

35th Annual University of Wisconsin Reading Research Symposium
*Critical Literacy in a Critical Time:
Negotiating the Changing Context(s) of Literacy and Education*

Thursday, June 23rd & Friday, June 24th, 2016

Location: Lowell Center, Madison, WI (hosted by UW-La Crosse)

*EDUC 751 Seminar in Reading
Sections 791, 792, 793 (1-3 credits)
Course dates: May 30th-July 8th, 2016*

Instructor:

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Course Description:

This is a hybrid course that engages students in exploring contemporary issues in the field of literacy and their influences on the roles of reading educators. **Several weeks prior to the symposium**, students read various articles and required text. **During the symposium**, students actively participate in discussions with their peers and decide how they might utilize the resources and knowledge presented at the symposium in their current positions. **After the symposium**, students will post course tasks in D2L (online learning environment) for instructor feedback. Symposium sessions will feature researchers who will share their current thinking and agenda relevant to the concerns of reading educators. Attending the symposium, participation in discussions, completion of symposium and course readings, following the online learning environment requirements, and completing tasks correlated to credits for course meet the Carnegie Credit requirement hours.

Course Objectives:

The course will provide you the opportunity to develop the following competencies:

- To become knowledgeable about research including the contributions of literacy scholars to the literacy knowledge base
- To become knowledgeable about research methodologies such as ethnographic, descriptive, experimental, and historical
- To become knowledgeable about the cultural, linguistic, cognitive, and social aspects of literacy development
- To become knowledgeable about sociocultural and political aspects of literacy including literacy as a means of shaping and transmitting culture as well as the relationships between political processes and reading policy.

Required Reading:

1. Textbook TBD. (Required Purchase)
2. Download or copied readings and handouts from symposium presenters. Access to the readings will be made available by the University Wisconsin – La Crosse.

This course focuses on the following Wisconsin Teaching Standards:

WTS 1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

WTS 2 The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

WTS 9 The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Course Requirements for 1-3 credits: Participants must complete the following tasks by **Friday, July 8th** (D2L closes). Depending on your choice of credit(s) determines which tasks you need to complete. The **Symposium Artifact and Take-Home Plan** will be dropped in a D2L environment. Instructions and sample assignments will be shared at the symposium.

•SYMPOSIUM PARTICIPATION (1-3 credits)

Course participants are required to attend each session of the Wisconsin Reading Symposium. (Students are responsible for registration costs of this Symposium – additional to tuition costs – and for any travel expenses to the Symposium).

•TRACK YOUR LEARNING (1-3 credits)

During the symposium, all participants will track their learning as they listen and participate. Participants can reference their learning tracks during course discussions. These discussions will take place before, during, and/or after the symposium (Discussions TBD). **These learning tracks are then used to create the artifact (below).**

•SYMPOSIUM ARTIFACT (1-3 credits)

Participants will create an artifact (samples provided). **To receive full credit for this task, participants will drop their artifact in the D2L discussion area for instructor feedback (and peers depending on enrollment and other factors) and then in the dropbox by July 8th.**

The artifact will include the following:

1. Introduction
2. Several key excerpts from learning tracks
3. Synopsis that includes WTS
4. Does not exceed 2 pages

•DISCUSSION LEADER (2-3 credits)

During symposium breakout sessions, each participant participates in small group discussions. Each participant informally leads a discussion.

•**TAKE-HOME-PLAN: Engaging Minds (3 credits)**

Participants will *draft* a Take Home Plan that highlights and implements the concepts of course readings, discussions, and presentations. The take home plan will be discussed and approved by the instructor at the symposium. **To receive full credit for this task, participants will drop their Take-Home-Plan in the D2L discussion area for instructor feedback and then in the dropbox by Friday, July 8th**

University Policies

UWSP Community Bill of Rights and Responsibilities: UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

American with Disabilities Act

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here: <http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.