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C&I 427.01: Literary Strategies for the Middle and Secondary School Content Areas

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LITERACY STRATEGIES FOR THE MIDDLE AND SECONDARY SCHOOL CONTENT AREAS

C & I 427

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Educ. 308

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Office hours: MW 10:00-11:00

Course purpose:

The purpose of this course is to provide an understanding of the reading/writing connection and the relationship between theory and practice in using the content area to reinforce and develop literacy skills.

Course learning outcomes:

Students will demonstrate, through their performance, a thorough understanding of the following key concepts:

1. The expanded definition of the nature of literacy and its social and cultural impact on a diverse and multicultural society.
2. How students learn most effectively and the application of learning theory to classroom practice.
3. The development of meaningful classroom activities, materials, and resources for future use that guide and assist learning, foster critical thinking, and incorporate literacy skills.
4. Authentic assessment that guides teaching.
5. Academic service learning.
6. Using literature in the content areas.

Instructional methods:

1. Small group activities
2. Whole class participation and discussion
3. Inquiry teaching, deductive and inductive learning
4. Cooperative learning
5. Critical thinking
6. Written response to literature

Rationale for the course:

1. Literacy is both the purpose of education and the right of the student.
2. Students must be taught how to use reading and writing to learn in the content area.
3. The MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES MANUAL, Board of Public Education states:

“ . . . The education program in Communication Arts encompasses the study of languages and literature, the development of reading, writing, listening, and speaking skills, effective media use, and the nurturing of creative, logical, and critical thinking.”

Required reading:

Hesse, K. *Out of the Dust*

A biography or autobiography of your own choosing related to your field and of interest to your future students. (See Assignments)

Various articles from across your field of study (see Assignments)

Tentative weekly schedule:

January 23 Introduction and logistics
Jan 28 & 30 Making Prompts Bring a biography of a person relevant to your field.
Feb 4 & 6 T.B.A
Feb 11 & 13 Biography activities due
Feb 18 & 20 (NO CLASS MONDAY) Bring a textbook from you intended subject area Readability
Feb 25 & 27 Writing prompts session 1 Vocabulary
March 3 & 5 Reading Guides/Reading comprehension
Mar 10 & 12 Book club
Mar 17 & 19 Text sets
March 24 & 26 SPRING BREAK!
Mar 31 & Apr 2 Test taking/Test making
April 7 & 9 Text book project final drafts due wed
April 14 & 16 Writing prompts session 2 wednesday

April 21 & 23 Service learning papers, artifact and presentations due
April 28 & 30 Writing Prompts collections Due Monday.
May 5-9 Final exams

Evaluation criteria:

Attendance is required. More than two absences or repeated tardiness will result in a reduction in your final grade. All assignments must be typed and stapled and must have a separate title page (and a title) or cover sheet. Late papers are not accepted. Clear communication is a requirement of our profession; therefore, approximately 1/3 of each grade may be based on the mechanics of writing. Assignments will not be reread: complete them with care. Papers, quizzes, tests, reading assignments, and class activities are designed to meet the dictates of our accrediting agencies (the State of Montana and NCATE), and the guidelines of the International Reading Association (IRA) and the National Council of Teachers of English (NCTE).

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instruction and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

Required tasks:

Biography	10%	Textbook activities	20%
Book Club	10%	*Service learning project	25%
Writing Prompts	20%	Quizzes and exam	15%

Grading Scale:

100-99 A+ (100%)	91-90 B+ (91%)	83-82 C+ (83%)	75-74
98-94 A (96%)	89-86 B (88%)	81-78 C (80%)	
93-92 A- (93%)	85-84 B- (85%)	77-76 C- (77%)	
D+ (75%)	73-70 D (72%)	69-68 D- (69%)	
67 and below F			

Assignments: All assignments are due at the beginning of our sessions.

Biography/autobiography

Select either a biography or an autobiography about someone connected to your academic or artistic field.

1) Discuss why this person's life is relevant to your field and would be of interest to your future middle or high school students (300-500 words)(perhaps in the FORMAT of a letter or voicemail to a peer who teaches in your subject area...?).

2) With a partner, construct a response activity for the book as if it were going to be assigned to a future student. Write this up in a format to be given to a student as an individualized or small group task.

3) Complete the task and bring the response to share/present to the class. Steer clear of the blah blah blah book report format. The ideal task will require your students (and here and now, you) to end up with some sort of multi sensory/media product, which is fun to do while at the same time has educational integrity and enhances your subject area. These might include, but is certainly not limited to:

1. A discussion of the struggles/conflicts that shaped this person's life

2. A chronological summary of the person's life from a unique perspective
3. A collage/poster of the person's life and contributions
4. Anything else that might be good.

Book club

You will be assigned to a book club for *Out of the Dust*; usually, we have about six people per club.

To prepare for your session, bring a short list of questions (3-5) to ask during your discussion. Please avoid Literal questions, and closed questions (ask about these if we haven't mentioned them yet...).

Further, each Book Club Member will create an activity which connects the literature to the individual content areas (e.g. Music students will connect the book to something Musical, HHP to something related to nutrition or other health connections, etc) These tasks should be focused enough to be able to be completed in no more than 10 or 15 minutes of in class group time (FORMAT). If needed, pre-session homework may be created and assigned to your book club peers to prepare them for your activity on book club night.

Book club is best accompanied by food related to the book in some way and provided by students, for their group only.

Writing Task Collection

Throughout the semester we will be exploring the ways to create prompts and tasks for your students to elicit a variety of responses across a spectrum of formats and purposes. Toward that end you will be creating many tasks of all sizes and shapes for possible use with future students. By the end of the semester you will choose 10 of these to include in this collection. Each of these must be peer reviewed and revised. We will have two sessions throughout the semester dedicated to peer review forums. You will include an introductory document talking about each task, its potential role in the classroom, and what it is you are expecting the activity to show you about your students learning.

Textbook activities and responses

Select a textbook in the area you are preparing to teach and within that text, one topic of focus. Throughout the semester we will explore examples of each of the topics below. Prepare activities to supplement your students reading/writing that include the following topics:

- Readability/text survey
- Vocabulary
- Reading Guide/Reading comprehension
- Text set
- One Test

Service learning project

You will be involved in an academic service-learning project of your choosing throughout the semester. Twenty hours are required to fulfill this obligation. You will be required to document your hours (i.e. create a time sheet, initialed by supervisor) You will also write a reflection paper that shows:

- What you did.
- What you learned.
- How you might use this in your own classrooms.

Additionally you will choose an artifact (some object) to represent your experience. You will bring this to class to use as a focus for sharing your experience.

Find your placements tomorrow. Start working on your hours immediately. Don't put it off. You can't pass the class without completing this...