

Rhode Island College
Feinstein School of Education and Human Development
Educational Studies Department
Instructional Methods, Design, and Literacy
SED 407

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Course Information

Prerequisite: SED 406

Catalog Description: Students explore research-based reading and writing strategies for secondary education content teaching and apply these strategies by designing and presenting literacy instruction in a field-based setting.

Expanded Description: In this course, we will look at literacy as plural, that is, as *literacies*. There are three related prongs to this exploration: teaching students the *academic literacies* required to understand the specific discourses of the individual content areas; basing instruction on the *multiple literacies* that students bring to class; and exploring *critical literacies*; or how to analyze the assumptions embedded in schools and the different content areas.

Relationship to Professional Program: This course is the second methods course for teacher candidates in the secondary education program. It adheres to the FSEHD conceptual framework—Planning, Action, and Reflection (PAR) and four themes (Knowledge, Pedagogy, Diversity, and Professionalism). SED 407 builds on the skills learned in 406 and prepares candidates for the expectations and rigors of practicum.

Course Texts and Materials

Required Texts

Strong, W. (2006). *Write for Insight: Empowering Content Area Learning, Grades 6-12*.
Zwiers, J. (2008). *Building Academic Language: Essential Practices for Content Classrooms*.

Other readings will be available on e-reserve, the Google Groups website, or handed out in class.

Required Materials

Course notebook and folder
Teaching journal

Course Objectives

By the end of this course, teacher candidates will be able to:

Course Objective	Standards	Assessment
Develop lesson plans that: have appropriate objectives; engage all learners; scaffold and differentiate instruction; incorporate student interests and literacy practices; assess student learning in multiple ways; and address professional and content standards	Knowledge, Diversity, Pedagogy; RIPTS 1,2,3,5,6,8	Learning Inventory; Reading Lesson Plan; Writing Lesson Plan
Incorporate the teaching of reading and writing within lessons of her/his discipline.	Knowledge, Pedagogy; RIPTS 1,2,3,5,6,8	Course Text Analysis; RAFT assignment and rubric; Reading Lesson Plan; Writing Lesson Plan
Reflect and analyze her/his own teaching performance in order to improve.	Pedagogy, Professionalism; RIPTS 10, 11	Teaching Journal; Final Reflection
Gain confidence in the role of teacher.	Pedagogy, Professionalism RIPTS 10, 11	Reading Lesson Plan; Writing Lesson Plan
Teach secondary student(s) specific strategies for learning concepts in her/his discipline.	Knowledge, Pedagogy, Diversity; RIPTS 1-5	Course Text Analysis; Reading Lesson Plan; Writing Lesson Plan
Draw upon students' funds of knowledge and literacy practices to engage in academic learning in meaningful and authentic ways.	Knowledge, Diversity, Pedagogy; RIPTS 1,3,4,5,8	Course readings, preparation & participation; Literacies Profile; Learning Inventory
Be an active member of this teaching and learning community and of the profession.	Professionalism; RIPTS 7,10,11	Course readings, preparation & participation
Bridge the gap between her/his former and current role as a student and her/his future role as a teacher through reflecting on her/his experiences.	Pedagogy, Professionalism; RIPTS 7, 10, 11	Literacies Profile; Teaching Journal; Final reflection
Explore current political and philosophical issues surrounding secondary schools, teachers, and students.	Professionalism; RIPTS 1,10,11	Course readings, preparation & participation; Final reflection

Program Requirements

In addition to your coursework, the Secondary Education program has other requirements, including PRAXIS II content exams, the PLT exam, community service requirements, attending mandatory student teaching meetings, and so on. All secondary education students should take the PLT before they begin Practicum.

*Some content areas (such as English) now require that you PASS the PLT and PRAXIS II exams before gaining admission to practicum

It is crucial that you see your advisor this semester to ensure you are on track. All programs have different requirements of which you may not be aware.

Professional Development

Professional development is a key part of any teacher's growth, no matter how long she or he has been in the profession. I encourage you to become a member of your local, state, and national organizations for your discipline (e.g., NCTE for English teachers, NCTM for Mathematics teachers, NSTA for science teachers, etc.). Most organizations provide discounted memberships for students. I also suggest that you attend conferences, workshops, lectures, and symposia that occur on campus and in the area this semester.

Accommodations

If you are seeking reasonable classroom accommodations, you are required to register with Disability Services in the Student Life Office (Craig-Lee 127; 456-8061). To receive accommodations for this course, please obtain the *Request for Reasonable Accommodations* forms and meet with me at the beginning of the semester.

Course Requirements and Criteria for Evaluation

Standards for teachers are increasingly performance-based; thus the grading criteria for this course are related to hands-on individual and collaborative activities in class and in the field. Your classmates are depending on your being in attendance; therefore, you need to be present, prepared, and active every class meeting. Extenuating circumstances aside, please note that leaving early or coming late can contribute to the total sum of your absences.

***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+). No Incompletes will be given.**

Expectations for your work

All work done outside of class must be typed in standard format: 12 point font and double-spaced with one-inch margins. In this class, you will be using and adapting materials from different sources, so it is crucial that you acknowledge the author's work in the format used by your discipline (MLA, Chicago, APA, etc.)

Your written work should be typed, revised, edited, and **turned in at the time it is due.**

Your grade will be lowered for each day it is late. If you have extenuating circumstances that are keeping you from doing your best work, talk to me about the situation ASAP.

A Note on Academic Integrity

Students will be held accountable to Rhode Island College's policy in the student handbook regarding academic integrity. Word-for-word plagiarism, patchwork plagiarism, and unacknowledged paraphrases will result in a failing grade and possible disciplinary action.

Also, although collaboration is often encouraged, any representation of another's student's work as your own is a breach of academic integrity and is subject to the same consequences as plagiarism of published texts.

Performance Assessments

Handouts with specific guidelines will be provided for some of the following assignments.

Course readings and class preparation: You are expected to read the assigned texts thoughtfully and analytically. You will be required to write short responses and engage in related activities either for class or in class. Always bring the text(s) we are reading to class. In addition, you are expected to participate in a positive and respectful manner in all small and large group discussions and activities.

Literacies Profile: Describe one of your non-school social worlds and the literacy practices you use within it. These practices can be related to written texts (such as Biblical literacy or relating to a specific interest, like digital media or children) or not (such as artistic, musical, computer, fishing, or cooking literacies). Detail how you became interested and skilled in this domain. Who or what were your influences? What impact do these literacy practices have on the rest of your life? On your future as a teacher? This paper should be 3-4 pages typed and double-spaced.

Learning Inventory: Design a learning inventory to give your students at the beginning of the year to help you learn about their knowledge, skills and interests. Samples and guidelines will be provided in class.

Course Text Analysis: With a partner, you will analyze several aspects of a commonly used textbook from your discipline, including readability, organization, user-friendliness, and attention to diversity.

R.A.F.T.: You will design a RAFT (Role, Audience, Format, Topic) writing assignment and rubric.

Final reflection. This end-of-semester reflection is an opportunity for you to assess how far you have come in your thinking and confidence level, where you are in terms of meeting the RIPTS, and set some goals for practicum.

Assessments related to field-based work

As part of the scaffold of the secondary education program sequence, you will have the opportunity to put your learning into practice with real students! You will participate in a ten-hour apprenticeship under the guidance of a practicing teacher who has demonstrated facility with language development in her/his content area. **These ten hours count toward the community service requirement of the FSEHD.** As part of this apprenticeship, you will plan and conduct two teaching sessions—one for a reading strategy and one for a writing strategy. We will use class time for planning and problem-solving, but be prepared to work outside of class as well. As a reflective practitioner, you are expected to keep a journal that documents these experiences. A separate rubric will be provided.

Reading lesson plan, implementation, and analysis/reflection: You and your partner(s) will plan a reading strategy that coordinates with the curriculum and your teacher's expectations.

Writing lesson plan, implementation, and analysis/reflection: You and your partner(s) will plan a writing strategy that coordinates with the curriculum and your teacher's expectations.

Teaching Journal: Write an entry after each visit to the school documenting your observations and reflections. This journal can be a notebook or computer file, but must be a space dedicated to this purpose. Guidelines and prompts will be provided.

Course Evaluation and Grading

Assessment:

700 points total

A: 658-700 points

C+: 539-559 points

A-: 630-657 points

C: 518-538 points

B+: 609-629 points

C-: 490-517 points

B: 588-608 points

D: 420-489 points

B-: 560-588 points

F: 419 and below

Performance	Points	RIPTS	Conceptual Framework
Course readings, preparation & participation	175	1,3,4,5,8, 10	Knowledge, Diversity, Pedagogy, Professionalism; Plan-Act-Reflect
Literacies Profile	35	10	Knowledge, Diversity;
Learning Inventory	35		Knowledge, Diversity
Course Text Analysis	35	1-8	Knowledge, Diversity, Pedagogy;
RAFT assignment and rubric	35	1-8	Knowledge, Diversity, Pedagogy
Reading Lesson Plan	105	1-8, 10, 11	Knowledge, Diversity, Pedagogy, Professionalism; Plan-Act-Reflect
Writing Lesson Plan	105	1-8, 10, 11	Knowledge, Diversity, Pedagogy,

			Professionalism; Plan-Act-Reflect
Teaching Journal	70	1-5, 10	Knowledge, Diversity, Pedagogy, Professionalism; Plan-Act-Reflect
Final reflection	105	1-9	Knowledge, Diversity, Pedagogy, Professionalism; Plan-Act-Reflect

Course Schedule

This schedule is subject to change.

**Note that field-based assignments (reading lesson plan, writing lesson plan, teaching journal) are not on this schedule. We will add them later when your time in the schools is scheduled.

Day/Date	Topic	Readings/Assignments
Th 1-22	Welcome ! Contextualizing literacies and what “counts” as a text	
M 1-26	Building community: Getting to know your students’ abilities and interests through learning inventories; Esquith model of motivation	Literacies Profile due
Th 1-29	Working with diverse students: Moving from the deficit model to the enrichment model	Read Evocative Portraits (online at Google Groups); Zwiers ch. 1
M 2-2	Genre-based pedagogy as applied to English Language Learners	<i>Many Roots, Many Voices</i> pdf on Google Groups. Read 1-34; 46-51.
Th 2-5	Introduction to academic language and literacies	Learning Inventory due; Read Zwiers, ch. 2,3
M 2-9	Explicit teaching	Wilhelm (e-reserve)
Th 2-12	Reading Strategies	Zwiers, ch. 7; Daniels & Zemelman (e-reserve)
M 2-16	Unpacking course texts: academic literacies and critical literacies	Textbook Analysis (in-class); bring a HS or MS textbook from your content area
Th 2-19	Reading with a critical eye: unpacking social and cultural messages in a variety of texts	TBA
M 2-23	Review of Lesson Planning	Practice content area reading lessons in class (adapt from 406 lesson)

Th 2-26	SPA, GLE/GSE, and WIDA standards: where are the overlaps? Where are the differences?	Bring your SPA standards to class (NCTE, NCTM, NCSS, etc.)
M 3-2	Academic talk; accountable talk; practice conversational circles	Zwiers, ch. 5; Discussion Tips (handout)
Th 3-5	Academic talk: Purposeful collaborative learning through roles and goals	Zwiers, ch. 6
Spring Break		NO SCHOOL
M 3-16	Building a Community of Writers; the rhetorical situation; levels of writing PPT	Strong, p. 9, 24-26; chapter 2
Th 3-19	Community of Writers, part 2	Strong, ch. 4; Lesson Planning
M 3-23	Writing as a process	Strong, ch. 7
Th 3-26	Playing the coach and the judge	Strong, ch. 8
M 3-31	Developing writing assignments & rubrics. RAFTS	Strong, ch. 6
Th 4-2	Assessing writing according to levels, 6-traits, and your specific assignment	Six-Traits handout
M 4-6	Assessments: pre-, formative, summative	Zwiers, ch. 9 RAFT assignment & rubric due
Th 4-9	Developing authentic assessments: real-world purpose and audience	TBA
Dr. J at AERA		CLASS MEETS ONLINE
M 4-20	RI Assessments: senior portfolios, Personal Literacy Plans	See RIDE website
Th 4-23	Preparing for standardized tests	TBA
M 4-27	Classroom Management: Community, clear expectations, organization	TBA
Th 4-30	Classroom Management, part 2: individuals versus the class	TBA
M 5-4	Celebration and Evaluation	Final Reflections and Apprenticeship Journal Due

Selected Bibliography for Secondary Teaching

Christensen, L. (2000). *Reading, writing, and rising up: teaching about social justice and the power of the written word*. Milwaukee, WI: Rethinking Schools.

Christensen, L. (2003). The politics of correction: how we can nurture students in their Writing and help them learn the language of power. *The Quarterly*, 25 (4).

Finn, Patrick J. (1999). *Literacy with an attitude*. Albany, New York: State University of New York Press.

- Hull, G. & Schultz, K., eds. (2002). *School's out! Bridging out-of-school literacies with classroom practice*. New York: Teachers College Press.
- Kohn, A. (2004). Challenging students—and how to have more of them. *Phi Delta Kappan*. November 2004: pp. 184-193.
- Mahiri, J. Ed. (2004). *What they don't learn in school: literacy in the lives of urban youth*. New York: Peter Lang.
- Moje, E. & O'Brien, D. eds. (2001). *Constructions of literacy: studies of teaching and learning in and out of secondary schools*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*_Vol. XXXI Number 2, Spring 1992.
- National Council of Teachers of English (2004, May). *A call to action: what we know about adolescent literacy and ways to support teachers in meeting students' needs*. Retrieved January 26, 2005, from <http://www.ncte.org/print.asp?id=118622&node=616>.
- Smith, M. & Wilhelm, J. (2002). *Reading don't fix no Chevys: literacy in the lives of young men*. Portsmouth, NH: Heinemann.

Helpful Websites

American Council on the Teaching of Foreign Language	www.actfl.org
Brown University Educational Alliance	www.alliance.brown.edu
Literacy Matters	www.literacymatters.org
National Council for the Social Sciences	www.ncss.org
National Council for the Teachers of English	www.ncte.org
National Council for the Teachers of Mathematics	www.nctm.org
National Science Teachers Association	www.nsta.org
Rhode Island Department of Education	www.ridoe.net
Teachers of English to Speakers of Other Languages	www.tesol.org