

READ 4030
Course Framework
Teaching Reading in Secondary Schools
Fall 2005
306 Aderhold Hall

Contact Information

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Class Information

Day: Tuesday
Dates: August – 23rd, 30th
September – 6th, 13th, 20th, 27th
October – 4th, 11th, 18th
November – 1st, 8th, 22nd, 29th
December – 6th
Time: 8:00 a.m. – 10:45 a.m.
Location: Aderhold Hall, Room 306
Consultation hours: Thursday mornings from 9:45-10:45 or by appointment

Required Texts

1. Schoenbach, R., Greenleaf, C. Cziko, C, & Hurvitz, L. (2001). *Reading for understanding: A guide to improving reading in middle and high school classrooms*. San Francisco, CA: Jossey-Bass.
2. Fecho, B. (2004) *Is this English? Race, language, and culture in the classroom*. New York: Teachers College Press.

Additional Readings

1. Csikszentihalyi, M. (1990). Literacy and intrinsic motivation. *Daedalus*, 119, 115-140.
2. Freire, P. (1983). The importance of the act of reading. *Journal of Education*, 165, 1, 5-11.
3. Smith, F. (1997). Learning to become a reader. In *Reading with nonsense* (3rd edition). New York: Teachers College Press.
4. Wiggins, G. (1989). The futility of trying to teach everything of importance. *Educational Leadership*, 44-59.

5. Wiggins, G. & McTighe, J. (1998). Thinking like an assessor. In *Understanding by design* (pp. 63-84). Alexandria, VA: ADCD.

Course Description

This course provides preservice teachers with the opportunity to investigate the theories, research, issues, and strategies related to teaching literacy in secondary schools. It integrates course readings, classroom observations, field teaching experiences and personal experiences to help students formulate a personal theory of reading instruction.

Literacy Domains

These six domains will act as a frame for the course, providing a lens with which to view readings, discussions, and your own experiences.

Sociocultural (What are T & S bringing and encountering?)

What issues of culture, context, politics, and identity have to do with reading?

Affective (What are T & S feeling?)

What motivates students to see the worth of reading and what discourages students from reading?

Cognitive (What and how are T & S thinking?)

What and how are T & S thinking when they read?

Curricular (What are T & S reading?)

What counts as useful and substantive material for reading?

Assessment (What are T & S coming to understand?)

What is it we can do within and without classrooms to understand how our students achieve and struggle as readers and to help them to better facilitate their own reading?

Pedagogic (What are T & S doing?)

What can we do within and without classrooms to help students become more thoughtful and critical readers?

Course Objectives, Expectations, and Requirements

Course Objectives:

1. Students can conceptualize their professional practice by effectively connecting and integrating theory and classroom practice.
2. Students can interrogate and reflect on personal and conceptual assumptions they bring to their understanding of what it means to teach and be a teacher of reading.
3. Students can conceptualize, document, and apply their conceptions of reading within and across content areas and in their students' lives in general.
4. Students can develop and cultivate a repertoire of skills and strategies that reflect their evolving understanding of the complexities of teaching reading and literacy.
5. Students can work collaboratively to build and expand knowledge base in teaching reading.
6. Students can develop and integrate a plan for curriculum, instruction and assessment.

Expectations

This course is designed to support the teacher candidate in his/her preparation for professional practice in his/her own classroom. Consequently, in order to better facilitate this emerging practice and evolving professional identity, students are encouraged to begin seeing themselves as practitioners and researchers of their craft.

Note taking:

View notebook as a professional resource. The notes should document, synthesize, and integrate key points and issues from:

- * readings (assigned and extended)
- * class and group discussions
- * field observation and
- * reflections.

Class participation:

In order to successfully build a teaching and learning community, all voices and contributions are expected in class discussions and activities. Each student is expected to be fully prepared to engage in meaningful sharing and co-construction of knowledge.

Attendance

Regular and punctual attendance is required. Regular tardiness and absences will be reflected in grading.

Late Work

No late work accepted.

WebCT

Students are expected to use WebCT, as some course assignments will be conducted on the class' WebCT site and additional readings are found there.

Note: This course framework is a general plan and is therefore subject to change.

Disability Requirements: In accordance with The University of Georgia policy, qualified students with disabilities will be reasonably accommodated. Please direct disability request(s) to instructor.

Academic Honesty: With reference to the University Honor Code and Academic Honesty Policy, please note the following:

*All academic work must meet the standards contained in "A Culture of Honesty."
Each student is responsible to inform themselves about those standards before performing any academic work.*

<http://www.uga.edu/ovpi>

Grading

Procedure

Grades will be based on the following activities and criteria:

Project A	20 points
Project B	20 points
Project C	20 points
Observations	16 points
Reflections	16 points
Attendance/Participation	8 points
Total points	100

Scale

Grading policy follows that of University of Georgia policy:

100-90 = A
89-80 = B
79-70 = C
69-60 = D
below 60 = F

Rubrics

For Observations and Reflections

4= Superior Evidence Shown

The work shows clear evidence that the writer went beyond the expectations of competent effort by taking the care and effort to distinguish the work as an original, complex, and vigorous example of that criterion. It fulfills its potential given the limits of production and has impact.

3= Useful Evidence Shown

The work is useful and clearly reflects care and concern in terms of fulfilling the needs of the criterion, but doesn't necessarily distinguish itself beyond the expectations of a competently crafted piece.

2=Adequate Evidence Shown

The work fulfills minimum quality standards for the criterion, but shows little enthusiasm or intention to do more. It promises more than it delivers.

1= Little Evidence Shown

The work does little to fulfill the minimum quality standards for the criterion.

0= No Evidence Shown

The work shows no evidence of any effort to fulfill the criterion.

For Participation

4= Superior contribution to class and group discussions, including WebCT discussions.

3= Useful contribution to class and group discussions, including WebCT discussions.

2= Adequate contribution to class and group discussions, including WebCT discussions.

1= Little contribution to class and group discussions, including WebCT discussions.

0= No contribution to class and group discussions, including WebCT discussions.

For Attendance

One or no absences= 4 points

Two absences= 2 points

Three or more= 0 points

For Projects A, B and C.

Criteria	
Depth of Thought and Expression 4	Includes the specificity with which arguments are supported and the use of details in ways that are apt and help the reader to more clearly see the author's perspective. It must bring out the individual nature of the work through vivid use of detail as well as connect that work to other works.
Organization of Thought & Expression 4	Includes the logical flow of the language and ideas, as well as the sequencing of details. The detail is organized in such a way that it deepens the grasp of the subject matter and delves beneath the surface. The work must feel cohesive in construction.
Originality of Thought & Expression 4	Includes deft and interesting use of language, insight into matters discussed, connections, and of thought. We're looking for work that feels original in thought and execution.
Synthesis of Ideas 4	Includes the way the ideas in the text come together as a whole, the way the text includes and rethinks the work of the class, and the way the text includes and rethinks the readings, assigned and otherwise, of the class. The writing must take the ideas of the class and make new meaning rather than merely rehashing.
Conventions & Expectations 4	Includes spelling, punctuation, capitalization, paragraphing, usage, writing conventions such as title pages and page numbers, physical presentation, correctness of detail, completion of all tasks, and use of APA formatting where applicable. The work must meet all expectations and requirements of the assignment, and show professionalism in all aspects of a final product and complete what it set out to do with vigor and engagement.

Assignments

Weekly Assignments (four points each for a total of 32 points)

- **Observations** – Each student will conduct **4 observations** (2 pages each, double spaced) during field experience as a teacher candidate.
 1. **Observation #1: What gives you hope? What concerns you?**
WebCT Post date: Sunday 11th September @ 11:55 p.m.
Class submission: Tuesday 13th September @ 8:00 a.m.
 2. **Observation #2: Observation of Mentor Teacher**
WebCT Post date: Sunday 25th September @ 11:55 p.m.

Class submission: Tuesday 27th September @ 8:00 a.m.

3. Observation #3: Observe a student in class

WebCT Post date: Sunday 2nd October @ 11:55 p.m.

Class submission: Tuesday 4th October @ 8:00 a.m.

4. Observation #4: Student Shadow

WebCT Post date: Sunday 9th October @ 11:55 p.m.

Class submission: Tuesday 11th October @ 8:00 a.m.

- **Reflections** – Each student will post **4 reflections** (2 pages each, double spaced) of their field experiences as a teacher candidate.
 1. **Reflection #1:** What motivates you to read? What discourages you from reading?
WebCT Post date: Sunday 28th August @ 11:55 p.m.
Class submission: Tuesday 30th August @ 8:00 a.m.
 2. **Reflection #2:** Reflect on a time when you felt excluded. Be sure to not only tell the story, but also discuss what it felt like, how you responded, and what long term effects might have been.
WebCT Post date: Sunday 4th September @ 11:55 p.m.
Class submission: Tuesday 6th September @ 8:00 a.m.
 3. **Reflection #3:** During your 3-5 day teaching unit, what worked and what didn't in terms of the reading activities? How has this process informed your evolving conceptions of literacy and the teaching or reading?
WebCT Post date: Sunday 6th November @ 11:55 p.m.
Class submission: Tuesday 8th November @ 8:00 a.m.
 4. **Reflection#4:** How have your experiences in your alternative placement refined or changed your evolving conceptions of literacy and the teaching or reading?
WebCT Post date: Sunday 20th November @ 11:55 p.m.
Class submission: Tuesday 22nd November @ 8:00 a.m.

Each observation and reflection must be **posted on WebCT by the Sunday** preceding the next class meeting. **Paper copies of these observations/reflections must also be brought to each session** to be used in class discussions. Each student must **submit this paper copy to the instructor.**

Projects (20 points each for a total of 60 points)

Please note: Paper copies of all projects are required.

Due Dates:

- **Project A:** 20th September
- **Project B:** 1st November
- **Project C:** 6th December

Project A

Personal History and Philosophy of Reading, Learning, and Teaching (20 points)

This requires you to draw and reflect on your personal and professional literacy experiences. Your project must include:

- Subjectivity statement: A discussion of how your personal history and experiences as a reader and learner inform how you see yourself as a reader, learner and student. Include defining experiences and “readable moments” with teachers, in classrooms, at home and in your background that shape who you are as a reader and a learner.
- Philosophy of Teaching Reading: Explain and describe your evolving vision of yourself as a reading teacher. What does it mean to teach reading and to become a teacher of reading? Talk about the philosophy that you believe will guide your practice. Provide specifics as to how you envision the teaching of reading in your classroom.

Format: Open to personal interpretations and styles; 5-8 pages

Due Date: 20th September @ 8:00 a.m.

Project B

Reader Profiles (20 points)

This project requires you to do the following:

- Conduct classroom observations of 2 or 3 types of readers in your field experience which may include:
 - (a) Struggling (b) Gifted (c) Indifferent (d) Resistant
 - (e) Engaged (f) Compliant (g) Second language
- Based on your observations, informal conversations with mentor teacher and students, and your readings of the educational literature on the subject, construct a profile of each of the readers.
- Each Reader Profile should include
 - (a) Physical characteristics
 - (b) Affective behaviors in and out of class
 - (c) Sociocultural Background
 - (d) Literacy practices – how student relates to literacy and learning (in and out of class); attitudes, experiences
 - (e) Literacy event – describe a key even that best gives insight into the struggle, success or indifference.
- The project must integrate the following:
 - (a) Readings
 - (b) WebCT data/responses (personal data and those of classmates)
 - (c) Class and group discussions
 - (d) Reflections on practice

(e) Comparisons of profiles

NB. All traceable identifiers must be removed. Use pseudonyms for all identifiable information.

Format: Follow APA guidelines; 8-12 pages (excluding title page and references)

Due Date: 1st November @ 8:00 a.m.

Project C

Rationale for Teaching Literacy (20 points)

This project is designed to integrate theory and practice by pulling together educational literature, research, class discussions, reflections, observations, personal experiences and field teaching experiences.

The paper must include the following:

- Guiding philosophy of teaching reading
- Vision of self as reading teacher
- Discussion (supported by the literature) of your future pedagogical approaches to and rationale for the teaching of reading, including
 - (a) Lessons
 - (b) Teaching strategies
 - (c) Activities
 - (d) Interaction with students
- Critique
 - (a) Strengths of your approaches
 - (b) Limitations and possible ways to address these issue
- References

Format: Follow APA guidelines; 12-15 pages (excluding title page and references)

Due Date: on or before 6th December @ 8:00 a.m.

General Session Outline

Session	Date	Focus Question	Readings	Assignments
1.	Aug 23	Who am I? What are my assumptions about literacy? What do I hope to learn?		
2.	Aug 30	What do issues of culture, context, politics and identity have to do with reading?	* Schoenbach 1&2 * Freire (1983)	Reflection #1
3	Sept 06	What do issues of culture, context, politics and identity have to do with reading?	* Fecho 5	Reflection #2
4	Sept 13	What motivates students to see the worth of reading and what discourages students from reading?	* Scheonbach 4 Csikszentihalyi (1990)	Observation #1
5	Sept 20	What motivates students to see the worth of reading and what discourages students from reading?		Project A
6	Sept 27	What and how are T & S thinking when they read?	* Schoenbach 5 * Smith (1997)	Observation #2
7	Oct 04	What and how are T & S thinking when they read?	* Fecho 7	Observation #3
8	Oct 11	What counts as useful and substantive material for reading?	* Schoenbach 6 * Wiggins	Observation #4
9	Oct 18	What counts as useful and substantive material for reading?	* Fecho 6	
10	Nov 01	What is it we can do within and without classrooms to understand how our students achieve and struggle as readers and to help them to better facilitate their own reading?		Project B
11	Nov 08	What is it we can do within and without classrooms to understand how our students achieve and struggle as readers and to help them to better facilitate their own reading?	* Wiggins & McTighe (1998) *Fecho 8	Reflection #3
12	Nov 22	What can we do within and without classrooms to help students become more thoughtful and critical readers?	* Fecho 9 * Schoenbach 7-8	Reflection #4
13	Nov 29	What can we do within and without classrooms to help students become more thoughtful and critical readers?		
14	Dec 06	Pulling it all together		Project C