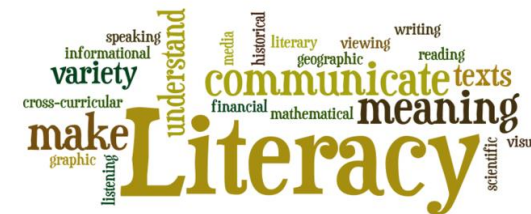


Education 390
Reading and Writing for Content Understanding
University of Wisconsin – Stevens Point
Spring 2019 Monday 6:00 – 8:30 p.m. CPS 326



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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 the use of literature 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 kids cannot read or write proficiently ~ a life of poverty and crime is inevitable.

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?”**

At the End of the Course:

UWSP students will develop and demonstrate “teacher as reflective decision maker” skills with the design and implementation of responsive instructional materials. This course will infuse constructivist and sociocultural practices, use of technology, secondary education collaboration, and an awareness of diversity that includes but is not limited to race, culture, social-economics, demographics, cognitive and physical differences. New understandings will be evaluated with traditional and authentic assessment, the explicit examination of research that will include meaningful discussion of real-world experiences as it relates to increasing content knowledge comprehension through reading and writing skills and strategies.

The course will focus on the following 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.

Course Texts

Required Texts:

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

Book 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 teachers.

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

Book 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.)

General Course Expectations & Performance:

*Course activities will include numerous readings, whole-class presentations and discussion, individual practice with strategic reading and writing instruction, small group interactions and presentations, instructional videos, *possible* field trips and guest speakers. This rigorous literacy course is

intended to prepare Secondary Education Majors with the skills, knowledge and dispositions necessary for successful classroom teaching.

1. You must attend each class session (14 total) and participate in all discussion activities (140 points). Discretion is left up to the instructor regarding the loss of points for missing a class due to illness or other reasons. (No class Monday, April 29th School of Education Scholarship Banquet).

2. Be prepared to be a discussion leader for a chapter in the Best Practice text and share a book related to your content area and how you will use it in the classroom. (75 points)

3. Learning/Reflective Exit Slips – you will write during and/or after class sessions about the teaching strategies, chapter discussions and readings presented that evening. You will share what you learned and why it is important to remember (it is your thinking). *Always bring paper (scrap paper is fine) to class.* You must hand in your exit slip at the end of end class session to the instructor. (10 points each)

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)

5. Read Young Adult Novel – 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) (70 points)

*UWSP and this instructor positively affirm the intent of the American Disability Act. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructor for appropriate arrangements and accommodations.

Grading scale

500 = A+	> 490 = A	>480 = A-	>470 = B	> 460 = B-	>450 = C	>440 = C-	< 440 D	<430 F
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EDUC 390 Response to Novel Reading 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.



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.

Policies & Other Considerations

- University Policies:** The expectations delineated in the UWSP Community Bill of Rights and Responsibilities are intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct. For additional information refer to <http://www.uwsp.edu/dos/Pages/Information%20for%20Faculty.aspx>. **Students with disabilities:** If you need special accommodations to meet course requirements, register with the Disability Services Office and contact me at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www4.uwsp.edu/special/disability/>
- Dispositions:** The instructor is mindful that your next step in the PEP is student teaching. Your interactions and conduct in this class and throughout the EMB experience, with children, peers, cooperating teacher, school staff, and parents/guardians should be positive, warm, and professional. The instructor is obligated to notify EMB faculty (and SOE Dean) if there is a concern with a preservice teacher's dispositions. With that concern, the student's grade may also be affected (instructor's discretion). Concerns related to the SOE Teacher Candidate Teaching Dispositions will be addressed immediately and privately. Upon entrance and acceptance to the SOE PEP, all students sign a dispositions contract. This contract is on file in the SOE department which serves as a tool to guide decisions and document concerns. In class emailing, texting, surfing, and cell phone use for non-class activities will result in deduction of points.
- Readings & Assignments:** **Assigned readings are read before coming to class.** Bring materials needed to each class. **Late assignments** are defined as those assignments that are not submitted to the instructor on the date, they are due. Any late assignments will receive half points. If for any reason you fail to turn in your work after Educ 390 ends for the semester, the maximum grade you can receive for the course is a C. Additionally, if your work is late, to earn the C, your work must meet the course standards and assessments for the assignment. The School of Education has a policy that all students must receive a C or better in their education classes or the course must be repeated.

