



Rhode Island College
Department of Educational Studies
Feinstein School of Education and Human Development
MLED 330: Interdisciplinary Reading and Writing in Middle
Schools
SPRING 2011

Course: MLED 330

Credits: 3

Assistant Professor: Julie Horwitz, Ph.D.

Dates/ Times: Monday and Wednesdays 2:00 – 3:20 pm

Location: Whipple 204B

Communications: Phone: 401-456-9013, jhorwitz@ric.edu Office: HBS 218

Office Hours: Tuesday 1:00 – 3:30 and by appointment

Prerequisites: *MLED 310 & 320 and consent of Department of Educational Studies Chairperson*

Course Description:

This course facilitates the development of research-based literacy instruction within the content area and across teams. Students develop lessons for all content areas, using reading and writing strategies to promote literacy and critical thinking in middle school teaching and learning. Students participate in a fifteen-hour practicum.

Course Description:

This is a practical course designed to help teachers in all content areas develop lessons and strategies that facilitate the interdisciplinary literacy goals of middle school curricula by collaborative teams. Literacy processes are used to promote multiple methods of instruction within and across disciplines. Class time will be supplemented with practicum experiences in the form of public school observations and lesson presentations with classroom teachers in the student's content area.

Relationship to the Professional Program:

This course is a required practicum in the Middle Level undergraduate endorsement program.

Relationship to Knowledge Base and FSEHD:

This course follows the department's PAR (Planning-Action-Reflection) acronym to encourage your development as a reflective teacher. You will plan lessons, present them to your peers, teach them in a public school setting, and reflect on your efforts. This course will provide learning opportunities that will help pre-service teachers achieve the following RIBTS:

Knowledge (RIBTS #1, 2)

Diversity (RIBTS #1, 3, 4)

Pedagogy (RIBTS #2, 3, 5, 6, 8)

Professionalism (RIBTS #1, 7, 10, 11)

Technology (RIBTS #2, 8)

Rhode Island Middle Level Competencies:

Competency # 5, 6, 7, & 8

Course Outcomes:

By the end of this course students will:

1. Make explicit the discourses and practices of their discipline and teach students to choose appropriate strategies when encountering specific issues and problems within that discipline. (Knowledge, Diversity, Pedagogy; RIBTS 1,2,3,5,8)
2. Create opportunities for students to connect their non-school literacy practices with those of school in meaningful and authentic ways. (Knowledge, Diversity, Pedagogy; RIBTS 1,3,4,5,8)
3. Use reading and writing as the means to help students understand and engage with their specific discipline. (Knowledge, Pedagogy; RIBTS 1,2,3,5,6,8)

4. Differentiate the curriculum so all students are challenged and supported. (Diversity, Pedagogy; RIBTS 3,4)
5. Establish classroom environments that support literacy. (Diversity, Pedagogy; RIBTS 4,6,8)
6. Choose appropriate strategies for teaching students to read the multiple and varied texts of their discipline and assess their understanding. (Knowledge, Diversity, Pedagogy; RIBTS 1,2,5,8,9)
7. Develop inquiry projects that gather and analyze information to answer questions and resolve classroom concerns (Knowledge, Diversity, Pedagogy; RIBTS 1,2,5,8,9)
8. Articulate and defend how their teaching decisions meet the needs of their students, the RIBTS and prepare students to meet grade level expectations. (Knowledge, Pedagogy, Professionalism; RIBTS 10, 11)
9. Be a contributing member to the teaching and learning community of this class and the profession. (Professionalism; RIBTS 7,10,11)

Required Texts:

Fisher, D. & Frey, N. (2008). *Improving adolescent literacy: Content area strategies at work*. OH: Pearson.

One (maybe two) adolescent literature novel – do not buy on your own, we will decide in class

Articles and other handouts will be provided. – You must be able to access your library account b/c most articles are on the reserve.

Handouts, Referenced & Suggested Texts:

Bomer, R. & Bomer, K. (2001). *For a better world: Reading and writing for social action*. NH: Heinemann.

Daniels, H. (2002). *Literature Circles: Voice and choice in book clubs and reading groups*. ME: Stenhouse Publishers.

Freire, P. & Macedo, D. (1987). *Literacy: Reading the word and the world*. CT: Bergin and Garvey.

Gallagher, K. (2003). *Reading reasons: Motivational mini-lessons for middle and high school*. ME: Stenhouse.

Goodman, Y. (1995). Miscue analysis for classroom teachers: Some history and some procedures. *Primary Voices K-6*, 3(1), 2-9.

Gonzalez, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. NY: Routledge.

McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, pp. 10-12.

Rhode Island PreK-12 Literacy Policy, First Edition, December 2005.

<http://www.ride.ri.gov/instruction/DOCS/reading/RIReadingPolicy.pdf>

Rosenblatt, L. (1995). *Literature as exploration*. NY: The Modern Language Association of America.

Tovani, C. (2004). *Do I really have to teach reading?: Content comprehension, grades 6-12*. ME: Stenhouse.

Weaver, C. (2002). *Reading process and practice*. NH: Heinemann.

From *Guidelines for Selecting Bias-Free Textbooks and Storybooks*. Copyright 1980 by the Council on Interracial Books for Children. Reprinted with permission.

Course Requirements:

Assignment	%	Due Date
Inquiry Project - Miscue	25	March 28, 2011
Site Based requirements		
➤ Observation (4)	10	March 7, 2011
➤ Lesson plans (2)	10	April 18, 2011
Literature Circle Activities		
➤ Activities/ Quizzes	5	Ongoing
➤ Final group presentations	5	April 30 and May 2, 2011
Photovoice		
➤ Bring in your photos		February 9, 2011
➤ Paper	10	February 28, 2011
Learning Logs What, So What, Now What	20	February 7, February 21, March 21, April 11
Summative Assessment	15	May 4, 2011
Total	100%	

Assignment	Course Outcome	RIBTS	Conceptual Framework
Inquiry Project - Miscue	7	1-4, 7-11	Knowledge, Diversity, Pedagogy
Site Based requirements	1-9	1-11	Knowledge, Diversity, Pedagogy, Professionalism
Literature Circle Activities	2,3,4,5,6	10, 11	Diversity, Pedagogy
Photovoice	9	10, 11	Diversity, Pedagogy, Professionalism
Learning Logs	1-9	1-11	Knowledge, Diversity, Professionalism
Final paper	1-9	1-11	Knowledge, Diversity, Pedagogy, Professionalism

Students are expected to be in class, on time and prepared to be active members of our learning community. You will not be given a grade for attendance or participation; this is just what students do. However, if you are not prepared, late or not active you will see a decrease in your assignment grades. For every absence (or its equivalent in time) over one, your final grade will be lowered by one third (an A- would become a B+). All work must be professional, typed in 12 pt. font (no cute fonts), double spaced and in APA format. You are professional educators and I therefore expect your work to exemplify the professionalism our profession deserves. All assignments are assessed based on mastery learning. This means you may re-do papers if you are not satisfied with your grade. Please note you must hand in your rewrite within one week of having the paper returned and you must attach the original with the rubric. If the rewrite is late or handed in without the original I will not regrade. Just because you hand it in again please note that I am not required to change your grade if I do not feel the quality improves.

Assignment Details

Site Based Requirements

- **Observations** Students are expected to complete 4 classroom observations (each at least one full class period and no more than two observations in one day) at a middle school placement site approved by course instructor. Each student will commit to the schedule set up with the cooperating teacher. Adherence to the department's professional standards is required. (Please talk with me if you are currently involved in practicum)
- **Teaching -** Develop *Two literacy-based* lessons (chose from: one vocabulary, one reading and one writing) appropriate for your content area. You will *teach* these lessons at your placement site and be evaluated by your cooperating teacher. A lesson plan and

the evaluation completed by your cooperating teacher is required after each lesson.

- **Miscue Analysis-** Choose one student with whom you will conduct a Miscue Analysis. Using the results of the miscue, you will plan and hopefully teach a lesson to help the student improve his or her reading skills. You will then reflect on the experience. All papers will be no longer than 8 pages long, typed in 12pt Times New Roman font, and follow APA guidelines including a title page, works cited and a reference list.

Literature Circle Activities- We will be using Harvey Daniels' concept of literature circles (2002) in class. You will choose a work of adolescent literature that connects to your content area. As a group (based on book choice) you will meet during class time to engage in discussions about the book as well as its practical application in classroom instruction. Each time you meet with your literature circle you will prepare for discussions. These assignments will be handed out before each class. As a group you will also conduct a book talk + insights from engaging in the literature circle. A rubric will follow.

Photovoice Project-As a class we will discuss issues of literacy in Rhode Island. Using Photovoice (Wang 2002), we will interrogate a specific issue using photographs. You will be required to take photos in your community and bring prints to class. After we complete the in class work you will write a 3-5 page paper about the process, your findings and ideas for further action. A rubric for the paper will follow. If you need a camera (although I guess most of you have digital technology) you may contact Dr. Kraus at rkraus@ric.edu to check out the necessary technology.

Learning Logs - What, So What, Now What As noted in the schedule you will hand in a learning log from the previous week. In this log you will discuss **What** sticks out for you, **So** what this all means and **Now What** will you do with the information? All papers must be typed between 2-4 pages. These will be based on the readings, class discussions or field work but must all focus on literacy in the content area.

Final Paper/ Summative Assessment (*your title should be more descriptive*)_This is a final paper summarizing your essential learnings in the course and how this will influence your identity as a professional educator. Please review the RIC Conceptual Framework, Professional Competencies, topics, and outcomes to determine if they were successfully experienced and accomplished. Please explain in a short paper. Be sure to include the grade you believe you deserve in the course and why.

Grade Scale

A +	97-100	C	73 – 76
A	93 - 96	C-	70 – 72
A-	90 – 92	D+	67 – 69
B+	87 – 89	D	63 – 66
B	83 – 86	D-	60 – 62
B-	80 – 82	F	Below 60
C+	77 – 79		

Course Schedule
***** Subject to change*****

<i>Date</i>	<i>Topic (s)</i>	<i>Readings Due</i>	<i>Due:</i>
January 24	What is literacy? Discourse		
January 26	Metacognition Photovoice	http://people.umass.edu/afeldman/Photovoice.htm https://apps.lis.illinois.edu/wiki/download/attachments/30304/Photovoice-+A+Participatory+Action+Research.pdf	<i>Bring your favorite book</i>
February 2	Literature circles Lesson Plans	F&F Chapters 1 & 2 Literature Circles - Daniels – Adams Library	
February 7	Photovoice		<i>Pictures Due Learning Log</i>
February 9	Photovoice Prereading	Read: Goodman Article F&F Chapter 3	
February 14	<i>No Class</i>	Dr. Horwitz at ATE <i>NO CLASS – Attend RIWP or NECAC</i> http://www.ric.edu/riwp/programs_springconference.php http://necac.net/programming/	
February 16	<i>No Class</i>	Dr. Horwitz at ATE	
February 21	Prereading		<i>Learning Log</i>
February 23	Vocabulary Miscue	Miscue – Goodman – Adams Library F&F Chapter 4	
February 28	Vocabulary		<i>Photovoice Paper</i>
March 2	Readalouds	10 quick ways – Adams Library F&F Chapter 5	<i>4 observations</i>
March 7	Readers Theater		
March 9	During Reading	F&F Chapter 6	
March 21	During Reading	F&F Chapter 7	<i>Learning Log</i>
March 23	Notes	F&F Chapters 8	
March 28	Writing	F&F Chapter 9	<i>Miscue Analysis Paper</i>
March 30	William Fasano RIMLE		
April 4	Writing		
April 6	Post reading		
April 11	Assessment	F&F Chapter 10	<i>Learning Log</i>
April 13	Politics of Reading		
April 18	GAMES	BRING: your favorite game	<i>2 Lessons with Reflection</i>

April 20	Touchstone		
April 25	Media Literacy		
April 27	TBD		<i>Literature Circle Presentations</i>
May 2	TBD		<i>Literature Circle Presentations</i>
May 4	Bringing it together What did we forget? Closure		<i>Final Paper/ Summative Assessment</i>

The instructor reserves the right to change the syllabus at any point in the semester. Students will be notified in class of any changes.

Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.

I expect you to come to every class well prepared and ready to participate in an informed manner. Because this class is largely experiential, it is imperative that you attend each class session. This includes (a) coming to class and (b) returning from breaks, on time. Please visit with me, email or call BEFOREHAND if you anticipate being absent from, or tardy to, class.

INCOMPLETE POLICY:

For all undergraduate students, the time limit for completing course requirements for courses in which the grade of Incomplete was received is the last day of classes of the succeeding semester (summer sessions not included). For further information, students and their advisors should consult the *Student Handbook* provided by the Office of Student Life or on the RIC Web site (www.ric.edu). Please do not depend on an I these are only used in special circumstances, not because you are really busy.

PLAGARISM:

The Rhode Island College community is committed to the basic principles of academic honesty. Instances of alleged academic dishonesty are adjudicated under the procedures developed by the Board of College Discipline. The board is composed of students, faculty, and administrators. A description of its powers and responsibilities can be found in the *Student Handbook* under Campus Policies. The *Student Handbook* is available in the Office of Student Life or can be found on the RIC Web site (www.ric.edu).

DISABILITY SERVICES OFFICE

The Disability Services Office is the initial contact point for students with disabilities. Support services include advisement, accommodations, assistive technology, and referrals. This office not only serves as an advocate for students with disabilities but encourages students toward self-advocacy and independence. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, reasonable accommodations are provided on the RIC campus.

In order to request reasonable accommodations, a student must self-identify at the Disability Services Office and provide current verification of their disability. Clarification of policies and procedures for disability-related services is available in the *Policies and Procedures Manual for Students with Disabilities*. Copies of the manual are available at the Disability Services Office. Further information can be obtained on their Web site at www.ric.edu/disability services.