100)*

You will prepare a paper discussing your experiences related to learning in your content area, current issues being discussed in professional materials regarding comprehension/learning in your content area, relationship of those issues to your discipline's academic standards, and ideas and intentions you have for applications in your own classroom or future classroom.

**Artifact to be included in your Professional Education Portfolio.*

Instructional Materials Analysis (50)

You will prepare a paper reflecting the exploration and analysis of possible reading materials to be used to help your students explore and deepen comprehension in your discipline. This exploration will include a bibliography of sample materials, a consideration of appropriateness of materials and a discussion of your thoughts related to plans for using materials.

Instructional Strategy Teaching (50)

During the course, you will teach the class (video) about an instructional strategy (Buehl) related to reading and learning in the content area at the secondary level. This instruction will grow from outlining the strategy for us, offering a short example, engaging us in applying the strategy with content material and tips and recommendations re: use of the strategy in various content areas.

Total Points

Grading scale is determined on a *percentage* basis as follows:

100-96%	A	85-84	C+
95-94	A-	83-79	C
93-92	B+	78-76	C-
91-88	B	75-74	D+
87-86	B-	73-70	D