

# ENGLISH 381: READING FOR THE ENGLISH TEACHER

## Who are you as a teacher and classroom leader?

### Why teach reading and analysis of text?

Spring 2018

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

**Instructor Info:** Ms. Erica Ringelspaugh | CCC 434 | 346-4533 | eringels@uwsp.edu

**Office hours:** 11:00 to 1:00 Tuesday and Wednesday, or by appointment, frequently, and whenever the lights are on :) Come talk to me!

"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 4<sup>th</sup> 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
- When you foresee difficulty, ask for help from instructors or supervisors

#### 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

## 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
- 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

### Senior Methods Block

- Work professionally with parents and colleagues in schools
- 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 23	January 25 <i>Reading:</i> <ul style="list-style-type: none"> <li>● Burke, “Establish a Reading Culture,” pp. 1-28, and “Teach and Support Students,” pp. 29-42</li> <li>● Tovani, Chapters 1 and 2</li> </ul> <i>Other:</i> Posting #1 <ul style="list-style-type: none"> <li>● <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</li> </ul>	
	In class activities:	Introductions  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 30 <i>Reading:</i> <ul style="list-style-type: none"> <li>● Burke, “Teach and Support Students,” pp. 29-82</li> <li>● Tovani, Chapter 3</li> </ul> <i>Other:</i> <ul style="list-style-type: none"> <li>● First draft, Literacy Journeys essay. (Bring four copies to class)</li> <li>● Posting #2</li> </ul>	February 1 <i>Reading:</i> <ul style="list-style-type: none"> <li>● Burke, “Evaluate Your Own Teaching,” pp. 83-102, and “Evaluate Your Students,” pp. 103-126</li> <li>● Tovani, Chapter 4</li> <li>● Read 1/5 of Connections novel</li> </ul> <i>Other:</i> <ul style="list-style-type: none"> <li>● Posting #3</li> <li>● 1/5 Connections novel chapter summaries</li> </ul>	
	In class activities:	Workshop Literacy Journeys essay  CCSS & Essential Questions	Learning Goals and Bloom’s Taxonomy  Burke/Tovani Activities	

		Burke/Tovani Activities	UWSP Connections meeting # 1	
Week 3	Reading, Writing and Other Work Due (start of class unless otherwise noted):	<p style="text-align: center;"><b>February 6</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Burke, "Read a Variety of Texts for Different Purposes," pp. 127-172</li> <li>Tovani, Chapter 5</li> <li>Read 2/5 of Connections novel</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Final draft, Literacy Journeys Essay, due on D2L discussion board and dropbox anytime today</li> <li>Posting #4</li> <li>2/5 Connections novel chapter summaries</li> </ul>	<p style="text-align: center;"><b>February 8</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Burke, "Use Various Strategies," pp. 173-212.</li> <li>Tovani, Chapter 6</li> <li>Read 3/5 of Connections novel</li> <li>Read Literacy Journeys essays. We will discuss these in class, so note at least two passages you wish to discuss</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Posting #5</li> <li>3/5 Connections novel chapter summaries</li> <li>D2L discussion posting in response to Literacy Journeys essays</li> </ul>	
	In class activities:	<p>Culturally Relevant Pedagogy</p> <p>Burke/Tovani Activities</p> <p>Begin Annotated Bibliography assignment: choose partners, topics, and conference time</p> <p>UWSP Connections meeting # 2</p>	<p>Literacy Journeys essays Discussion</p> <p>Annotated Bibliography – Check-in</p> <p>UWSP Connections meeting # 3</p> <p><b>Note:</b> <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;"><b>February 13</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Burke, "Use Various Strategies," pp. 212-232, and "Develop Their Own Reading Capacity," pp. 233-253</li> <li>Tovani, Chapter 7</li> <li>Read 4/5 of Connections novel</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Posting #6</li> </ul>	<p style="text-align: center;"><b>February 15</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Burke, "Develop Their Own Reading Capacity," pp. 253-294</li> <li>Tovani, Chapter 8</li> <li>Read 5/5 (finish) Connections novel</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Posting #7</li> <li>5/5 (final) Connections novel chapter summaries</li> </ul>	



		<ul style="list-style-type: none"> <li>4/5 Connections novel chapter summaries</li> <li>Approximately a third of your Annotated Bibliography is due to the D2L dropbox</li> </ul>		
	<b>In class activities:</b>	<p>Maslow's Hierarchy of Needs</p> <p>Burke/Tovani Activities</p> <p>Annotated Bib Check and Example</p> <p>UWSP Connections meeting # 4</p>	<p>Formative, Benchmark, and Summative Assessments</p> <p>Burke/Tovani Activities</p> <p>UWSP Connections meeting # 5</p>	
<b>Week 5</b>	<b>Reading, Writing and Other Work Due (start of class unless otherwise noted):</b>	<p style="text-align: center;"><b>February 20</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Burke, "Develop Their Own Reading Capacity," pp. 295-312, and "Evaluate and Monitor Their Understanding, Performance, and Progress," pp. 313-327</li> <li>Tovani, Chapter 9</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Posting #8</li> <li>Approximately 2/3 of Annotated Bibliography due to D2L dropbox</li> </ul>	<p style="text-align: center;"><b>February 22</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Burke, "Appendices": browse through them, and select five that look useful to you.</li> <li>Tovani, "Access Tools": browse through them, and select a few that look useful to you</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Posting #9</li> </ul>	
	<b>In class activities:</b>	<p>Backwards Design</p> <p>Assessment Types match to Learning Goals</p> <p>Connections groups create learning goals and essential questions</p>	<p>Burke and Tovani Activities</p> <p>Annotated Bib Check-in and Progress</p> <p>Start Connections Forum 0</p> <p><b>Note:</b> in the weeks ahead, we will sometimes have the company of our Connections cooperating teachers, teaching assistants, and adviser.</p>	
<b>Week 6</b>	<b>Reading, Writing and</b>	<p style="text-align: center;"><b>February 27</b></p> <p><b>Reading:</b></p>	<p style="text-align: center;"><b>March 1</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>None</li> </ul>	<p style="text-align: center;"><b>Saturday, March 3</b></p> <p><b>Other:</b></p>

	<p><b>Other Work Due (start of class unless otherwise noted):</b></p>	<ul style="list-style-type: none"> <li>Readings on vocabulary (found in D2L Content)</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Posting #10</li> <li>Final draft of <b>Annotated Bibliography</b> is due <b>both</b> on the D2L dropbox <b>and</b> in D2L discussion folder</li> </ul>	<p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Posting <b>Compilation</b> Due to D2L dropbox</li> <li><b>From now through Week 15</b>, 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 <b>due today in or after class.</b></li> <li>Your first draft of Forum # 0 (your introduction to yourself and frontloading of your novel for your students), is due</li> </ul>	<ul style="list-style-type: none"> <li>Sometime today, your final draft of Forum 0, the introduction / frontloading, is due at 10:00 am</li> </ul>
	<p><b>In class activities:</b></p>	<p>Dispositions</p> <p>Backwards Design and Designing Curriculum</p> <p>Connections work time</p> <p><b>Note:</b> Conversation with Two Teachers posting, due April 19</p>	<p>Kim Etter, Ed Palmer, Darcy Poquette, Nicole Krueger and Marissa Lukaszewski Visit</p> <p>Sign up to visit schools. Reflection 2 due when you complete these visits.</p>	
<b>Week 7</b>	<p><b>Reading, Writing and Other Work Due (start of class unless otherwise noted):</b></p>	<p><b>March 6</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Read through annotated bibliographies of other groups. Bring questions and comments to discuss</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>By the end of today, respond to your students' postings for Forum # 0. Begin work on Forum 1</li> </ul>	<p><b>March 8</b></p> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Saturday, March 10</b></p> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>Sometime today, your final draft of Forum 1, the first segment of the reading, is due at 10:00 am</li> </ul>
	<p><b>In class activities:</b></p>	<p>Annotated Bib Discussion</p> <p>How to give Feedback</p> <p>Connections business &amp; follow-up activities</p>	<p>How to write strong questions</p> <p>Connections Work time</p>	

<b>Week 8</b>	<b>Reading, Writing and Other Work Due (start of class unless otherwise noted):</b>	<p style="text-align: center;"><b>March 13</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>By the end of today, respond to your students' postings for Forum # 1</li> </ul>	<p style="text-align: center;"><b>March 15</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Draft of Forum 2, the second segment of the reading, is due today in class</li> </ul>	<p style="text-align: center;"><b>Saturday, March 24</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Final draft of Forum 2, second segment of the reading, is due by 10:00 today</li> </ul>
	<b>In class activities:</b>	Review Backwards Design and plan learning arc Multiple Intelligences Introduction to Projects	Intro to Rubrics	
<b>Week 9</b>	<b>Reading, Writing and Other Work Due (start of class unless otherwise noted):</b>	<p style="text-align: center;"><b>March 20</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Respond to your students' Forum 2, the second segment of the reading, by the end of today</li> <li>First drafts of Forums 3 and 4, the third and fourth segments of the reading, are due today in or after class</li> </ul>	<p style="text-align: center;"><b>March 22</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Final drafts of Forums #3 and # 4, the third and fourth segments of the reading, are due by the end of today</li> <li>Proposal for Forum 6 is due today</li> </ul>	
	<b>In class activities:</b>	Introduction to Checklists Professionalism	Discussion: responding to and responses from student posts	
<b>Week 10</b>	<b>Reading, Writing and Other Work Due (start of class unless otherwise noted):</b>	<p><b>Spring Break - Tuesday, March 27, and Thursday, March 29</b></p> <p><b>During spring break, your students will respond to Forum # 3. You have a choice: if you don't wish to respond to your students' postings, a teacher or TA will.</b></p>		

<b>Week 11</b>	<b>Reading, Writing and Other Work Due (start of class unless otherwise noted):</b>	<p style="text-align: center;"><b>April 3</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Respond to your students' Forum # 4, fourth segment of the reading, by the end of today</li> <li>Draft 0 of Forum 6 is due today</li> <li>Reflection 1 is due</li> </ul>	<p style="text-align: center;"><b>April 5</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>First drafts of Forum 5, response to last section of reading, and Forum 6, project assignments, are due today</li> </ul>	<p style="text-align: center;"><b>Saturday, April 7</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Final draft of Forum 5, response to last section of reading, is due at 10:00 am</li> </ul>
	<b>In class activities:</b>	Collaborative Scoring of Assessments	Our cooperating teachers will visit to talk about creating effective projects and rubrics for your students	
<b>Week 12</b>	<b>Reading, Writing and Other Work Due (start of class unless otherwise noted):</b>	<p style="text-align: center;"><b>April 10</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Respond to your students' Forum # 5 by the end of today</li> </ul>	<p style="text-align: center;"><b>April 12</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Final draft of Forum 6, project assignment, is due by the start of class today</li> </ul>	
	<b>In class activities:</b>	Forum 6 Peer Feedback	Growth Mindset	
<b>Week 13</b>	<b>Reading, Writing and Other Work Due (start of class unless otherwise noted):</b>	<p style="text-align: center;"><b>April 17</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Respond to your students' Forum # 6 by the end of today</li> </ul>	<p style="text-align: center;"><b>April 19</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Your first draft of Forum # 7, project early draft work, is due today</li> <li>Conversation with Two Teachers Posting is due before class today</li> </ul> <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;"><b>Saturday, April 21</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Your final draft of Forum 7, project early draft work, is due today (or otherwise respond to student work)</li> </ul>
	<b>In class activities:</b>	Group Dynamics	Discussion: Conversation with Two Teachers postings	

		<p>Roles during campus visit</p> <p>Pre-writing # 1 for final exam assignment: What have you learned about teaching reading?</p>	<p>Prewriting for final exam: What have you learned about teaching reading?</p> <p>Housekeeping: TERs, roles, responding to student work</p>	
Week 14	<p>Reading, Writing and Other Work Due (start of class unless otherwise noted):</p>	<p><b>April 24</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Respond to your students' work</li> </ul>	<p><b>April 26</b></p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <li>Read assigned material on grading projects, writing</li> </ul>	
	<p>In class activities:</p>	<p>Feedback on Field Trip Group Responsibilities</p>	<p>How do you assess student work?</p> <p>Group Dynamics Review</p>	
Week 15	<p>Reading, Writing and Other Work Due (start of class unless otherwise noted):</p>	<p><b>May 1</b></p>	<p><b>May 3</b></p>	<p><b>Friday, May 4</b></p>
	<p>In class activities:</p>	<p>Prewriting # 2 for final exam assignment: What have you learned about teaching reading?</p> <p>Prepare for campus visit</p>	<p>Prepare for campus visit</p>	<p><b><i>Campus visit! We will spend the day with our UWSP Connections students, from 8:00 a.m. until 3:30 p.m.</i></b></p>
Week 16	<p>Reading, Writing and Other Work Due</p>	<p><b>May 8</b></p> <p><i>Other:</i></p> <ul style="list-style-type: none"> <li>Reflection 3 is due today</li> </ul>	<p><b>May 10</b></p> <p><i>Other:</i></p>	

	<b>(start of class unless otherwise noted):</b>		<ul style="list-style-type: none"> <li>• Early draft or outline of final exam assignment. Be ready to workshop your plan or draft</li> </ul>	
	<b>In class activities:</b>	Respond to students' projects and presentations	<p>Workshop for final exam assignment: what have you learned about teaching reading?</p> <p>Continue with responding to students' projects and presentations in class</p>	
<b>FINAL EXAM</b>  <b>Tuesday, May 15</b> <b>5:00-7:00 p.m.,</b> <b>in 323 CCC</b>	<b>Bring these materials:</b> (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.  <b>Final exam assignment is due:</b> 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:**

- Analyze 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

	<b>Exemplary</b>	<b>Acceptable</b>	<b>In Need of Improvement</b>
<b>Purpose and Audience</b>	<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><b>30-27 points</b></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><b>26-23 points</b></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><b>22-0 points</b></i></p>
<b>Content/ Idea Development</b>	<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><b>50-44 points</b></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><b>43-38 points</b></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><b>37-0 points</b></i></p>
<b>Professional Writing Skills &amp; Presentation</b>	<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><b>20-18 points</b></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><b>17-15 points</b></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><b>14-0 points</b></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.
- Each of you will practice writing and presenting yourself professionally
- **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. **OPTIONAL 2018 PILOT: Choose a set of learning goals to teach with this essential question and these texts.** This adds an extra layer of real-life complexity, but also can focus and add strength to the strategies you pick and your writing later. These should be statements of learning linked to the reading CCSS that you believe are important for students to learn and that you may want to use for your CULPA in your fall Methods block, or at least that you would enjoy teaching in the next few years.

3. **Locate strong texts available on your topic which would address your essential question and fit your grade level.** Overall, choose texts engage and are appropriate for students in the grade level you're aiming at, that answer you essential question in various ways, and that include various voices and authors of various backgrounds.

➤ 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, paintings, or propaganda

➤ **Note:** You should actually **look at every item** you include to ensure that it is an appropriate selection; you can request books and other materials through the Portage County Public Library and the UWSP library or reading summaries and/or reviews for major texts on websites such as [www.commonensemedia.org](http://www.commonensemedia.org) or even [www.amazon.com](http://www.amazon.com) may be helpful, although you do not need to read or view each item fully.

4. **Using professional voice and style, write four things:**

(1) Full **bibliographic information**, in fairly correct MLA style, for **each** item.

➤ Help @ <https://owl.english.purdue.edu> > MLA

(2) A concise **annotation** for **each** item. (One paragraph)

(3) An explanation of **how each item might be used in teaching**; this means that you should include a *strategy or activity* that you will use to teach the item. Do use strategies and activities from Burke and Tovani or other resources, or create your own. (One paragraph.)

➤ For **at least five** items, create a lesson plan sequence where you A) have multiple activities that work with one item, to analyze that one text in more depth, or B) have a set of strategies or activities that juxtapose texts against each other (Perhaps multiple paragraphs)

(4) A **final reflection** or **list + comment** on what you have learned about finding texts for your students to read, matching strategies with texts, and creating lesson plan sequences. (Multiple paragraphs)

5. **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: 70 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? \_\_\_\_\_
  - OPTIONAL: A set of learning goals:
    1. \_\_\_\_\_
    2. \_\_\_\_\_
    3. \_\_\_\_\_
  
3. \_\_\_ Do you have:
  - \_\_\_ Five novels which you could use for literature circles?
    - ✓ \_\_\_ Do the novels fit the lexile level of your grade? Or, do they provide a variety of appropriate Lexile levels for effective differentiation?
    - ✓ \_\_\_ 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?
  - \_\_\_ Do the selections overall represent a variety of voices and include authors from a variety of backgrounds?
  - \_\_\_ Is every piece purposeful and engaging for students at your grade level?

- \_\_\_ 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 Burke, Tovani or other strategy or activity you might use to teach it?
    - ✓ OPTIONAL: With your comment on each item, did you briefly explain how that strategy or activity would help students learn at least one of your learning goals?
    - ✓ \_\_\_ For at least five items, did you write a longer comment, explaining the lesson plan sequence you might use to A) have multiple activities that work with one item, to analyze that one text in more depth, or B) have a set of strategies or activities that juxtapose texts against each other, or C) OPTIONAL, have multiple activities that analyze one text through multiple learning goals
  - \_\_\_ Did you write a complete bibliography in correct or fairly correct MLA style?
  - \_\_\_ Did you write in a professional voice and style, like you're talking to an administrator or parent at your school?
5. \_\_\_ Did you write an overall 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**  
(80 Points)

	<b>Exemplary (35-31)</b>	<b>Proficient (30-28)</b>	<b>Acceptable (27-19)</b>	<b>Unacceptable (18-0)</b>
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.	<p>All texts clearly connect to the theme and essential question, are developmentally appropriate for students at this grade level, and fall into a Lexile range appropriate for students at this grade level.</p> <p>Texts purposefully include a wide variety of voices and authors from various backgrounds.</p>	<p>All texts clearly connect to the theme and essential question, are developmentally appropriate for students at this grade level, and fall into a Lexile range appropriate for this grade level.</p> <p>Texts include some variety in voices and author backgrounds.</p>	<p>Texts generally connect to the theme and essential question. Some texts are developmentally appropriate for this grade level, while students might struggle engaging with other texts. Some texts fall into a Lexile range appropriate for this grade level.</p> <p>Texts speak mostly from one voice, with a few other voiced pieces sporadically.</p>	<p>Texts seem unconnected to the theme and essential question. Many texts are developmentally inappropriate for this grade level or are in a Lexile range inappropriate for this grade level.</p> <p>Texts speak from only one voice.</p>
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.	<p>Texts use a range of strategies to help students analyze, evaluate, and synthesize them. Texts are purposefully matched with a strategy or activity that works the best for them.</p> <p>When appropriate, texts or activities are combined insightfully to push student thinking and response.</p>	<p>Texts use a range of strategies to help students analyze, evaluate, and synthesize them.</p> <p>When appropriate, texts or activities are combined thoughtfully to reveal a deeper level of interpretation or take the essential question somewhere new.</p>	<p>Texts use a range of strategies to help students analyze them.</p> <p>When appropriate, texts or activities are combined matter-of-factly to dig into the meaning of the text or essential question.</p>	<p>Strategies or activities are repeated consistently, resulting in only a limited number of strategies and activities included.</p> <p>Texts or activities seem to be combined randomly, with little thought to how they could work together to reveal new learning.</p>

	<b>Exemplary (9-10)</b>	<b>Proficient (8)</b>	<b>Acceptable (7)</b>	<b>Unacceptable (6-0)</b>
From your overall writing, it is evident that you are writing in a professional voice and style, you've carefully tailored your message for an administrative or parent audience	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 tone is professional and formal. The annotations exactly conform to MLA formatting.	Writing is clear, and generally fluid and varied. Though there may be small editing errors they are infrequent and therefore do not interfere with the author's overall message. The tone is familiar while at the same time professional. The annotations generally conform to MLA formatting.	Writing is generally clear though it can be repetitive. A few editing errors get in the way of meaning. The tone leans informal. Annotations generally conform to MLA formatting.	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. The tone is informal, sloppy, and unprofessional. Annotations may deviate from MLA formatting.

➤ Note: You'll have noticed that, if you choose the OPTIONAL learning goals alignment, the points don't add up. This 15-point scale for the learning goals is currently extra credit points in addition to the overall point totals.

	<b>Exemplary (13-15)</b>	<b>Proficient (12-11)</b>	<b>Acceptable (10-9)</b>	<b>Unacceptable (8-0)</b>
From your overall writing, it is evident that you can choose a variety of strategies that help students master specific learning goals	<p>Texts are purposefully matched with a strategy or activity that works the best for them to meet the specific learning goals.</p> <p>When appropriate, texts or activities are combined insightfully to dig deeper into the specific learning goals or to analyze one text through multiple learning goals.</p>	<p>Texts use a range of strategies to help students analyze, evaluate, and synthesize them around specific learning goals.</p> <p>When appropriate, texts or activities are combined thoughtfully to reveal a deeper level of interpretation, or to analyze one text through multiple learning goals.</p>	<p>Texts use a range of strategies to help students analyze them that vaguely link to the specific learning goals.</p> <p>When appropriate, texts or activities are combined matter-of-factly to provide more practice around one learning goal in the same text.</p>	<p>The learning goals seem unconnected to the texts.</p> <p>Texts or activities seem to be combined randomly, with little thought to how they could work together to reveal new learning.</p>

➤ **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.

	<b>Exemplary (0-2)</b>	<b>Proficient (3-4)</b>	<b>Acceptable (5-6)</b>	<b>Unacceptable (7-15)</b>
<b><i>If you worked with a partner,</i></b> your record of your meetings and your comments on what you learned from them demonstrate your success or growth in teamwork	You thoughtfully reflected on what you learned about collaboration, professionalism, and teaching from your work with your partner. You comment on how you grew as a team member.	You thoughtfully reflected on what you learned about collaboration, professionalism, and teacher from your work with your partner.	You reflect on how you and your partner worked together and how that determined your outcomes.	You blame your partnership for your outcomes.

## UWSP Connections Project (350 Points)

**Mark Friday, May 4, on your calendar. We'll be with our students from 8:00 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 4<sup>th</sup> 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 Rachel France, UWSP, teaching assistant
  - o Payton Bayer, 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 a partner or individually, 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, diplomacy, and professionalism.*
10. Spend the day of Friday, May 4, from 8:00 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 4th. 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**  
(350 Points)

<p style="text-align: center;"><b>Exemplary</b> <b>Evidence of meeting or exceeding standards</b></p>	<p style="text-align: center;"><b>Criteria</b></p>	<p style="text-align: center;"><b>Concerns</b> <b>Areas for growth</b></p>
	<p>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 writing met professional standards. (55)</p>	
	<p>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. You did a good job of responding to projects and providing helpful feedback. (55)</p>	
	<p>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)</p>	

	<p>You worked well with your partner. You kept commitments and worked through decisions together. You also worked well with the supervising teachers, communicating professionally, getting needed approvals and responding positively to constructive criticism. (50)</p>	
	<p>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)</p>	
	<p>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)</p>	
<p style="text-align: right;">_____/350 Total</p>		

## 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.