Fall 9-2004

C&I 527.50: Advanced Literacy Strategies for Middle and Secondary Content Area Teachers

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McKenna, Marian J., "C&I 527.50: Advanced Literacy Strategies for Middle and Secondary Content Area Teachers" (2004). Syllabi. 4300.
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CURRICULUM AND INSTRUCTION 527
Advanced Literacy Strategies for Middle and Secondary Content Area Teachers
On-Line
Fall 2004
The University of Montana

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The limits of our language are the limits of our world.
--Ludwig Wittgenstein

Textbooks:
Three novels from young adult or adolescent literature from which you will be designing activities throughout the semester. (Required)

Goals for the Course:
By the end of this semester you will:

1) understand the expanded definition of the nature of literacy and its social and cultural impact on a diverse and multicultural society
2) create a variety of meaningful classroom activities, materials, & resources for future use
3) understand how students learn most effectively and apply this understanding to classroom methods and activities
4) be able to assess and select text materials for classroom and district wide use
5) be familiar with a variety of ways to assess student abilities and plan for instruction accordingly
6) develop strategies for using young adult literature in all content area classes
7) be able to address, design and conduct a classroom research project
8) be current with professional literature and research in the area of literacy studies
9) develop the habit of reflective practice
10) challenge and reinforce your own beliefs and feelings about teaching.
COURSE REQUIREMENTS, ATTENDANCE, AND EVALUATION

Requirements:

1. Complete the assigned readings and be prepared for class discussions.
   NCATE Standards (10.58.521) (d), (f) i, ii, iii, iv, v, (g)
2. Prepare a text survey on a textbook of your choice from your teaching field.
   NCATE Standards (10.58.521) (l) (b), i, B, C, D, (c) i, ii, iii, v, vi, (d) i, ii, (h) v
3. Design, prepare, and present book club selections. (Completed by 10/21.)
   NCATE Standards (10.58.521) (l) (a) i, ii, iii, iv, (h) iv, v, (j) i, ii
4. Participate in blackboard discussion groups & design text based activities for the class
   NCATE Standards (10.58.521) (l) (d), (f) i, ii, iii, iv, v, (g)
5. Write a personal literacy history paper.
   NCATE Standards (10.58.521) (l) (c) iii, (f) i, ii, iii, iv, v, (h) i, iii, viii, (j) v, (k)
6. Develop a Civic Engagement Project, (Academic Service learning), in which you and
   your students are the Learner/Servers. It may be possible for you to combine this project
   with the classroom action research project requirement.
   NCATE Standards (10.58.521) (l) (b) i, (d), (g), (h) iv, v
7. Develop the question, design, procedures, and report on the results of a classroom mini-
   research project.
   NCATE Standards (10.58.521) (10.58.501) (l) (a) i, v, (c) v, (d) i, (g) i, ii, iii, (h) iv, v,
   vi, (i) i, ii, iv
8. Prepare for a Final Assessment that will be determined.
   NCATE Standards (10.58.521) (l) (b) ii, A, B, C, D, (c) i, ii, (j) i, ii, iii

Evaluation

Please keep a running record of your own performance. It is a good idea to keep your
own copy of work and materials handed in to me.

____________________________________________________________________

A = 92-100;   B = 82-93; C = 70-81

____________________________________________________________________
<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Points Possible</th>
<th>DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook Survey</td>
<td>10</td>
<td>September 30, 2004</td>
</tr>
<tr>
<td>Book Club Presentations</td>
<td>20</td>
<td>To be determined based on # of “Clubs” (First 8 Weeks of Class)</td>
</tr>
<tr>
<td>Personal Literacy History Paper</td>
<td>30</td>
<td>October 7, 2004</td>
</tr>
<tr>
<td>Text Discussions led by Teams Blackboard Participation &amp; Activities Design</td>
<td>30</td>
<td>10/14; 10/21; 10/28; 11/18</td>
</tr>
<tr>
<td>Civic Engagement Discussion Teams</td>
<td>20</td>
<td>May be the same members as Text Teams. TBA for Second 8 Weeks of Class.</td>
</tr>
<tr>
<td>Civic Engagement Report and Final Reflection</td>
<td>30</td>
<td>December 2, 2004</td>
</tr>
<tr>
<td>Classroom Action Research Report</td>
<td>30</td>
<td>December 9, 2004</td>
</tr>
<tr>
<td>Final Assessment</td>
<td>(30) To be Determined</td>
<td>December 13, 2004</td>
</tr>
</tbody>
</table>

**ISSUES OF FORMATTING**
Format for any written assignments:

1. All papers should be typed, double-spaced and single sided. Do not write in the margins. Include on all papers your name, course & section number, the date and my name on the cover sheet.


3. Late work can not and will not be accepted.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
</table>
| **Week I**  
August 30, 2004 | Course Introduction  
Information Cards  
Letter Response | Select Novels  
Buy Text  
Log On!                                                  |
| **Week II**  
September 6, 2004 | Labor Day Holiday!  
Enjoy before the wheels start turning! | Vacca & Vacca Chpts. 1&3                                 |
| **Week III**  
September 13, 2004 | Organize Text Groups and Book Club members.  
Psychology of Literacy | The Story of the Cheques  
Respond to “Adolescent Literacy: A Position Statement at www.reading.org |
| **Week IV**  
September 20, 2004 | The difference between teaching and telling! The Think-Aloud Strategy  
Textbook Surveys  
Reader-Response Groups | Complete Textbook Surveys on Vacca & Vacca  
Read Chapter 12 of Text                                      |
| **Week V**  
September 27, 2004 | What is service learning/civic engagement? Entry level Reflections  
Using Literature to teach content concepts The Charge to Book Clubs! | Read Chapter 5 of Text.  
**Textbook Surveys due 9/30 in digital drop box** |
| **Week VI**  
October 4, 2004 | “The Challenge” Classroom Research  
Standards for Literacy and Learning in a Multicultural and Diverse World.  
Writing as a thinking/learning process | **Book Club Presents.**  
Vacca & Vacca Chpt.4 & 11  
**Personal Literacy History Paper Due! Digital Drop Box by October 7, 2004** |
| **Week VII**  
October 11, 2004 | Authentic Classroom Assessment and Techniques  
Service learning Reflections #2 | **Text Team I presents**  
Vacca & Vacca Chpt.11  
Vacca & Vacca 2                                      |
| **Week VIII**  
October 18, 2004 | Scaffolding Learning through the use of classroom strategies: DR-TA, KWL… | **Book Club Presents**  
Text Team II Presents on  
Vacca & Vacca Chpt. 9 |
| **Week IX**  
October 25, 2004 | Concept Attainment and Vocabulary Development | **Book Club Presents.** |
| Course Content | Text Team III Presents  
Vacca & Vacca Chpt.8 |
|----------------|--------------------------------------------------|
| **Week X**  
November 1, 2004 | Writing to Learn  
Learning @ Literature  
Service Learning Reflections #3  
Book Club Presents |
| **Week XI**  
November 8, 2004 | Visual Literacy and the Literacy of Viewing. How can we address this responsibility?  
Vacca & Vacca Chpt. 6 |
| **Week XII**  
November 15, 2004 | How to plan for and execute three different kinds of Discussion Strategies.  
Text Team IV Presents  
Chapters 7 & 10 |
| **Week XIII**  
November 22, 2004 | Thanksgiving Holiday—Give yourself this week to get caught up on readings and assignments  
Eat, Drink, and Be Merry! |
| **Week XIV**  
November 29, 2004 | The Inquiry Process and Reflective Discussion—Its Role in our Schools and classrooms. What is a Democratic Education?  
Civic Engagement Report and Final Reflections Due.  
Digital Drop Box 12/2 |
| **Week XV**  
December 6, 2004 | Course Evaluations and Final Reflections  
Classroom Action Research Report Due.  
Digital Drop Box 12.9 |
| **Week XVI**  
December 13, 2004 | Final Assessment  
Celebrate! |

BIBLIOGRAPHY


