

Education 386
Literacy in the Secondary School
Spring 2018

Credit Hours: 3

Instructor: K. Oelstrom
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Office Hours: By appointment.

Required Text:

Vacca, R., Vacca, J. & Mraz, M. (2011) *Content Area Reading, tenth edition*. Boston: Allyn and Bacon.

Recommended Text:

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

Course Description:

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

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

Our course relates to the INTASC Standards as follows:

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

Knowledge

- The teacher will be aware of the role of inquiry and collaboration in fostering content area comprehension
- The teacher knows the role of deep listening in fostering inquiry and collaboration in the classroom

- The teacher explores and is aware of the role of supplementary literature/material in developing and deepening inquiry, collaboration and comprehension in the content area

Skills

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

Disposition

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

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

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

Knowledge

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

Skills

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

Disposition

- The teacher understands that there is a wide world of resources in terms of materials and methods for helping students to wonder, study and experience their

content area and their role in helping each student discover the joy of learning in their discipline.

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

Knowledge

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

Skills

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

Dispositions

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

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

Knowledge and Skills

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

- The teacher draws upon the teachings in professional literature and resources to support his/her inquiries, to deepen understanding and to assimilate into plans for teaching/ learning

Dispositions

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

Performance Tasks. Tasks will be explained in class along with due date and will be graded on a point basis. ***Your full participation and attendance is required, as well as demonstration of the dispositions of a pre-service educator.***

Response Journals (125)

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

Content Literacy Paper (100)*

You will prepare a paper discussing your experiences related to learning in your content area, current issues being discussed in professional materials regarding comprehension/learning in your content area, relationship of those issues to your discipline's academic standards, and ideas and intentions you have for applications in your own classroom. **Must be submitted to D2L.**

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

Instructional Materials Analysis (50)

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

Practicum Experience Paper (75)*

During this semester you will participate in a practicum experience for a minimum of 10 hours. You will prepare a practicum response paper, which will include your observations related to student learning, connections with issues explored in class and your hopes for application of lessons learned. **Must be submitted to D2L.**

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

Inquiry Investigation (50)

During the semester small groups will lead the class in an Inquiry Investigation related to reading and learning in the content area at the secondary level. This investigation will grow from questions cultivated and refined through individual and small group exploration, leading to teaching and engagement of the class in further consideration and exploration of the questions and topic.

Total Points (400)

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

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

*Please note that a grade of C- or better is required for teacher certification. Failure to earn a C- or better will result in a student needing to repeat the course.

TENTATIVE COURSE OUTLINE
 EDUC 386: Literacy in the Secondary School
 Spring 2018

Section 1
 Tues. 4-6:30
 Room 228 CPS

DATE	TOPIC	ASSIGNMENT <i>(to be completed for this class)</i>
Jan. 23	Welcome, introductions Understanding our task	
Jan. 30	History of reading instruction & current issues Addressing the demands of complex texts	VVM Ch. 1 Response Journal 1
Feb. 6	<i>Literacy Matters</i> ; Complex texts, continued Data exploration	VVM Ch. 2
Feb. 13	<i>Inquiry Investigation: Culturally responsive teaching</i> New literacies	VVM Ch. 3 Response Journal 2
Feb. 20	The basics of reading <i>Inquiry Investigation: Learning to read</i>	SAMPLE TEXT for next few weeks!
Feb. 27	Phonemic awareness; Activating prior knowledge Developing vocabulary and concepts	Draft background CLP
Mar. 6	Vocabulary & comprehension <i>Inquiry Investigation: Vocab & comprehension</i>	VVM Ch. 6 & 8
Mar. 13	Content Lit Paper	Meet in TBD
Mar. 20	Comprehension strategies/BDA reading	
Mar. 27	<i>Spring break</i>	
Apr. 3	Planning and assessment <i>Inquiry Investigation: Assessment</i>	VVM Ch. 4 & 5 Response Journal 3
Apr. 10	Assessment/Assessing students and texts	Response Journal 4
Apr. 17	Informal Measures <i>Inquiry Investigation: Instructional Materials</i>	Draft of CLP
Apr. 24	Instructional Materials Assessment Readability/Cloze/Text Survey	Materials Assessment
May 1	Writing Across the Curriculum <i>Inquiry Investigation: Writing and learning</i>	VVM Ch. 9 Response Journal 5
May 8	Studying Text <i>Inquiry Investigation: Study</i> Content Lit Paper & Practicum Exp. Discussion	Content Lit Paper
May 15	Practicum Experience Paper submitted on D2L by midnight	

Attendance Policy

Except for rare cases of serious illness or family emergencies, a professional shows up at school every day, on time, fully prepared, with a strong sense of personal responsibility. When professionals can't meet their responsibilities due to unusual circumstances, they communicate with their supervisors and colleagues as soon as possible.


I expect you to honor your responsibilities, including 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 way to avoid losing points 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 (e.g., turning in an assignment late without a penalty).



Class Climate & Honoring Difference

The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all my students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the [UWSP Community Bill of Rights and Responsibilities](#) .

Exceptional Needs Policy


As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. [Here is more information about UWSP's relevant policies](#) . If you have a disability and want an accommodation, please register with the [Disability Services and Assistive Technology Office](#)  and then contact me. If you're unfamiliar or uneasy with this process, please contact me anyways and we'll work through it together.

When contacting me about a life event or other exceptional need, please suggest the specific accommodation(s) you want (e.g., turning in an assignment late without a penalty, taking an Incomplete in this course).

Integrity Policy

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to treat me, your colleagues, and anyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your colleagues) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments may even require this. However, I expect you to give proper credit for anything that isn't your own original work. I urge you to make intellectual integrity a central part of your professional identity. Professionals in a variety of fields routinely use other people's work (e.g., lesson plans in education). But accidentally or deliberately leaving off credit is professionally and morally wrong.


As a teacher, I align my policy on academic misconduct (e.g., cheating) with the [UWSP Community Bill of Rights and Responsibilities \("UWSP Chapter 14"\)](#).

Late Work Policy

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

I won't accept late work after **May 15, 2018, 11:59 pm**.

SOE Dispositions Model

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#)  we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.