

EDU 328: *Secondary Literacy, Pedagogy & Management Theory*

August 27 – September 19th, 2018

Block 1

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Office hours: Since you're in the public schools when we're not in class, please know that I'm willing to meet with you whenever you need to; I am always available after class each day or we could also meeting during the lunch hour.

As educators, we must, first and foremost, recognize the fact that reading and writing, far from being isolated areas of study, touch upon all facets of learning in each and every content area. Our goal in this course, then, is to understand how we, as secondary teachers in various content areas, might employ literacy to enhance student learning. Essentially, we are calling upon the acts of reading and writing to more effectively teach our specific subject area. Furthermore, we must think of ourselves, regardless of our content areas, as teachers of literacy.

To realize this goal, we must first understand the processes of literacy for ourselves and our students. Drawing upon a socio-cultural framework, we will examine literacy as it intersects with issues of race, class, gender and ethnicity. Hence, diversity, in its many forms, will frame many of our discussions as we focus on the ways that literacy is culturally situated within the secondary classroom. As we move forward with this examination, we will seek to understand issues of hierarchy and privilege associated with literacy, and question why certain students struggle with literacy and why. Finally, we will discuss how we, as secondary teachers, might mediate these struggles and authenticate the learning experiences of our students.

Course Objectives: Paralleled to INTASC Standards and Cornell College Learning Objectives

Students will understand and learn how to use a variety of instructional strategies to encourage the development of critical thinking, problem solving and performance skills (INTASC 8, reasoning)

Students will gain familiarity with various modes of technology and utilize technology to enhance their curricular instruction and design (INTASC 2; knowledge)

Students will gain familiarity with learning theory, curriculum development, and student development and learn how to use this knowledge in planning instruction to meet curricular goals (INTASC 1, knowledge)

Students will gain a fundamental understanding of how learning occurs—how students conduct knowledge and acquire skills—and learn how to effectively employ instructional strategies to promote learning. (INTASC 1, inquiry, knowledge)

Students will recognize the uses, advantages and limitations of different types of formal and informal student assessments and the importance of using formative and summative assessment (INTASC 6, vocation).

Students will recognize that motivation and engagement are essential components in the learning process and thus must be integrated into daily classroom instruction. (INTASC 3, intercultural literacy)

Students will endorse the notion that effective teachers are lifelong learners who continue their academic and professional growth throughout the course of their teaching careers. (INTASC 9, well-being)

Cornell education majors don't just "talk the talk," they "walk the walk" with Ed Way!

1. They know how to listen and to hear (communication).
2. They read and they understand (reasoning; knowledge).
3. They can talk with anyone (communication).

4. They can write clearly and persuasively and movingly (inquiry; reasoning; communication; intercultural literacy).
5. Educated people respect rigor, not so much for its own sake, but as a way of seeking truth (inquiry; reasoning).
6. They practice respect and humility, tolerance, and self-criticism (ethical behavior; well-being; intercultural literacy).
7. They can solve a wide variety of puzzles and problems (knowledge, inquiry; reasoning).
8. They understand how to get things done in the world (citizenship; vocation).
9. They nurture and empower the people around them (well-being; citizenship; vocation).
10. They follow E.M. Forster's injunction from *Howard's End*: "Only connect..."

"More than anything else, being an educated person means being able to see connections that allow one to make sense of the world and act within it in creative ways" (Cronon, 1998, p. 5).

Cronon, William. "'Only Connect...': The Goals of a Liberal Education." *The American Scholar*, Volume 67, No. 4, Autumn 1998.

Dispositions:

Please consult the Education Department's Disposition Policy as stated on the college website. Candidate dispositions will be assessed as you proceed through the program and may be grounds for removal from the Teacher Education program at any time. As a teacher, you are a professional, and so your conduct at all times must reflect an awareness of this fact.

Humanistic Dispositions:

Being a teacher entails more than simply knowing your subject matter and knowing pedagogical methods. It involves exhibiting and embracing a range of appropriate emotional and intellectual dispositions. Consequently, as part of your education at Cornell, you will be expected to cultivate the following Humanistic Dispositions:

Professionalism, Collaboration, Commitment to Learning, Reflection and Adaptability, Self-Direction, Facilitation of Challenging Learning Environments, and Learner Advocacy

Your academic work should offer opportunities for you to practice and develop these dispositions. It is crucial that Cornell graduates who become teachers hold these dispositions articulated in the *Dispositions* document, which connects to the following Educational Priorities and Outcome: ethical behavior

(www.cornellcollege.edu/education/teacher-education-specifics/dispositions-policy-and-dispositions-evaluation.shtml).

Your education professors will evaluate your dispositions as you proceed through the education program. Upon conclusion of **each** methods course, you will be formally assessed and provided feedback regarding your progress in these areas. Failure to conduct yourself in a professional and ethical manner will be documented and may be grounds for removal from the Teacher Education program. A detailed copy of the Education Department's dispositions on which you will be evaluated is available on Moodle and the department's website.

Required Texts:

Kane, S. (2011). *Literacy and Learning in the Content Areas*. 3rd edition. Scottsdale, AZ: Holcomb Hathaway. ISBN: 978-1-934432-06-8

Tovani, C. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Portland, Maine: Stenhouse Publishers.

Chalk & Wire Software. Jill will give you a code to start your account; you will then upload assignments via Moodle.

Rationale: The Education Department uses Chalk & Wire's CWPro, a comprehensive and user-friendly assessment management system. CWPro allows students and faculty to make transparent evidence students are meeting program standards. By methodically and consistently evaluating students' work, faculty and students are able to see when students demonstrate professional competency. This system improves collaborative mentorship across licensure areas.

Most importantly, students identify specific areas for growth as they move from college to career by referencing their assessments and continuing professional reflection. Finally, to support students' professional development, faculty model the assessment process students will be expected to implement when entering the teaching profession.

Reserve readings: Electronic copies will be posted on **Moodle**

Koch, Ed. "Death and Justice"

Catton, Bruce. "Grant & Lee"

Management Reading: Chapters 11 & 12

Attendance and Participation

Practicum & Class Attendance Expectations

You must successfully complete your practicum experience to pass this course. Your cooperating teacher will complete a form evaluating your practicum performance, and these forms will be used as the basis for determining your successful completion of practicum. Keep in mind that daily attendance is expected for both your practicum placement and class, so please notify me if you must be absent. **Five points will be deducted for each class absence, and all practicum absences must be made up by the end of the block or on block break.**

In regard to participation, I realize that all of us choose to participate in a variety of ways; however, I ask that you please keep in mind that participation should always contribute in positive ways to the class as a whole. Monitor your own participation so that you allow others the opportunity to talk and so that you have the opportunity to listen. Participation and attendance are requirements in this class. We need to learn from you as much as we hope you will learn from everyone else.

Assignments

Reading assignments and other written assignments are detailed on the course syllabus, along with their respective due dates. Please refer to each assignment's specific handout and rubric for more detailed information. All reading and written assignments are to be completed **prior** to class; daily assignments will not be accepted late and term assignments are lowered a letter grade for each day they are late. Individual assignments are detailed on separate handouts posted on Moodle and are accompanied by a rubric that details assessment criteria.

Paired Microteaching, Lesson Plan & Reflection (50 points) – see schedule

Benchmark Assignment # 3: Management Plan Paper (InTASC 3) (200 points) – Thursday, September 6th. *You must upload this assignment to Chalk n Wire via Moodle.*

Benchmark Assignment # 4 Curricular Showcase Two Week Unit Plan (400 points) – Tuesday, September 18th. *You must upload this assignment to Chalk n Wire via Moodle.*

Final Examination (100 points) – Tuesday, September 18th, at 9:00 a.m.

Practicum Assignment: **You will plan and teach a lesson during the course of your practicum.** Please discuss this with your teacher on the first day to ensure that this can be completed by the end of your practicum. You should use the lesson plan template and show your lesson plan and curricular materials to me prior to teaching the lesson. Please write a one page reflection once you have taught the lesson and submit this reflection to me. Practicum attendance is expected every day, and so any absences, regardless of the reasons, must be made up during block breaks.

Grading Scale - Percentages

100 – 94	A
93 – 90	A-
89 – 88	B+

87 – 83	B
82 – 80	B-
79 – 78	C+
77 – 73	C
72 - 70	C-
69 – 60	D
60 – below	F

Course Details:

Daily meeting schedule: is detailed on the syllabus.

Assignments: All reading and written assignments are to be completed **prior** to class; assignments are lowered a letter grade for each day they are late.

Academic honesty: Any student found to engage in academic dishonesty (this includes plagiarism and submission of materials written secured from other courses, students, the internet, etc.) should expect to receive a failing grade for the course. Please refer to the Academic Policies on http://cornellcollege.edu/student_affairs/handbook/. Any form of academic dishonesty can result in denial of admission to the Department of Education's Teacher Preparation program.

Course Schedule: Occasionally it may be necessary to alter the course schedule so please be aware that class time and length may change at any time during the term.

Special Accommodations: Please inform me by the third day of the block of any special needs you might have that might interfere with your learning experience in this course. Students who need accommodations for learning disabilities must provide documentation from a professional qualified to diagnose learning disabilities. Student requesting services may schedule a meeting with the disabilities services coordinator as early as possible to discuss their needs and develop an individualized accommodation plan. Please inform me by the third day of the block of any special needs you might have that might interfere with your learning experience in this course.

Course Readings

Week # 1

- Day 1** 8/27 **Class meets 9:00 – 11:00 and 12:30 – 2:00**
Monday Please read Kane Chapter 1 & Tovani chapters 1-4 for Tuesday
Discussion of major assignments: unit plan, microteaching, management plan paper
Group Activity: What teachers can learn from the Hippocratic Oath
Discussion of Departmental Dispositions & your new life as a pre-professional
- What you can do tonight:** *E-mail your practicum teacher to introduce yourself*
Complete disclosure statement
- Day 2** 8/28 **Class meets from 9:00 – 11:00 and 12:30 – 2:30**
Tuesday Introduction to course and explanation of assignments and expectations
Discussion topic: *Why Every Teacher is a Literacy Teacher*
Kane: Introduction and Chapter 1: *Reading, Literacy and Teaching in the Content Areas*
Tovani: Chapters 1 – 4
Discussion of Unit Plans: Visit to Curriculum Lab
- Day 3** 8/29 **Class meets 9:00 – 11:00 and 12:30 – 2:30**
Wednesday Chapter 2: *Affective and Social Aspects of Content Area Learning and Literacy*
Tovani: Chapter 5-6
Moodle: Read Koch's article "Death & Justice"

Day 4 8/30 **Class meets 12:30 – 3:00**
Thursday Moodle: Management Chapter 11
Discuss *Management Plan paper*- due Thursday, September 6th

Day 5 8/31 **1st day of Practicum – All day at school site**
Friday Have fun!!!!

Week # 2

Day 6 9/3 **Labor Day – Class meets 1:00 – 3:00**
Monday Moodle: Management Chapter 12
Survey of additional approaches currently used in schools

Day 7 9/4 **Practicum beginning of school until 11:00 a.m.**
Tuesday **Class meets 1:00 – 3:00**
Chapter 3 *The Role of Texts*
Read Tovani chapters 7 – 9
Microteaching # 1

Day 8 9/5 **Morning practicum; class meets 1:00 – 3:00**
Wednesday Chapter 4 *The Role of Knowledge in Comprehension*
Microteaching # 2

Day 9 9/6 **Morning practicum; class meets 1:00 – 3:00**
Thursday Chapter 5 *Metacognition & Critical Thinking*
Microteaching # 3
Management Plan Paper due

Day 10 9/7 **All day practicum**
Friday

Week # 3

Morning practicum every day except Friday is all day practicum; class meets 1:00 – 3:00.

Day 11 9/10 **Morning practicum; class meets 1:00 – 3:00**
Monday Moodle: “Grant & Lee” essay
Complete discussion of Chapter 5
Microteaching # 4

Day 12 9/11 **Morning practicum; class meets 1:00 – 3:00**
Tuesday Chapter 7 *Writing in the Content Areas*
Microteaching # 5

Day 13 9/12 **Morning practicum; class meets 1:00 – 3:00**
Wednesday Moodle: Read Chapter 5: Beer, Bad Judgment & Facebook
State of Iowa *Ethics Brochure*
Microteaching # 6

Day 14 9/13 **Morning practicum; class meets 1:00 – 3:00**
Thursday **Moodle:** Read *Legal Handout*
Discuss *Iowa Core Curriculum & the Common Core*
Microteaching # 7

Day 15 9/14 **All day practicum. Last day!!**
Friday **Please bring back your teacher's evaluation form or remind them to email or mail it to me.**

Week # 4

Day 16 9/17 **Class meets 9:00 – 11:30**
Monday Topic: Politics in the Profession: Working with parents & colleagues
Practicum Reflection due
Workshop time for Unit Plans & Exam Review

Day 17 9/18 **Final Examination 9:00 – 11:00**
Tuesday **Curricular Showcase Unit Plan Due**

Day 18 9/19 Individual conferences with Jill to discuss your practicum placement & student teaching
Wednesday