

READ 3530
Content Area Literacies for Middle School
Course Outline
Spring 2008

Class: Mondays, 1:25pm-4:25pm
Meeting Room: 114 Aderhold Hall
Instructor: Achariya Rezak
Email: weetanya@gmail.com
Facebook: Achariya Rezak

Cell: 770-331-4061
AOL Instant Messenger: weetanya
Consultation Hours: please contact via email Or AOL Instant Messenger

Course Objective:

The goal of this course is to better prepare preservice teachers to think critically about how literacy impacts the ways in which students learn Science and Mathematic concepts, and to scaffold the reading ability of striving readers in these content areas.

After taking this course, students should be better able to . . .

- Understand what literacy/cies can involve in adolescents' personal and academic worlds and how those two worlds can be intertwined in the content area classrooms.
- Discuss a variety of theories, research, and strategies about using literacy to teach content area materials and concepts.
- **Apply these theories, research, and strategies practically in the classroom.**

Strands of thought:

- Literacy (as stated above) and what this term means
- Literacy as applied to your content area. What does it mean to pay attention to Literacy as a Math or Science educator?
- Multimodal (multimedia) learning and NEW literacies. Your students will be conversant in these literacies, and teachers need to learn how to work in this new, online, multimodal environment.

Important Facets of the Course:

Reliable Computer, USB Key and Internet Accessibility

Course materials are on WebCT. All assignments will be submitted via email to Achariya. Therefore, it is imperative that you have consistent and reliable access to a personal computer and the Internet, or a USB key for turning in electronic documents during class. If you do not own a personal computer, there are computer labs in Aderhold Hall, as well as at other campus locations. If this aspect of the course will be problematic, please let me know!

Bring a printed copy of readings to class for the purposes of discussion!

Required Texts

Textbooks: There are no required textbooks for this course. All articles will be up on WebCT. **Print them out to bring to class so that we can discuss the readings thoroughly!**

Important Information:

Students with Disabilities/Who Require Accommodations:

Students requesting classroom accommodations should first provide UGA's Disability Resource Center [<http://www.dissvcs.uga.edu/>] with all necessary documentation and then schedule an appointment to speak with me. If accommodations are needed but are not covered through the Disability Resource Center, schedule an appointment with me as soon as possible to discuss the circumstances.

Academic Honesty

All academic work must meet the standards contained in UGA's "A Culture of Honesty" policy (http://www.uga.edu/honesty/ahpd/culture_honesty.htm). Each student is responsible to inform themselves about those standards before performing any academic work.

Cell Phone Policy

Be polite! Please be sure to have your cell phones turned off during class.

UGA Inclement Weather Policy

Please be aware of the UGA Inclement Weather Policy regarding possible closings of the university (http://www.uga.edu/iws/faculty_resources/UGA_Inclement_Weather_Policy.pdf). This policy stipulates that there will be one of three announcements in the event of inclement weather: UGA is open, UGA is closed, or UGA will delay opening until a specific time. If, according to this policy, UGA is "open" during the time scheduled for READ 3530, class will be held. However, please use your best judgment regarding coming to class. Try to inform me prior to class that you will not be attendance.

Course Requirements and Assignments**1. Class Attendance and Participation**

Excessive absences (6 hours or more for a 3 credit course) will result in a full grade reduction. If you have concerns regarding regular attending class, please schedule an appointment to speak with me as soon as possible.

Be polite to your cohort and arrive on time!

2. Presentation: What I fear most about my future students' literacy (20 points)

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

In a ten-minute class presentation (due 1/26 in-class), please answer the following questions:

- How do you define literacy, and what constitutes literacy in your content area?**
- How do you think your future students might meet or not meet these standards?**
- How do you think you can help them achieve these standards?**

- Use PowerPoint.
- Use at least three references from this week's class readings.

Rubric for presentation:

- Answers: How do you define literacy, and what constitutes literacy in your content area? 4
- Answers: How do you think your future students might meet or not meet these standards? 4
- Answers: How do you think you can help them achieve these standards? 4
- Accurate grammar/mechanics, presented in a scholarly manner: 4
- Shows hard work and deep thinking about the topic: 2
- Refers to at least three readings (please use APA citation style) in a scholarly manner: 2

3. Reading Responses via WebCT (70 points total, 10 for 7 points each)

There are 11 weeks of assigned readings in this class. To ten of these, I expect you to post a two-paragraph response to the reading in the appropriate Discussion thread in WebCT. The lowest grades will be dropped!

- A. The response should include the following parts:
 - How can this article be applied to your future teaching? If not, why not?
 - What questions sprang to mind when you read the article?
 - Multimedia element. Link to a photo, website, song. Explain why this is relevant. We'll be talking about these in class and how they pertain to the article, so make it fun and interesting.
- B. Then, I want you to respond to one of your classmates's questions.

Rubric for WebCT posts:

- Includes references to all of the week's assigned readings: 2
- Includes thoughts/questions/challenges/ concerns about literacies, literacy in the content areas, etc. in a clear and coherent manner so that the reader can readily understand what was said/portrayed: 2
- Multimodal elements (hyperlinks, photos, music): 1
- Response to a classmate's post: 2
- TOTAL: 7

***I strongly suggest that you write your composition in Microsoft Word and save it before entering it into WebCT.

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

5. Content Area Scholarly Issue presentation (30 points total)

In pairs you will select two scholarly articles from an academic journal in your content area (for example, The Science Teacher or Journal for Research in Mathematics Education). The articles should show different positions relating to an important literacy issue in your content area, such as Mathematics Comprehension or Science literacy and poverty. Each article should take a slightly different perspective on the topic so that you can contrast the two articles.

Your pair will develop a multimedia presentation (lasting no longer than 20 minutes) that highlights the issue and presents the different ways in which scholars have approached it. A different team will present for 20 minutes in each class.

Articles should be turned in electronically or by print sometime prior to the in-class presentation so that I can look through them.

Pair finds two appropriate, substantive articles from a journal in their field about an issue related to literacy in a content area, and presents the points in each. (6)

During presentation, pair examines how the points of view might be the same or different (~15 minutes) and leads class discussion about these points (~5 minutes): (10)

Pair creates a presentation with detailed information and multimedia elements: (6)

Different kinds of Mathematics and Science literacies are emphasized (such as reading charts, graphs, functions, systems, etc.): (6)

Presentation lasts for designated time: (2)

6. Literacy Strategy Lesson Plan (30 points total)

In pairs or trios, you will select one of eight strategies that will help facilitate reading in a content area subject and design a lesson plan (lasting no longer than 20 minutes) that will teach this strategy to the class. Eight strategies (described in powerpoint form on WebCT) that are specifically tailored for Math and Science content area readers are uploaded to the “Strategy” folder of WebCT.

With the class as your striving content area learners, make sure to apply the strategies to Science and Mathematic problems that YOU find difficult to comprehend. You will be submitting a lesson plan for this mini-lesson to me, as well as teaching it to the class.

Pair submits a written lesson plan following the examples handed out in class. The lesson plan includes the following components: goal, objective, clearly written procedures for the activity, and college-level lesson text: (14)

Pair teaches this lesson to the class in a way that enhances class understanding of the strategy as well as the content being taught: (14)

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

Presentation lasts for designated time: (2)

7. Teacher Interview (20 points total)

The purpose of this interview is to see whether or not the information that you've read so far in class holds true in a real-life situation. I'd like you to do the following:

- Find a teacher in your content area that is currently teaching, or who has had enough experience that they share anecdotes about struggling readers.
- Interview this teacher about their experiences with struggling readers. Get a clear picture about how this teacher deals with struggling readers in his or her content area.
- Pick five interesting ideas from our class readings about helping/understanding struggling readers and run it by this teacher, asking their opinion about each idea.
- Present the results in a 5 – 7 page paper that critiques the ideas of our class through the eyes of this teacher, and then write your own thoughts about their critique.

You can conduct the interviews via instant messenger, email, or in-person. If you are doing this in-person, you might want to bring a digital recording device of some kind, or a laptop to take notes as the teacher speaks.

Paper paints a clear picture of the teacher's experience with struggling readers, and how the teacher handles them: (6)

Paper discusses five ideas from our class and the teachers' assessment of whether or not they are or have been useful the teacher's students: (5)

Paper critiques the teacher's response (5)

Proper APA citations, grammar and spelling, and proper length: (4)

8. Final Project, Conception of Literacy Redux (30 points total)

This final assignment will be elaborated upon as the semester continues. It will be a 15 minute multimodal presentation about literacy in your content area, contrasting it to your first presentation.

Assignment Submission Requirements & Common Sense

All assignments should be submitted on time. Deduct two (2) points off for every day late, including weekends, for up to 5 days (a total deduction of 10 points). If assignments are late by more than 5 days, it will garner 0 points. Since course submissions will be electronic (with the exception of some in-class assignments), the following process will occur. For all Reading Responses, please use WebCT. All other assignments should be submitted via email to my UGA account. When you submit something to me, you will receive an e-mail receipt notification within 24 hours. If you do not receive an e-mail receipt

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

confirmation from me within 24 hours then I did not receive your document, even if you did send it to me. A USB key or CD in class is also acceptable.

When you submit something to me as an email attachment through email, it would be extremely cool if you could put your name into the title of the document. You don't know how many times I've gotten the file "paper.doc" – honestly, I've thought about assigning random names to each person's word document when they do that. Please, to spare my sanity, put your name in your word doc. THX!

Example word document name: achariya_example_paper.doc

I strongly suggest that you always keep back-up copies of your work and of emails sent to me for security purposes. If you wish to post something to LiveJournal for my eyes only, please alert me via email to my UGA account immediately before or after you post. I will reply to your email alert within 24 hours.

Assignment Points Review & Grading Scale

Course grades are based on the cumulative points earned throughout the course. The grades, with corresponding point ranges, are below. Please note that rounding up will not occur. So even though 187 points is 93.5%, it will still be considered an A- and will not be rounded up to 94% (A).

	Course Assignments	Points
1	Literacy Presentation	20
2	Reading Responses via WebCT	70
3	Content Area Scholarly Issue presentation	30
4	Literacy Strategy Lesson Plan	30
5	Teacher Interview Paper	20
6	Final Presentation	30
7	Total Points	200
Points Earned	Grading Scale (Not Rounded)	
188-200	A (94-100%)	
180-187	A- (90-93%)	
174-179	B+ (87-89%)	
168-173	B (84-86%)	
160-167	B- (80-83%)	
154-159	C+ (77-79%)	
148-153	C (74-76%)	
140-147	C- (70-73%)	
130-139	D (65-69%)	
0-129	F (64% or less)	

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

Course Schedule

Readings are listed by week below this course schedule

Class #	Class Meeting Date	Class Focus	Readings Completed by Class Meeting	Assignments Due	Presentations
1	1/12/09	Syllabus Overview, introducing ourselves	N/A	1. Sign up for Scholarly Issue group 2. Sign up for Lesson Plan group 3. WebCT	N/A
2	1/19/09	NO CLASS	MLK DAY		
3	1/26/09	What is literacy and content area literacy?	Week 3 Readings	1. Class presentations	
4	2/02/09	What does it mean to read? Theories of reading.	Week 4 Readings	1. WebCT response #1 posted by Saturday evening (so that people can respond to you)	Comprehension Monitoring : Scholarly Issue:

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

5	2/9/09	What types of literacies do children bring to the classroom? Funds of Knowledge (What are texts?)-- Culturally and linguistically diverse students	Week 5 Readings	1. WebCT response #2 posted by Saturday evening	Graphic Organizer: Scholarly Issue:
6	2/16/09	What types of literacies do children bring to the classroom? Funds of Knowledge (What are texts?)-- Culturally and linguistically diverse students continued	Week 6 Readings	1. WebCT response #3 posted by Saturday evening	Prior Knowledge : Scholarly Issue:
7	2/23/09	Struggling Readers/ Motivation/Engagement/Materials assessment	Week 7 Readings	1. WebCT response #4 posted by Saturday evening	Reflecting on Reading: Scholarly Issue:
8	3/02/09	Pre-reading strategies/ Motivation/Engagement	Week 8 Readings	1. WebCT response #5 posted by Saturday evening	Self Questioning : Scholarly Issue:
9	3/09/09	NO CLASS	SPRING BREAK		

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

10	3/16/09	Domain Knowledge/ Vocabulary	Week 10 Readings	1. WebCT response #6 posted by Saturday evening	Vocabulary : Scholarly Issue:
11	3/23/09	Text structure/domain knowledge	Week 11 Readings	1. WebCT response #7 posted by Saturday evening	Text Structures: Scholarly Issue:
12	3/30/09	Comprehension/ Writing	Week 12 Readings	1. WebCT response #8 posted by Saturday evening	Summarizing Scholarly Issue:
13	4/06/09	TBD	TBD	Teacher interview paper due.	
14	4/13/09	Assessment	Week 14 Readings	1. WebCT response #9 posted by Saturday evening	Scholarly Issue:
15	4/20/09	Technology /New Literacies	Week 15 Readings	1. WebCT response #10 posted by Saturday evening	

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

16	4/27/09	Final presentation and complete course evaluations			
17	5/04/09	Final presentations and food			

Readings

Week 3 Readings

Freire, Alvermann, Draper,

Week 4 Readings

Beers, Smith

Week 5 Readings

Fecho, Knobel, Reed

Week 6 Readings

Vasudevan, Sutherland

Week 7 Readings

Snow, Nieto

Week 8 Readings

Beers, Schumm

Week 10 Readings

Harmon, Monroe or Young

Week 11 Readings

McConachie, Unsworth

Week 12 Readings

Beers, Conley

Week 13 Readings

TBD

Week 14 Readings

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.

Conley

Week 15 Readings

Grisham, Kist

Note: This course outline is a general plan that cannot anticipate future fluctuations in life. Therefore, modifications to and/or deviations from the course outline may occur.