

**EDUC 386 Literacy in the Secondary School
University of Wisconsin – Stevens Point
Tuesday Evenings 6:00 – 8:30 p.m. CPS 310**

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“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go.”
-Dr. Seuss

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Course Description

The development of lifelong reading habits and writing skills for adolescent students will be the focus of this course. UWSP students will explore reading and writing across all content areas. The use of strategies to build and enhance reading and writing skills must include engagement techniques that

motivate and engage all learners particularly the reluctant adolescent learner. Reading is the most important skill we give to our students. Let's face it, if kids can't read, they are basically doomed. Research tell us that our own state of Wisconsin carefully examines the 3rd grade reading test scores for future budget planning. What kind of budget planning you might wonder? Budgeting for prison beds! If our students cannot read or write proficiently ~ a life of poverty and crime is inevitable (**O'Cummings - 2010**)

In this course, you will investigate and develop a repertoire of effective reading and writing strategies for the teaching of your content area. You will also examine the benefits of effective speaking, listening, and viewing. You will explore supplementary literature and materials that may be applied to your area of content expertise. Essential question for the course; **“If I taught, yet my students did not learn, did I teach?”**

Course Learning Outcomes: InTASC Standards:

8. *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.

4. *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 understands current theories of reading/writing in the content area.

The teacher can construct a definition of reading/writing in the content area.

The teacher understands the role of learning and comprehension strategies using the language arts.

Skills

The teacher evaluates how to achieve learning goals by integrating reading and writing and the other language arts when appropriate.

The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities.

The student plans for various roles in the teaching and learning situation.

Dispositions

The teacher values flexibility in the teaching process in order to adapt instruction to student responses, ideas, and needs.

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

Knowledge

The teacher understands the role of language in learning.

The teacher can describe various contexts that affect discussion.

Skills

The teacher can select appropriate structures for creating discussions related to instructional lessons.

Dispositions

The teacher recognizes the power of language for facilitating self-expression, identity development, and learning.

The teacher is a responsive listener.

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

Knowledge

The teacher knows how to plan instruction that effectively bridges curriculum goals and students' experiences.

The teacher knows how to adjust plans based on student responses and needs.

Skills

The teacher selects and creates learning experiences, both individually and with faculty teams, that are relevant to learners and are appropriate for curriculum goals.

The teacher creates lessons and activities to meet the developmental and individual needs of all learners.

Evaluation/Course Requirements

Assignment	Brief Description	Points	Learning Outcomes Met (#)
Weekly Graphic Organizers	Each week, you are encouraged to write after using a different graphic organizer to track your learning. you will write during and/or after class sessions about the teaching strategies, chapter discussions and readings presented. Collected weekly after class.	10 each	8, 4
Written Response to Young Adult Novel	You will read and participate in discussion using the novel, <i>The Hate U Give</i> by Angie Thomas. Additionally, you will share a written response to the book.	70	8, 4, 3,
Discussion Leader	Present a professional lecture for an assigned chapter from the Best Practice text. Share additional resources (picture books, novels, newspaper article, etc.). Focus on two or three components of literacy presented in the chapter that fits closely within your area of content expertise	75	8, 3, 4, 7

Peer Teaching Strategies	You and your assigned partner(s) will teach a lesson from your content area using reading and writing strategies presented in class, the textbook, from practicum experience, etc. This will be an interactive activity that must engage all students in the learning process.	75	8, 3, 4, 7
Total Points Possible		360	

Assignment Details

1. Weekly Graphic Organizer: Each week, you are encouraged to write after using a different graphic organizer to track your learning. The professor will demonstrate/model a different organizer each week. Examples of graphic organizers include: Anticipation Guides, Brainstorming Prior Knowledge, Concept/Definition Mapping, Mind Mapping, Paired Reviews, Jigsaw, along with several others. This writing will be collected weekly using the prompts below: (140 pts possible)

Prompt	Learning Goal
Something I already knew that was reinforced through this week's resources	I am a growing expert
Something new I learned this week that made me feel excited or curious	I am a lifelong learner
Something I encountered this week that connects to a current or former experience	I can connect research to practice
Something I encountered this week that I want to share with my colleagues/peers	I am part of a professional learning community

2. Young Adult Novel Written Response and Discussion: You will read and participate in discussion using the novel, *The Hate U Give* by Angie Thomas. Additionally, you will share a written response to the book paper (see rubric below) 70 pts

Discussion/Written Response Rubric

	Proficient 11-15 points each	Basic 6-10 points each	Minimal 0-5 points
Important Points	Presents 5 or more important points from the assigned reading	Presents 4 important points or some of the points are superficial.	Content of points needs more thought.

Perspective	UWSP student's perspective, focal point, or point of view is included in response to readings, presentations, and discussions of each author's topic.	Student's perspective, focal point, or point of view is included but not clearly connected to readings, presentations, and discussions.	Student's perspective, focal point, or point of view is not included and/or connected.
Presence of Writer's Voice	The writer has integrated his or her own experiences to support stance as appropriate.	Some experiences are integrated to support stance.	More integration of experiences is needed to support stance.
Mechanics	Well written with few if any mechanical errors.	Some mechanical errors exist; however, they do not interfere with meaning.	The paper needs revision.

3. Discussion Leader: Present a professional lecturer from your assigned chapter. Focus on two or three components of literacy that supports learning of your content area of expertise. How will you strengthen these elements of literacy in your own teaching practice? Develop at least 2 goals (Specific, Measurable, Attainable, Realistic, and Timebound) for yourself that you can use to determine if students learned the context. If you teach, yet your students did not learn, did you teach? (Essential Questions for the course).



Group Presentation Rubric

	Proficient	Basic	Minimal
Clarity	The speaker clearly described the contents of the presentation.	Most parts were clear; however, some parts could have profited from more detail or explanation	It was difficult to follow the explanation
Organization	Presentation was well organized; transition points were clearly indicated	Presentation was organized but transitions were not well marked	Presentation lacked organization
Synthesis	A concise synthesis of the most important components was presented	Some components were not synthesized but presented as separate with little relationship to other components.	Components were presented as separate entities.
Conclusions	Final conclusions were made clear to the audience	Final conclusions were presented but more detail would have been helpful	Final conclusions were not presented or presented in a confusing manner
Significance	The significance of the project was addressed in specific terms	The significance of the project was addressed in general terms.	The significance of the project was not addressed or addressed in an incomplete manner.

Presenter Presence	The presenter appeared confident, made eye contact, and used expression and enthusiasm	The presenter seemed uncomfortable at times, occasionally avoided eye contact and seemed to lack enthusiasm or expression	The presenter was considerably uncomfortable in front of the audience.
	The presenter was natural in his/her delivery and did not read from a script	The presenter was natural for the most part, however, at times s/he read from notes.	The presenter read from a script.
Visual Aspects	The presentation was enhanced by visuals (power point, overheads; hand-outs).	Visuals were used, however, their relationship to the presentation was not always clear	No visuals were used
	Slides/overheads/handouts focused on important components.	Slides/overheads focused on important components for the most part	The importance of slide/overhead content was not clear.
	Slides/overheads /handouts were visually appealing	Slides/overheads were visually appealing for the most part; however, some were overcrowded or unclear	Slides/overheads were not clear and were visually unappealing
Time	The presentation was within the designated time limit.	The presentation fell within the designated time limit but was rushed at the end.	The presentation was over the time limit.

4. Peer Teaching Strategies: Teaching reading and writing is crucial for learning content material. You and your team will lead the rest of the class in teaching and learning sessions using *Reading & Writing* methods as explained in the Best Practice text. Materials and/or power points created for this assignment **must be** uploaded to D2L prior to the class session you present. (75 points)

	Excellent 15 pts	Good 10 pts	Poor 5 pts	Not demonstrated
Creativity	Students went above and beyond to make their Project creative; students were engaged in the presenter's lesson	Project lacked overall creativity; however, some parts were creative, students were engaging sometimes	Project was dry and students failed to be creative, students were not engaged	Project was dry with little to no thought in lesson.
Content	Content of the presentation was relevant, appropriate and important information for emancipating youth.	Content of the presentation included relevant, appropriate or important information for emancipating youth but not all three criteria.	Content was not relevant, appropriate and important information for emancipating youth.	Content was incorrect and was missing lots of information.
Organization/ Time Limit	There was an organized flow to the presentation. Concepts built upon one another. Presenter had everything needed for the presentation.	A little bit unorganized but is still got the points across. Had everything needed for the presentation.	The information was presented in a confusing manner. The presenter was not prepared with everything needed	There was no organization to the presentation making it hard to get the information.

	Time was used well and effectively.		for the presentation.	
Visual Aids/Props/Materials	Presenter effectively used appropriate visual aids which provided an opportunity for the client to practice their new skill. Visual aids appeared to be thoughtfully selected. Presenter did not read off the poster.	Presenter brought visual aids to support learning but only minimally used them to support learning. Some thought and effort appeared to be put into the choice of visual aids but more effort would have improved the presentation. Presenter had to read off the poster some.	Minimal thought or effort appeared to be put into the choice of visual aids. Presenter had to read off the poster for a fair amount of the presentation.	Presenter had to read off the poster the entire presentation.
Preparation	Student used all class time given effectively.	Student used most of the class time effectively.	Student used some of the time effectively which reflects in their overall project.	Student did not use class time effectively and did no work on the project.
Totals				

Required Course Materials

Zemelman, S., Daniels, H. & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms*. Portsmouth, NH: Heinemann. (Rental)

Textbook Overview: "The single most powerful variable in student achievement is the quality of teaching. But what does **quality** mean? What does it look like in real classrooms? It looks like the teaching in this book." *Best Practice*, Fourth Edition, is the ultimate guide to teaching excellence. Its framework of seven Best Practice Structures and cutting-edge implementation strategies are proven across the grades and subject areas. BP4 creates common ground for teachers, leaders, and principals by recommending practices drawn from the latest scientific research, professional consensus, and the innovative classrooms of exemplary.

Thomas, A. (2017). *The hate u give*. HarperCollins Publishers. ISBN: 9780062498533

Novel Overview: Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed. Soon afterward, his death is a national headline. Some are calling him a thug, maybe even a drug dealer and a gangbanger. Protesters are taking to the streets in Khalil's name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what really went down that night? And the only person alive who can answer that is Starr. But what Starr does--or does not--say could upend her community. It could also endanger her life.)

Technology Guidelines

You will need internet access to complete this course. You are encouraged to use Google Docs and share with the instructor for collaboration and feedback before an assignment is due.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to the sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% = A 77 – 79% = C+ 60 – 63% = D-

90 – 93% = A- 74 – 76% = C < 60% = F

87 – 89% = B+ 70 – 73% = C-

84 – 86% = B 67 – 69% = D+

80 – 83% = B- 64 – 66% = D

Communicating with your Instructor



Email is the quickest way to reach me at ldfernhol@uwsp.edu



Call or text my cell phone at any time (608.385.1175)



Skype, Facetime, and Google Hangout Video conference is also available by request.

Teaching and Learning Strategies

This course includes multiple forms of instruction (e.g., interactive discussions, collaborative small group and partner assignments, individual writing assignments, lecture and a possible field trip) to address multiple styles of student learning.

Office hours

I am available via emailing or texting anytime. Individual phone calls or video conferences can be arranged through an email request or phone call. I will be available in my office (open door policy).

Attendance

You must attend each class session and participate in all class activities. Discretion is left up to the instructor regarding the loss of points for missing a class. Attending class will likely be the single most important factor in determining your performance and grade in the course. Plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. I am unable to re-teach the material to you if you are absent. Any exceptions to the attendance policy should be confirmed in writing.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans' educational benefit.

During the first eight days of the regular 16-week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the

instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.

- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late Work

I expect you to honor your responsibilities, including completion of all assigned readings, assignments and attending every class meeting. However, I understand that you have a life beyond this course, and that unexpected problems or crises can interfere with your attendance or assignments. I also want you to be safe. If weather or other circumstances threaten your safety while traveling to or from class, I understand if you decide not to attend. In general, the best policy is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty

and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student
 - Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clergy Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clergy Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Tentative Course Schedule – subject to change

	Topics	Learning Activities
9/3 - 9/8 Week One	Introductions – Indicators of Best Practice Essential Question: If you taught and your student did not learn – did you teach? What is the difference between quality and	What is Secondary Literacy? Define literacy and why it is important to realize that all teachers are teachers of reading. How did you learn how to read?

	quantity?	Reading in the Secondary Classroom - ppt
9/9 - 9/15 Week Two	The Seven Structures of Best Practice Teaching: <ol style="list-style-type: none"> 1. Gradual release of responsibility 2. Classroom workshop 3. Strategic thinking 4. Collaborative activities 5. Integrative units 6. Representing to learn 7. Formative-reflective assessment 	Comprehension Strategy Instruction Chapter 1 Presentation – Fernholz Why aren't they reading – ppt Chapter 2 Presentation - Fernholz
9/16 - 9/22 Week Three	What Do We Mean by Best Practice? If a professional is following best practice standards, he or she is aware of current research and consistently offers the full benefits of the latest knowledge, technology and procedures.	Developing Readers in Academic Subjects Doug Buehl handout Read, Write and Talk video Chapter 3 Presentation - Assigned
9/23 - 9/29 Week Four	“For almost any chunk of required subject matters, we can find “a way” in that can activate kids’ intrinsic motivation” What is motivation and why should a teacher care?	Comprehending Nonfiction Written Discussion Strategies – ppt Graphic Organizers Chapter 4 Presentation - Assigned
9/30 - 10/6 Week Five	Cognitive Higher Order Thinking: <ol style="list-style-type: none"> 1. Developmental 2. Constructivist 3. Expressive 4. Reflective 	Determine What is Important in Text Jigsaw Reading Strategies Chapter 4 Presentation - Assigned
10/7 - 10/13 Week Six	Interactive: <ol style="list-style-type: none"> 1. Sociable 2. Collaborative 3. Democratic 	Activate and Build Schema Allowing time to read Kelly Gallagher – Reading Reasons video Chapter 5 Presentation - Assigned
10/14 - 10/20 Week Seven	Like all humans, students learn most powerfully from doing not just listening. As the Common Core Standards Remind us, student should be steadily working their way up to more complex tasks, taking increasing responsibility for their own	Create Sensory Images Cris Tovani – Respect, Choice, Time Chapter 6 Presentation – assigned

	learning.	
10/21 - 10/27 Week Eight	The National Research Council (2000, 2007, 2009) has identified three major implications for teaching: <ol style="list-style-type: none"> 1. The importance of activating prior understandings 2. The essential role of factual knowledge and conceptual frameworks in understanding 3. The importance of self-monitoring (meta-cognition) 	Asking Questions Guys Read – Video Are you thinking about your thinking? Chapter 7 Presentation - students
10/28 – 11/3 Week Nine	The Hate U Give Book Clubs – Book Discussions	Synthesize New Information How to design effective book groups/the reading minute (Kelly Gallagher) Chapter 8 Presentation - students
11/4 – 11/10 Week Ten	Technology in the classroom – What’s the secret? Are textbooks the best resource?	Making Connections/Visualizing Innovative Technology Lab Field Trip
11/11 – 11/17 Week 11	Brain-Compatible Instructional Strategies 20 examples	What is the difference between a strategy and a skill? Why important? If you teach but your students did not learn did you teach?
11/18 – 11/24 Week 12	Thanksgiving Week: No Class	Read for pleasure – share your reading list
11/25 – 12-1 Week 13	Academic Language/Importance EdTPA Writing Strategies How do you evaluate? How do you give feedback? Why do we grade? What is an authentic assessment?	Assessing Best Practice – Chapter 9 Student taught lessons using strategies to engage learners in content area subjects.
12-2 – 12/8 Week 14	Gradual Release of Responsibility Review of literacy strategies	Student taught lessons using strategies to engage learners in content area subjects.
12/9 – 12/15 Week 15	Gradual Release of Responsibility Review of literacy strategies	Student taught lessons using strategies to engage learners in content area subjects.
Dec. 17 Final Exam	7:15 – 9:15 – bring paper and pencil	Location to be determined (off-campus)

