

ENGLISH 381: READING FOR THE ENGLISH TEACHER

Who are you as a teacher and classroom leader?

Why teach reading and analysis of text?

Spring 2017

Class: Tuesday/Thursday 4:00-5:15; CCC 323

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Office hours: 12:00 to 3:00 Tuesday and Thursday, or by appointment, frequently, and whenever the lights are on ☺

"Let us remember: one book, one pen, one child and one teacher can change the world." – Malala Yousafzai

COURSE INTRO/GOALS

Congratulations, you're a teacher. This is no longer theoretical. This semester, you'll have your own online classroom where you create the learning goals, the essential questions, the discussion prompts, and the assessments. It'll be you leading the students, responding to them, and grading their work. As you look ahead to Methods in the fall, and then to student teaching and your own physical classroom soon thereafter, you have no doubt begun to ask yourself questions about how you will teach your students to read, to make sense of their reading, and to love reading. In order to help clarify and strengthen your beliefs about reading instruction and begin building your professional toolkit, all course readings and activities will help you meet the following course goals:

1. Actively and purposefully **reflect** on your own and others' experiences as growing readers including 1) the journeys you and others take to literacy, 2) ideas about how people learn to read, and 3) practical approaches to teaching reading, and analyze the implications of this information on your approach to teaching and your developing teacher persona. > *Literacy Journey Paper, Reading Postings/Compilation, Final Exam*
2. Develop and apply purposeful **strategies** which help you better understand and meet the needs of your students. > *Annotated Bibliography, UWSP Connections Project, Final Exam*
3. Develop work for your students that is clearly and effectively focused on explicit **learning goals** and guided by **essential questions**, thus ensuring that your classroom instruction is both purposeful and engaging for students. > *Annotated Bibliography, UWSP Connections Project, Final Exam*
4. Effectively **collaborate** with other educators, both your peers in this course and the professional colleagues with whom we'll work, enjoy working as part of a team, and become increasingly good at it. > *UWSP Connections Project, Final Exam*

COURSE WORK/ASSESSMENTS

🔗 **Reading Postings & Compilation – 30%**

Each time that there is an assigned reading for class you have an accompanying D2L posting/upload due by the beginning of the period; D2L *dropbox* folders, complete with directions, will become available throughout the semester. This ever-growing list of strategies and your accompanying

reflections will help you actively engage with the ideas from the readings, help us move toward more meaningful discussions (vs. recap) during our time together, and give you a tangible collection of practical strategies that you will use later in the semester and over the course of your professional career. Final compilations of and reflections on these and other ideas will also help you synthesize their meaning for your future practice.

⌘ **Literacy Journey Paper – 10%**

As we begin our time together it is important to build classroom community and to understand that each of us, even as soon-to-be English educators, has had a unique literacy journey. We will draft and workshop this essay early on in the semester to help us understand the unique paths that each of us have taken to this point; as we compose our own pieces and read about the experiences of others we will gain insight into how people learn to read and our growing roles in this process.

⌘ **Annotated Bibliography – 15%**

As we work to understand how to create focused and engaging units for our students, this assessment will help you prepare for one of the most important tasks of English educators: searching for, selecting and justifying (for students, parents and administrators) texts which connect your students to unit themes in varied and meaningful ways. This annotated bibliography, completed individually or with a partner, gives you the opportunity to explore a theme of personal interest and develop a collection of diverse texts that will engage students and assist them in formulating their own response to the essential question(s) in your unit.

⌘ **UWSP Connections Project – 35%**

All of our early work this semester (the readings, writing, annotated bibliography and novel meetings), will prepare us for and be applied in real ways during the UWSP Connections Project. A collaboration between English 381 students and teachers and students from various high schools around the state, you will work as a member of a teaching team to lead on-line literature circles, interact with students and respond to their work and guide them through projects you develop; in addition, you will also visit your students in their physical classrooms, host them during their **May 5th all-day visit** to the UWSP campus and, of course, reflect on this entire process. Participating in the UWSP Connections Project puts you in the role of teacher and gives you real-world experience in working with your own students on the actual, messy, unpredictable, exciting, and joyful enterprise of reading and discussing literature; it provides you with critical interactions that will help you develop the foundational skills needed for goal-oriented planning and assessment, work which best transpires in functional teaching teams.

⌘ **Final Exam Assignment: What Have You Learned About Teaching Reading? – 10%**

Having spent a semester focused on the varied needs of our students and practical ways in which we can help others connect to, enjoy and get the most out of their reading, this final assignment will help you personalize what you have learned. Multiple options exist as you synthesize your learning from our semester together.

REQUIRED TEXTS/MATERIALS

⌘ **Purchase Texts:**

- Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*. Portsmouth, NH: Boynton/Cook Publishers, 2000.
- Tovani, Cris. *I Read It, But I Don't Get It*. Portland, Maine: Stenhouse, 2000.
 - **Note:** *this text is available as an e-book from the library, and you are welcome to use it that way, so long as you have a device with which you can have the text accessible in class.*

⌘ **Other Materials/Needs:**

- A notebook devoted solely to English 381 work
- Loose-leaf paper for in-class writing and assignments
- Regular access to D2L for postings, updates, etc.
- Google Drive account

POLICIES

- ⌘ **Professionalism & Pursuit of Excellence:** I expect you to come to class, to do your work well and on time, to keep your commitments to the group members with whom you work, and to take a part in establishing a caring, mutually helpful, and respectful educational community. These are all skills and dispositions expected as part of the professionalism of teachers and are delineated in the Wisconsin teacher licensing standards (see <http://tepd.dpi.wi.gov/resources/teacher-standards>); you will become very familiar with these expectations seeing as they will be used in formal and summative ways as you progress through the English Education program and work to meet Wisconsin's licensing requirements. To see the specific application of these dispositions to UWSP's English Education program, see the following pages.
- ⌘ **Late Work:** Given the highly collaborative nature of all that we do, late work will frequently cause problems for others and will therefore negatively impact your grade, resulting in reduced scores for in-class activities and/or on-line assessments. When work is individual in nature, and *if you are proactive* in arranging alternate due dates when complications arise, I am likely to help you work through these situations without penalty.
- ⌘ **Absences/Tardiness:** Naturally, you are expected to attend **all** scheduled class sessions/meetings and to be on time, respecting the collective commitments we have made to the course and our time together. I understand, however, that "life happens" and sometimes, due to illness or unforeseen circumstances, you may not be able to be with us in person. On such occasions you should **e-mail/contact me as soon as is possible** so that I can make any necessary adjustments and help classes run smoothly; you should also check D2L for class activities/materials and contact group members if applicable. Repeated absences or tardiness may also result in reduced scores for in-class activities and/or on-line assessments.

Dispositions and Policies for English Education

(passed by Department of English 5-11-11)

As a pre-service English teacher, you will learn a tremendous amount about how to plan for your classes; you will develop your teaching philosophy and your approach to classroom community and management; and, along with these things, you will grow in professional dispositions. Dispositions are attitudes and values which form part of the ten standards by which Wisconsin teachers are evaluated all through their professional careers. Each teacher standard includes knowledge, skills, and dispositions. The UWSP School of Education dispositions document, which you received on your first SOE advising, lays out the key dispositions. This English Education document moves from the general concept to the practical application and sets out accompanying policies.

Best of luck to you as you master the skills below, and as you move through your pre-service years and into your own classroom!

Diversity / Inclusive Excellence

Junior Methods Block

You should demonstrate these skills during and by the end of your junior English Education methods block and in English Education 395

- Consider and incorporate multiple intelligences
- Make adaptations and modifications for students with special needs
- Appreciate other diversities, for example, racial, ethnic, class, gender, and sexual orientation

Senior Methods Block

In addition to the junior block skills, you should demonstrate these skills during and by the end of your senior English Education Methods block.

- Learn to differentiate instruction in projects and choice projects
- Write lessons according to your knowledge of different learners
- Develop professional relationships with students and apply what you know of them to your community and planning
- Examine your assumptions, and purposely seek to remove bias in communication

Responsibility for Self, and Teamwork

Junior Methods Block

- Strengthen communication skills (checking in, discussion, etc.)
- Schedule and manage your time effectively
- Learn appropriate flexibility
- Become comfortable with professional negotiations, such as compromising
- Admit your mistakes
- Take criticism
- Support each other under stress
- Respect others; be kind and tactful
- Keep commitments

Senior Methods Block

- Take initiative
- Pace yourself and make deadlines; don't procrastinate
- Set your own deadlines
- Understand your personality and roles in groups
- Know when you need help
- Don't take yourself too seriously
- Aim for serenity
- Measure your success by the success of the group

- When you foresee difficulty, ask for help from instructors or supervisors

Reflection

Junior Methods Block

- Use journals and regular reflections to enhance self-assessment and self-awareness
- Value the process of reflection
- Examine who you are now, who you have been, and your relationships with other people

Senior Methods Block

- Reflect more independently
- Consider academic, professional, and personal goals
- Make changes and adjust from reflections
- Integrate outside criticism into self-reflection—put it into practice

Creativity and Critical Thinking

Junior Methods Block

- Collaborate and improve/adapt through that collaboration
- Question more deeply; ask dense questions
- Adapt resources; make them your own

Senior Methods Block

- Think on your feet
- Look at the big picture, and use long-term planning, circling, and scaffolding
- Be more than prepared: have back-up activities

Perseverance for Excellence

Junior Methods Block

- Establish strategies to help you meet your goals
- Focus on the positive
- Work hard even when stressed
- Be aware of what's expected professionally and rise to the challenge

Senior Methods Block

- Ask for and respect feedback from others
- Join the wider professional community; consider professional online communities or professional conferences
- See hard work as a positive thing
- Be aware of increasing expectations as you move through your professional career, and internalize them

Professionalism

Junior Methods Block

- Dress professionally in field placements

Senior Methods Block

- Work professionally with parents and colleagues in schools

- Dress modestly in professional settings
- Don't make excuses; instead, follow through on your responsibilities
- Be honest
- Develop an awareness of personal and professional boundaries
- Learn and practice self-care and community responsibility in challenging times
- Develop your sense of humor; laugh at yourself from time to time
- Interact appropriately according to personal and professional boundaries
- Exhibit integrity in word and action

Policies

- I. If an English Education student is not exhibiting the appropriate professional dispositions, then the instructor will meet with the student, talk over needed growth, make a plan for improvement, and inform the English Education Committee of the conversation and its outcomes.
- II. If the student continues not to exhibit the appropriate professional dispositions, **either**
 - (a) The instructor, in consultation with the English Education Committee, may work further with the student on the problem, as in Step I.,

or
 - (b) The English Education Committee may refuse the student permission to continue in the English Education program.

Syllabus

		Tuesday	Thursday	Friday/Saturday
Week 1	Reading, Writing and Other Work Due (start of class unless otherwise noted):	January 24	January 26 <i>Reading:</i> <ul style="list-style-type: none"> ● Burke, “Establish a Reading Culture,” pp. 1-28, and “Teach and Support Students,” pp. 29-42 ● Tovani, Chapters 1 and 2 <i>Other:</i> Posting #1 <ul style="list-style-type: none"> ● <i>Note:</i> today, as for any day when you have a reading assignment, you also have a D2L posting on the dropbox due before class 	
	In class activities:	Introduction Literacy Journeys: discuss/prewrite Select UWSP Connections novels Syllabus	CCSS & Essential Questions – An Introduction Burke/Tovani Activities Get UWSP Connections books, and decide on reading assignments.	
Week 2	Reading, Writing and Other Work Due (start of class unless otherwise noted):	January 31 <i>Reading:</i> <ul style="list-style-type: none"> ● Burke, “Teach and Support Students,” pp. 43-82 ● Tovani, Chapter 3 <i>Other:</i> <ul style="list-style-type: none"> ● First draft, Literacy Journeys essay. (Bring four copies to class) ● Posting #2 	February 2 <i>Reading:</i> <ul style="list-style-type: none"> ● Burke, “Evaluate Your Own Teaching,” pp. 83-102, and “Evaluate Your Students,” pp. 103-126 ● Tovani, Chapter 4 ● Read 1/5 of Connections novel <i>Other:</i> <ul style="list-style-type: none"> ● Posting #3 ● 1/5 Connections novel chapter summaries 	
	In class activities:	Workshop Literacy Journeys essay CCSS & Essential Questions – More	UWSP Connections meeting # 1 - Applying CCSS & EQs - Frontloading for students	

		Burke/Tovani Activities	Burke/Tovani Activities	
Week 3	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">February 7</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, “Read a Variety of Texts for Different Purposes,” pp. 127-172 Tovani, Chapter 5 Read 2/5 of Connections novel <p>Other:</p> <ul style="list-style-type: none"> Final draft, Literacy Journeys Essay, due on D2L discussion board anytime today Posting #4 2/5 Connections novel chapter summaries 	<p style="text-align: center;">February 9</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, “Use Various Strategies,” pp. 173-212. Tovani, Chapter 6 Read 3/5 of Connections novel Read Literacy Journeys essays. We will discuss these in class, so note at least two passages you wish to discuss <p>Other:</p> <ul style="list-style-type: none"> Posting #5 3/5 Connections novel chapter summaries D2L discussion posting in response to Literacy Journeys essays 	
	In class activities:	<p>Begin Annotated Bibliography assignment: choose partners, topics, and conference time</p> <p>UWSP Connections meeting # 2</p> <p>Burke/Tovani Activities</p>	<p>Discuss Literacy Journeys essays</p> <p>Annotated Bibliography – Check-in</p> <p>UWSP Connections meeting # 3</p> <p>Note: <i>this is a reminder to have a look at the final exam assignment, last page of syllabus, and to be making occasional notes towards it.</i></p>	
Week 4	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">February 14</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, “Use Various Strategies,” pp. 212-232, and “Develop Their Own Reading Capacity,” pp. 233-253 Tovani, Chapter 7 Read 4/5 of Connections novel <p>Other:</p> <ul style="list-style-type: none"> Posting #6 4/5 Connections novel chapter summaries 	<p style="text-align: center;">February 16</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, “Develop Their Own Reading Capacity,” pp. 233-294 Tovani, Chapter 8 Read 5/5 (finish) Connections novel <p>Other:</p> <ul style="list-style-type: none"> Posting #7 5/5 (final) Connections novel chapter summaries 	

		<ul style="list-style-type: none"> Approximately a third of your Annotated Bibliography is due to the D2L dropbox 		
	In class activities:	<p>UWSP Connections meeting # 4</p> <ul style="list-style-type: none"> - Reading strategies - Resistant students - Professionalism <p>Burke/Tovani Activities</p>	<p>UWSP Connections meeting # 5</p> <ul style="list-style-type: none"> - Evaluating group processes <p>Annotated Bibliography – Check-in and application</p> <p>Burke/Tovani Activities</p> <p>Note: Praxis II review meets in 323 CCC from 5:30 to 7:00 tonight.</p>	
Week 5	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">February 21</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, “Develop Their Own Reading Capacity,” pp. 295-312, and “Evaluate and Monitor Their Understanding, Performance, and Progress,” pp. 313-327 Tovani, Chapter 9 <p>Other:</p> <ul style="list-style-type: none"> Posting #8 Approximately 2/3 of Annotated Bibliography due to D2L dropbox 	<p style="text-align: center;">February 23</p> <p>Reading:</p> <ul style="list-style-type: none"> Burke, “Appendices”: browse through them, and select five that look useful to you. Tovani, “Access Tools”: browse through them, and select a few that look useful to you <p>Other:</p> <ul style="list-style-type: none"> Posting #9 	
	In class activities:	<ul style="list-style-type: none"> - Backwards Design - Welcoming students in on-line environments - Writing forum questions with EQs and learning goals in mind <p>Connections groups will take time to consider learning goals</p>	<p>Note: in the weeks ahead, we will sometimes have the company of our Connections cooperating teachers, teaching assistants, and adviser.</p> <p>Note: Praxis II review meets in 323 CCC from 5:30 to 7:00 tonight.</p>	
Week 6	Reading, Writing and Other Work Due	<p style="text-align: center;">February 28</p> <p>Reading:</p> <ul style="list-style-type: none"> Readings on vocabulary (found in D2L Content) <p>Other:</p>	<p style="text-align: center;">March 1</p> <p>Reading:</p> <ul style="list-style-type: none"> None <p>Other:</p>	

	(start of class unless otherwise noted):	<ul style="list-style-type: none"> • Posting #10 • <i>Final draft of Annotated Bibliography</i> is due both on the D2L dropbox and in D2L discussion folder 	<ul style="list-style-type: none"> • Posting Compilation Due to D2L dropbox • From now through Week 15, we will be working on our UWSP Connections Project. You'll have regular drafts and postings to put up for your students, as well as reflections to post. The first of these postings (Forum #0) is due today in or after class. • Your first draft of Forum # 0 (your introduction to yourself and frontloading of your novel for your students), is due 	
	In class activities:	- Project-based learning Note: Conversation with Two Teachers posting, due April 21	<p>Kim Etter, Ed Palmer, Nicole Krueger and Marissa Lukaszewski Visit</p> <p>Sign up to visit schools. Reflection 2 due when you complete these visits.</p> <p>On Thursdays (and many Tuesdays) during Connections we will have work time.</p> <p>Note: Praxis II review meets in 323 CCC from 5:30 to 7:00 tonight.</p>	<p>Saturday, March 4</p> <p>Other:</p> <ul style="list-style-type: none"> • Sometime today, your final draft of Forum 0, the introduction / frontloading, is due
Week 7	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p>March 7</p> <p>Reading:</p> <ul style="list-style-type: none"> • Read through annotated bibliographies of other groups. Bring questions and comments to discuss <p>Other:</p> <ul style="list-style-type: none"> • By the end of today, respond to your students' postings for Forum # 0. Begin work on Forum 1 	<p>March 9</p> <p>Other:</p> <ul style="list-style-type: none"> • First draft of Forum 1, the first segment of the reading, is due today, <i>in or after class</i>. Begin work on Forums 2 and 3 	<p>Saturday, March 11</p> <p>Other:</p> <ul style="list-style-type: none"> • Sometime today, your final draft of Forum 1, the first segment of the reading, is due
	In class activities:	Connections business & follow-up activities	<p>How to respond to student posts</p> <p>Note: Praxis II review meets in 323 CCC from 5:30 to 7:00 tonight.</p>	
Week 8	Reading, Writing and	<p>March 14</p> <p>Other:</p>	<p>March 16</p> <p>Other:</p>	

	<p>Other Work Due (start of class unless otherwise noted):</p>	<ul style="list-style-type: none"> By the end of today, respond to your students' postings for Forum # 1 First drafts of Forums 2 and 3, the second and third segments of the reading, are due today in or after class 	<ul style="list-style-type: none"> Final drafts of Forums 2 and 3, the second and third segments of the reading, are due today in class 	
	<p>In class activities:</p>	<p>Review of your Connections learning goals and EQs</p> <ul style="list-style-type: none"> - Considering learning arc - Preparing for forums ahead 		
Week 9	<p>Reading, Writing and Other Work Due (start of class unless otherwise noted):</p>	<p>Spring Break - Tuesday, March 21, and Thursday, March 23</p> <p>During spring break, your students will respond to Forum # 2. You have a choice: if you don't wish to respond to your students' postings, a teacher or TA will.</p>		
Week 10	<p>Reading, Writing and Other Work Due (start of class unless otherwise noted):</p>	<p>March 28</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Respond to your students' Forum 3, the third segment of the reading, by the end of today 	<p>March 30</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Draft of Forum # 4, fourth segment of the reading, is due by the end of today Proposal for Forum 6 is due today 	
	<p>In class activities:</p>	<p>Discussion: school visits</p> <p>Introduction to projects, writing components, checklists, and rubrics</p>	<p>Discussion: responding to and responses from student posts</p> <p>Rubric & checklists redux</p>	<p>Saturday, April 1</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Final draft of Forum # 4, fourth segment of the reading, is due by the end of today
Week 11	<p>Reading, Writing and</p>	<p><i>Other:</i></p> <p>April 4</p>	<p><i>Other:</i></p> <p>April 6</p>	<p><i>Other:</i></p> <p>Saturday, April 8</p>

	Other Work Due (start of class unless otherwise noted):	<ul style="list-style-type: none"> Respond to your students' Forum # 4, fourth segment of the reading, by the end of today Draft 0 of Forum 6 is due today Reflection 1 is due 	<ul style="list-style-type: none"> First drafts of Forum 5, response to last section of reading, and Forum 6, project assignments, are due today 	<ul style="list-style-type: none"> Final draft of Forum 5, response to last section of reading, is due
	In class activities:	Review of reading activities	Our cooperating teachers will visit to talk about creating effective projects and rubrics for your students	
Week 12	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">April 11</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Respond to your students' Forum # 5 by the end of today 	<p style="text-align: center;">April 13</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Final draft of Forum 6, project assignment, is due by the start of class today 	
	In class activities:	Review: learning goals and essential questions as they relate to projects and accompanying reflective essay	Discussion: How to receive/respond to student projects; plagiarism	
Week 13	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">April 18</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Respond to your students' Forum # 6 by the end of today 	<p style="text-align: center;">April 20</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Your first draft of Forum # 7, project early draft work, is due today Conversation with Two Teachers Posting is due before class today <p><i>Note:</i> from this point on, the forums are available to use, but in fact, you should respond to your students' in-progress work as you see fit, as helpfully and efficiently as possible</p>	<p style="text-align: center;">Saturday, April 22</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Your final draft of Forum 7, project early draft work, is due today (or otherwise respond to student work)
	In class activities:	Discussion: Roles during campus visit	Discussion: Conversation with Two Teachers postings	

		Pre-writing # 1 for final exam assignment: What have you learned about teaching reading?	Housekeeping: TERs, roles, responding to student work	
Week 14	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">April 25</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Respond to your students' work 	<p style="text-align: center;">April 27</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> Read assigned material on grading projects, writing 	
	In class activities:	Prewriting # 2 for final exam assignment: What have you learned about teaching reading?	How do you assess student work?	
Week 15	Reading, Writing and Other Work Due (start of class unless otherwise noted):	May 2	May 4	Friday, May 5
	In class activities:	Prepare for campus visit	Prepare for campus visit	<i>Campus visit! We will spend the day with our UWSP Connections students, from 8:30 a.m. until 3:30 p.m.</i>
Week 16	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;">May 11</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Reflection 3 is due today 	<p style="text-align: center;">May 13</p> <p><i>Other:</i></p> <ul style="list-style-type: none"> Early draft or outline of final exam assignment. Be ready to workshop your plan or draft 	

	In class activities:	We will discuss and work on responding to students' projects and presentations in class	Continue with responding to students' projects and presentations in class Workshop for final exam assignment: what have you learned about teaching reading?	
FINAL EXAM Tuesday, May 16 5-7 p.m., in 323 CCC		Bring these materials: (1) Five questions of fact from the semester's reading, with correct answer noted for each one, and source and page number. (2) Two powerful quotations from the reading or the class. Final exam assignment is due: What have you learned about teaching reading?	We'll review, and we'll present our final exam assignments to each other Our cooperating teachers may join us, for reflection	

Literacy Journey Essay (100 Points)

As we begin our semester together, one in which we seriously contemplate who we will be as reading (and writing) instructors and how we will approach these issues with our students, it is equally important that we first consider how we have arrived at this juncture in *our* lives. Although pursuing similar paths as future English educators, we have each walked individual paths as we were introduced to reading and developed as literate individuals.

In this essay, therefore, you will consider your personal literacy journey. Building off of the pre-writing activities we'll begin as a class, you'll then draft your essay outside of class, revise it during in-class workshops, and then publish your final draft on our D2L discussion board. We will read each other's essays, respond on D2L, and discuss them in class as a way of building classroom community, understanding the unique path that each of us has walked, and considering how we will guide our future students who, like us, arrive in our classrooms with diverse reading and writing experiences.

Learning Goals for this Assessment:

- Reflect on your own journey to literacy and those of others, so that you will have a greater understanding of the possible needs of future students.
- Practice and demonstrate the sorts of professional writing skills needed as teachers communicate with students, parents, colleagues, and the wider community, including the ability to focus for audience and purpose; the ability to develop ideas with clarity, interest, and persuasiveness; and the ability to edit correctly.
- Join this particular learning community. Reveal something of who you are, and find out who those around you are.

Basic Requirements:

1. Your essay should be about 500 to 1,000 words in length (or however long it needs to be to say what you want to say); that equates to roughly two double-spaced pages.
2. As with any good essay, you should have a clear sense of your purpose and audience, and carry your purpose all through the essay with your chosen readers in mind. Help us, as future English educators, understand how the details you choose to share were important to your development as a literate individual.
3. Although you will certainly have a number of thoughts that you might want to share with us here you are, as with most writing, better off choosing a specific focus; giving us more complete details about two or three key aspects of your journey is far more effective than providing us with a laundry list of thinly developed details. Be selective as you write, reflecting on core ideas and using carefully-chosen and thoroughly-developed details to convey images and emotion to your readers.
4. Finally, you should observe all the appropriate conventions of the language; be sure to carefully edit your final essay and to follow general MLA formatting guidelines. Additionally, you should take some care with how the essay looks on the page; images, borders and other graphics should be used to personalize the document and supplement the writing.

Literacy Journey Essay Rubric

	Exemplary	Acceptable	In Need of Improvement
Purpose and Audience	<p>Your writing has a clear purpose and uses the members of our class (future English educators) as the main audience. The examples chosen enhance your ability to describe your literacy journey; their role in your development as a literate individual is obvious.</p> <p style="text-align: center;"><i>30-27 points</i></p>	<p>Your writing is generally focused on the purpose of this assessment and uses the members of our class as the main audience. Examples are predominately related to your literacy journey and the ways in which they tie to your development are clear.</p> <p style="text-align: center;"><i>26-23 points</i></p>	<p>Though the essay has a topic, it may be in need of additional focus. The purpose of the writing and its connection to your literacy journey may be unclear; the writing doesn't seem to be tailored to any one specific audience.</p> <p style="text-align: center;"><i>22-0 points</i></p>
Content/ Idea Development	<p>The writing focuses on a small number of highly relevant examples; these specifics come to life on the page, help readers appreciate the importance of each event and reveal who the writer is because of each unique experience. The reflection is thoughtful and worth considering.</p> <p style="text-align: center;"><i>50-44 points</i></p>	<p>The writing is focused on small number relevant examples; details are developed, engaging, and helpful in seeing the importance of each event and its relevance to the author's literacy journey. Reflections are worth considering.</p> <p style="text-align: center;"><i>43-38 points</i></p>	<p>Though examples are included, they may be too general; further developing details would more effectively engage the audience and help them understand the importance of each example. As a result, readers may have only a vague sense of who the writer is and/or why examples matter.</p> <p style="text-align: center;"><i>37-0 points</i></p>
Conventions & Presentation	<p>The writing itself is clear and fluid; word choice is exact, sentences are varied, and the piece has been carefully edited so as to not detract from the message. The paper generally conforms to MLA formatting; graphics and/or other visual flourishes enhance the writing and visual appeal of the piece.</p> <p style="text-align: center;"><i>20-18 points</i></p>	<p>Writing is generally clear, fluid and varied. Though there may be small editing errors they are infrequent and therefore do not interfere with the author's overall message. MLA formatting has been followed and attempts at incorporating visuals have been made; both generally work well.</p> <p style="text-align: center;"><i>17-15 points</i></p>	<p>The writing may include awkward constructions and/or grammatical and mechanical errors; these issues are frequent and may make it difficult to follow the author's writing. Set-up may deviate from MLA formatting. Visuals may not missing or may be unrelated, thereby distracting from the intended message.</p> <p style="text-align: center;"><i>14-0 points</i></p>

_____/100 Total

Annotated Bibliography

(150 Points)

As we work to understand how to create focused and engaging units for our students, this assessment will help you prepare for one of the most important tasks of English educators: searching for, selecting and justifying (for students, parents and administrators) texts which connect your students to unit themes in varied and meaningful ways. This annotated bibliography, **completed individually or with a partner**, gives you the opportunity to explore a theme of personal interest and develop a collection of diverse texts that will engage students and assist them in formulating their own response to the essential question(s) in your unit.

- **If** you choose to work with a partner:
 1. The length requirements are the same, but your additional commitment is to meet with your partner **at least three times** for an **hour each time** to talk over or work on the research and the writing for this project.
 2. You and your partner will **keep a general record** of your meetings; you will also **each** write note reflecting on what you have individually learned as a result of each meeting.

Learning Goals for this Assessment:

- Each of you will be able to locate good literature to teach for a variety of purposes.
- Each of you will be able to assess whether a text will be appropriate for a classroom setting and will understand how to use diverse pieces in a variety of ways.
- **If** you choose to work with a partner, you will enhance your ability to collaborate with others, discuss issues of practice and reflect on how such work impacts your development as an educator.

Individual/Partner Requirements:

1. **Choose a topic and essential question, and choose a grade level.** This should be a topic / essential question which you believe you may want to use for a unit in your CULPA in your fall Methods block, or at least that you would enjoy teaching in the next few years.
 - *For example, your topic might be romantic love, and your essential question could be this: What is true love? This could be a set-up for a unit using Romeo and Juliet.*
2. **Locate strong texts available on your topic which would address your essential question and fit your grade level.**
 - You need to include the following types of texts:
 - ✓ ___ Five novels which you could use for literature circles
 - ✓ ___ One full-length, quality, nonfiction text
 - ✓ ___ One play
 - ✓ ___ Five poems
 - ✓ ___ One short story
 - ✓ ___ Three articles
 - ✓ ___ Three songs
 - ✓ ___ Three short videos or video clips
 - ✓ ___ One film

✓ ___ Three images, whether photographs or paintings

- **Note:** You should actually **look at every item** you include to ensure that it is an appropriate selection; reading summaries and/or reviews for major texts on websites such as ***www.commonsemmedia.org*** or even ***amazon.com*** may be helpful, although you do not need to read or view each item fully.

3. Write four things:

- (1) A concise **annotation** for **each** item.
- (2) An explanation of **how the item might be used in teaching**; this means that you should include a *strategy or activity* that you will use to teach the item.
 - For **at least five** items, I expect you to apply in some detail the strategies we have read in *Burke or Tovani* and/or discussed in class.
- (3) Full **bibliographic information**, in fairly correct MLA style, for **each** item.
 - Help @ <https://owl.english.purdue.edu> > MLA
- (4) A **final reflection** or **list + comment** on what you have learned about finding texts for your students to read.

4. ***If you have chosen to work with a partner each of you must separately include:***

- (1) A **general outline** for each of your 3+ meetings detailing the work that you did and the topics that you discussed.
- (2) **One to two solid paragraphs** of reflection ***per meeting*** considering what you learned about yourself, your partner, and the process of selecting text with others as a result of this time spent together.

Checklist Rubric
(Completed checklist: 75 Points)

1. Are you: ___ working on your own ___ working with a partner
 - **If** you are working with a partner
 - ___ Have you met three times for an hour each time to work on or discuss the project together?
 - ___ Have you added a record of your meetings (place, date, times, general outline or conversation)?
 - ___ Have you included 1-2 paragraphs of reflection per meeting (about partner/self/text selection)?

2. ___ Have you chosen:
 - A topic? _____
 - An essential question? _____
 - A grade level? _____

3. ___ Do you have:
 - ___ Five novels which you could use for literature circles?
 - ✓ ___ Do the novels fit the lexile level of your grade?
 - ✓ ___ If it's hard to determine the lexile level, do you have good reason to think the novels fit the reading level of your grade?
 - ___ One full-length, quality, nonfiction text?
 - ___ One play?
 - ___ Five poems?
 - ___ One short story?
 - ___ Three articles?
 - ___ Three songs?
 - ___ Three short videos or video clips?
 - ___ One film?
 - ___ Three images, whether photographs or paintings?

4. ___ For the selections above:
 - ___ Have *you* reviewed each item individually?
 - ___ Did you check other reviews to ensure that every piece is school appropriate?
 - ___ Is every piece purposeful and engaging for students?
 - ___ Did you write a concise annotation for each item (approximately 50 words) explaining how it fits your unit purpose and why you think it's strong?
 - ___ Did you make sure to put every annotation in your own words and not to copy any language off an internet site?
 - ___ Did you comment on how every item might be used in the classroom?
 - ✓ ___ With your comment on how each item might be used in the classroom, did you briefly explain a strategy or an activity you might use to teach it?

✓ ___ Did you write a longer comment on at least five items, explaining five different Burke or Tovani strategies you might use and applying each strategy in some detail?

➤ ___ Did you write a complete bibliography in correct or fairly correct MLA style?

5. ___ Did you write a reflection or list + comment on what you have learned about finding texts for your students to read?

6. ___ Did you complete and submit each stage of this project on time?

____/75 Total

Final Annotated Bibliography Rubric (75 Points)

From your work and from your reflection, it's evident that you understand how to locate a variety of strong and appropriate texts for your students to read.

35 31 27 24 21 20-0

From your applications of the strategies we've read about in Burke and Tovani, it's evident that you can apply in some detail a range of effective strategies to help students understand and engage with reading.

35 31 27 24 21 20-0

If you worked with a partner, your record of your meetings and your comments on what you learned from them demonstrate your success or growth in team work.

➤ **Note:** You'll have noticed that, if you work with a partner, the points don't add up. This 15-point scale for partner work actually represents a **reduction in points** for your final annotated bibliography grade.

0 reduction 5 10 15

____/75 Total

UWSP Connections Project (350 Points)

Mark Friday, May 5, on your calendar. We'll be with our students from 8:30 to 3:30.

For this project, you will work with a partner (or partners) to lead a group of students from Madison LaFollette High School, Adams-Friendship High School, and Menasha High School. A collaboration between UWSP professors, students, and the teachers and students of these Wisconsin high schools, you will work as a member of a teaching team to lead on-line literature circles based on one of our class novel selections. Assuming the role of teaching coaches in these on-line literature circles, you will interact with students, respond to their work and guide them through projects that you and your partner(s) develop; in addition, you will also visit your students in their physical classrooms, host them during their **May 5th all-day visit** to the UWSP campus and, of course, reflect on this entire process. Participating in the UWSP Connections Project puts you in the role of teacher and gives you real-world experience in working with your own students on the actual, messy, unpredictable, exciting, and joyful enterprise of reading and discussing literature; it provides you with critical interactions that will help you develop the foundational skills needed for goal-oriented planning and assessment, work which best transpires in functional teaching teams.

Key History:

- The English 381 class undertook this project for the first time in 2007 as a grant-funded, research project, and continued the project in subsequent years as a teaching project. It's been funded by major grants from the Wisconsin Humanities Council, by the Institute on Race and Ethnicity, and by the UWSP College of Letters and Science Enhancement Fund.
- In the second year, UWSP was awarded, on behalf of this project, then called the Literature Circles Diversity Collaboration, the state of Wisconsin Ann Lydecker Educational Diversity Award.

Learning Goals for this Project:

This is an ambitious project, which is designed to help you grow in all the ways teachers need to be strong. Look at the ten standards by which Wisconsin teachers are licensed; you will see that each of them is targeted in this project, though here we are most centrally aiming for the following:

- You should learn to plan purposeful and effective instruction for your students. This includes designing strong learning goals for this unit you are teaching them, designing your instruction to help students accomplish the learning goals, questioning them so that they learn to think critically about literature and life, and designing assessments which not only give them the chance to demonstrate what they have learned but also give them another major learning opportunity.
- You should interact with students, peers, and supervisors in a positive and professional manner.
- You should learn more about the dimensions of the teaching profession, including insight into urban versus suburban and rural schools, a sense of how students with different academic gifts and needs perform and can be supported, and who you are as a teacher.

UWSP Student Coaches – Steps/Requirements

Here's what you will be doing, both early on in the course as preparation for this project *and* as your interactions with students officially begin:

1. Rank your top three choices of novels, get one, and join a reading group.
2. Plan your learning goals and read your chosen book with your English 381 reading group, considering how to teach your book to your high school students.
3. Reflect in a D2L folder open to UWSP students, teaching assistants, and teachers throughout the project.

4. Provide discussion prompts for the high school student group which you and your partner(s) will lead. Before posting the prompts for the students, you must implement (or consider and decide against implementing) revision suggestions on the prompts from the project's various teachers:
 - o Erica Ringelspaugh, UWSP, professor
 - o Darcy Poquette, Madison LaFollette, cooperating teacher
 - o Marissa Lukaszewski, Menasha High School, cooperating teacher
 - o Nicole Kruger, Menasha High School, cooperating teacher
 - o Kim Etter, Adams Friendship High School, cooperating teacher
 - o Ed Palmer, Adams-Friendship High School, cooperating teacher
 - o Dan Krommenakker, UWSP, teaching assistant
 - o Shelby Steinke, UWSP, teaching assistant
5. Respond to your students' postings.
6. Develop and assign final assessment/project options and create the accompanying checklists and rubrics for your student groups. Before posting the assignment for your students you must implement revision suggestions for your directions, checklist, and rubric.
7. Respond and provide guidance online as students create their projects.
8. See the project presentations on campus, and respond to them.
9. With your partner(s) or a small group of other English 381 students, visit your high school students in their home schools. You are expected to spend one class day at each of two schools.
 - **Note:** you must work out any absences with the UWSP instructors of the classes you might miss with tact and diplomacy.
10. Spend the day of May 5, from 8:30 a.m. until 3:30 p.m., with the visiting students.

LaFollette, Menasha and Adams-Friendship Students – Steps/Requirements

Here's what the high school students will do:

1. Consider the books among which they can choose, and rank their top three choices.
2. Be placed in a small group. Each group will include all **three** schools, and conversation will concern the shared text as well as thematic connections to students' lives.
3. Respond to the prompts which their student coaches from English 381 (two or three of you per group) post, using D2L.
4. Individually or in small groups at their own schools, create a final project for their book. Their student coaches will assign the project to the groups.
5. Visit UWSP on Friday, May 5th. They will present their projects to you and to other students; they will do a variety of activities; and they will have lunch in Debot.

Rubric for UWSP Connections Project

In your online work with your students, you created excellent prompts which helped students grow in the learning goals you laid out for them. You responded to student postings quickly, thoughtfully, and helpfully. Your project assignment used multiple intelligences, balanced the choices for equal levels of difficulty and exertion, and provided students with meaningful and feasible ways of responding to their reading. It both showed what students had learned and took them further in their knowledge and understanding of your learning goals. Your rubric was helpful, easy to follow, and fair. Your writing met professional standards. You did a good job of responding to projects and providing helpful feedback.

110	100	90	80	70	65-0
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You helped plan the campus visit, were present for the entire day, acted as a professional in your interactions with students and cooperating teachers and generally helped make the day a success.

110	100	90	80	70	65-0
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You worked well with your partner. You kept commitments and worked through decisions together. You also worked well with the supervising teachers, getting needed approvals and responding positively to constructive criticism.

50	44	39	34	30	29-0
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You visited your students in at least two of their home schools, worked well with them to help them further understand their texts and/or projects, and acted as a professional.

50	44	39	34	30	29-0
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Your three reflections posts were well developed, with insights and examples, and show that you have thought carefully about what the project has meant for both you and your high school students. You have met deadlines for reflections.

30	27	24	21	18	17-0
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_____/350 Total

Postings and Compilation of Postings (300 Points)

Each time that there is an assigned reading for class you have an accompanying D2L posting/upload due by the **beginning** of the period; D2L *dropbox* folders, complete with directions, will become available throughout the semester. As you post, you should keep a running document to which you add each subsequent posting, with the most recent posting at the top of the document; do please back up this document!

Learning Goals for this Assessment:

- For the postings, the learning goal is to bring a considered understanding of the day's reading to each class, so that we can begin with discussion and application.
- For the compilation, there are two main purposes: (1) For you to look at the reading overall and consolidate your understanding, and (2) For you to keep a good list of specific strategies you would like to use in your own classroom.

Basic Requirements:

1. After each assigned reading, complete a posting following the directions/prompts outlined in the D2L dropbox.
 - Upload your response by the beginning of each class.
 - Add new responses to the *beginning* of the document (i.e. reverse chronological order)
2. At the time that this **compilation** is due, you should **do two additional things**:
 - Complete any posting or prompt which you missed along the way
 - Add a final reflection considering what you have learned from the course readings and how they will impact your future practice as a reading instructor. You will find more detailed prompts for this reflection in the dropbox instructions.

Grading:

This assignment will be graded on completion. If your posts are complete, on time and thoroughly respond to the provided prompts your postings will receive full credit (**10 @ 25 points each = 250 points**). If your postings are late, they will lose 25% of the available points. If your compilation is complete and includes the reflection, you will receive full credit (**50 points**).

Final Exam Assignment:
What Have You Learned About Teaching Reading?
(100 Points)

Your final exam assignment is to write a paper, create a list, make a poster, create a drawing with words, embroider a needlepoint, make a video, or in some other form to present your final understanding of what you have learned this semester about teaching reading.

The Learning Goals for this Assessment *truly encapsulate all that we have focused on this semester including:*

- Developing your ability to actively and purposefully reflect on your own and others' experiences as growing readers and to consider the implications of this information on your approach to teaching and your teaching persona.
- Honing your ability to develop approaches which help you better understand and meet the needs of your students and integrating these approaches into your instruction in purposeful ways.
- Advancing your ability to develop work for your students that is clearly and effectively focused on explicit learning goals and guided by essential questions.
- Improving your ability to effectively collaborate with other educators and to enjoy working together with others as part of a teaching team.

Basic Requirements:

This is a very open assignment. You will present it at the final exam, so your audience includes me and the class. You may also decide to keep it, perhaps to post in your future classroom, so another important audience is you. The qualities that I will look for when grading this assignment include:

- **Thoughtfulness**—I'd like to see that you have thought deeply and widely about the question of what you've learned about teaching reading.
- **Voice**—this assignment should sound like and look like you. Those of us who know you well should see this assignment and think, "Yes! That's so _____!"
- **Crafting**—it's clear from seeing or listening to the assignment that you have bothered with good crafting, whether that's a matter of artistry with needlepoint, attention to punctuation and mechanics, work with video recording and the incorporation of titles, graphics and transitions, or whatever.

Meanwhile, as we move through the weeks ahead, beginning with the intense reading, the literacy journey essay, the work on the annotated bibliography, the creation of prompts and projects for our students, the visits to schools, the responses to student work, and the day of the campus visit, be thinking about the overarching question. Make a section of your notebook where you can record your thoughts, so that when it's time to complete this project, you will have a full semester's mulling of the question as a resource.