**EDUC 385/386:**

**Schooling and Communities/Teaching Reading in the Content Areas**

**Spring 2013**

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| Cathy Tower Oehmke Email: coehmke@carleton.edu | Class meeting days: TuesdayTime: 3:15-5:45Room: Curriculum Library |

**Course Description**

This course combines two previously separate half-term courses required of all teacher licensure candidates. While the course retains the critical elements of each of those original courses, it also integrates and streamlines those courses.

Teaching Reading:

Though you are training to become teachers of history, science, math, literature, music, art or languages, all teachers are teachers of reading. One purpose of this course is to support you in your role as a teacher of reading in the content area that you will teach. We begin by discussing what skilled readers do and also by tracing how children move from the stage we call emergent reading to gain the decoding, fluency, vocabulary, and comprehension skills necessary to make meaning from a variety of texts. We will spend time on text analysis and selection so that you will be able to carefully consider the texts that you ask your students to use in their learning: What are the demands that those texts make of readers? What background knowledge and vocabulary are necessary in order to make meaning from the texts? How can you support your students in using these texts flexibly, competently and confidently? We will consider the crucial areas of motivation and engagement with literacy, and we will learn how to identify and support struggling readers at all levels.

A variety of formats will help prepare you to be a teacher of reading. In-class activities will provide you with practice in the skills and strategies we discuss. Class discussions will allow you to explore your own beliefs and understandings of what it means be a skilled reader and to support your students as readers within your own content area. Readings and written assignments are meant to deepen and extend your understanding and practice of the strategies and ideas we explore in class. The fieldwork component is intended to provide a school setting in which you can observe and interact with children around their reading, and thus gain practice and experience with the strategies that we will learn in the course. Most importantly, this course should empower you. My main goal is to help you feel confident in your abilities to support students as they learn through texts in your content area.

Schooling and Communities

Another purpose of this course is to provide you with the opportunity to learn more about the school in which you will student teach and the communities that your school serves. Some of the assignments of the course are designed to help you begin to develop relationships and partnerships with other adults who serve and support students in a variety of ways. The course is structured to encourage you to spend some time at your student teaching placement site before you are exclusively focused on your student teaching. I hope you will be able to observe and experience the character of the school and the nature of the students it serves to help you be better prepared to teach those students.

The course is structured to encourage you to act and think as you do some personal explorations about teaching and begin to develop relationships with other adults who support students in the school where you will student teach. An overarching goal of the course is to help you feel ready to begin your fall student teaching— a readiness that comes from 1) having better formulated your own views about good practice and 2) having developed a comfortable familiarity with the school and community in which you will student teach and a greater understanding about the lives of the students you will teach.

**Course Objectives**

The Standards of Effective Practice for Teachers have been adapted for inclusion in this course:

1. The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**Course Readings**

Required Texts:

* Applegate, K. (2007). Home of the brave. Square Fish Books: NY.
* Armstrong, T. (2006). The best schools. ASCD: Alexandria, VA.
* Beers, K., Probst, R.E., & Rief, L. (2007). Adolescent literacy: Turning promise into practice. Portsmouth, NH: Heinemann.
* Daniels, H. & Zemelman, S. (2004). Subjects matter: Every teacher’s guide to content-area reading. Portsmouth, NH: Heinemann.

Recommended Texts:

* Allen, J. (2004). Tools for teaching content literacy. Portland, ME: Stenhouse.
* Landsman, J. & Lewis, C. W. (2006). White teachers/diverse classrooms: A guide to building inclusive schools, promoting high expectations, and eliminating racism. Sterling, VA: Stylus.

For a complete list of articles and other readings assigned, see the “Course Bibliography” on Moodle.

**Grading**

There will be no excused absences (except for death in the family, family emergency, medical leave or medical emergency; in any of these cases, you must contact me to discuss a plan for making up what you missed). If you must miss a field placement visit, you are responsible for working with the classroom teacher to find a time to make it up.

Your active participation in class and in the field visits is essential to the success of this course, and thus it is assumed. Failure to participate will result in a mandatory meeting with me and possible reduction of your grade.

**Written Assignments (Detailed assignment guidelines will be provided separately):**

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| **Assignment** | **Course %** | **Standards of Effective Practice for Teachers** |
| Text Analysis | 10% | 1CEFGI, 2AFG, 3KLM, 4EFI, 7ABCF, 9 |
| Lesson Plan and Reflection | 15% | 1ACDEFGI, 2ACEFGH, 3AIKL, 4CDFHIL, 5CDEFHLNQR, 6FGHJ, 7ABCEF, 8JK, 9CE |
| Profile of PCCS Student | 25% | 1CEGI, 2ADG, 3IKM, 4DEFGHIJ, 6FJ, 7BCDFG, 8FHKLM, 9CEFHIJ |
| Teaching Philosophy and ePortfolio | 15% | 9EH |
| Interview Write-ups | 10% | 3JNP, 9GIJ, 10ABCDGIJ |
| Annotated Map and Structured Observation #1 | 10% | 5CH, 10A |
| Structured Observation #2 | 10% | 4C, 5CEFGHPQ, 9CEGHJ |

**NOTE**: All written assignments must be submitted via Moodle. Due to the nature of the field placements, the written assignments come due late in the course. I encourage you to think ahead and work ahead of deadlines so that you don’t feel overwhelmed at the end. You are encouraged to turn papers in early. The late deadlines are intended to give you maximum flexibility in scheduling your fieldwork.

**NOTE ON THE NOTE:** In course evaluations, I almost always have students suggest that I make the field observation assignments due earlier. I can’t take that suggestion because your field placement situations are too individual and I don’t have control over when you get placed, when your teacher can let you come, etc. It is human nature to wait until a deadline to attend to something, but I strongly urge you NOT to do that here. Once you have your field placement, sit down and assign yourself new deadlines for the annotated map and structured observation #1 (those can be done as early as you know where you’ll be). Then, contact your cooperating teacher about structured observation #2 and the lesson plan and contact the support staff for your interviews. Schedule those and move up your paper deadlines accordingly. Think of this scheduling work as one of the many ways in which you are making the transition from student to teacher.\*

Please request a meeting with me if you have any questions or need support with this.

**Course Schedule**

**NOTE: D&Z refers to Daniels & Zemelman text**

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| Date & Topics | Readings Due | Written Assignments Due | Fieldwork Assignments (Note: See fieldwork assignment guidelines for more details.) |
| Week 1: April 2* Course introduction
* Why do you want to be a teacher?
* Discussion of our own literacy backgrounds
* What is literacy? What do skilled readers do? Definitions and discussion
* Theory of Multiple Cueing Systems
* Emergent Literacy
 | Bring your D&Z book to class |  | \*As soon as you know your student teaching placement, you can begin to arrange your visits there. You must make at least three visits. See the assignment guidelines for details. |
| Week 2: April 9* Why teach?
* Phonemic Awareness
* Phonics
* Assessment: Intro to the QRI
 | -Beers Chapter 2-Gillespie article-Taylor Mali’s poems (See website)-Put Reading First Booklet, (PA and Phonics sections)-Stahl article-Clark article-Three strategy sheets on Moodle (“What to do when…”) |  | During this week: Contact PCCS teacher to arrange visits and find out who your focus student will be. |
| Week 3: April 16* Developing/refining a teaching philosophy
* Fluency
* Vocabulary
* QRI continued
* Organize book club
* Agree/disagree
 | -Armstrong (The Best Schools), chap 1-2-Put Reading First Booklet, (Fluency and Vocab sections)-Beers chap 7-Rupley article-A War of Words Against the Achievement Gap |  | During this week: First PCCS visit. |
| Week 4: April 23* Comprehension
* Motivation and Engagement
* Discussion of student teaching placement visits
* Carly visits to demonstrate e-portfolios
 | -Put Reading First Booklet (Comprehension section)-Beers chap 4-Harvey, “Comprehension to What End?”-D&Z chapter 5 (skim)-Annandale chapter-D&Z chapter 7 | -8 copies of draft of teaching philosophy paper | Second PCCS visit. Administer QRI. |
| Week 5: April 30* Discuss Dewey reading assignment
* Text Analysis and Selection
* Discuss first drafts of teaching philosophy paper
 | -D&Z chapters 3, 4, 6-Colman article-Read and make notes on drafts of teaching philosophy papers-Dewey reading assignment (distributed in class week 4) | -Philosophy papers with comments-Notes and written work for Dewey reading assignment | Third PCCS visit. Continue QRI. |

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| Week 6: May 7* Inquiry
* New literacies
* Lesson planning and curriculum development
 | -D&Z chapter 10-Beers chapter 15-Beers chapter 3, 10, 14-Cervetti, “Comprehension in Sci” (optional)-Goudvis & Buhrow, “History Lessons” (optional) | -Text Analysis-4 copies of lesson plan draft | Fourth PCCS visit: Decoding or Fluency activity.Arrange to teach your lesson at your student teaching school; this should be done as soon after May 3 as possible. |
| Week 7: May 14* Effective teachers
* First book club meeting
 | -Armstrong, chapter 5 OR 6-Landsman chapter-Beers, chapter 18-Beers, “Interlude 5”, p 289-293-Home of the Brave, p 1-127 | -Book club role sheet | Fifth PCCS visit: Vocabulary activity.Student teaching site visit done in order to complete annotated map and structured obs. #1 |
| Week 8: May 21* Identifying and supporting struggling readers
* Second book club meeting
 | -D&Z chapter 11-Hall article-Tovani, “It’s Not Too Late to be Smart”-Beers, chapter 16 (optional)-Kesler chapter-Home of the Brave, p 131-253 | -Annotated Map-Structured observation #1-2 Discussion questions about “Home of the Brave”-e-portfolio first draft | Sixth PCCS visit: Comprehension activity.Student teaching placement site visit done in order to complete two interviews and structured obs. #2 |
| Week 9: May 28* Teaching diverse learners
* Working with families
* Culturally relevant pedagogy
 | -Beers, “Interlude 2” (p 81-85)-Beers, chapter 8-Ladson-Billings chapter-Delpit chapter-Goldenberg ELL Article, p 8-13 | -Interviews (2)-Structured observation #2-Write an agree/disagree statement about this week’s readings and bring it to class | Seventh PCCS visit (optional, unless you need to use it as a make-up)Student teaching placement visit in order to teach your lesson |
| Week 10: June 4* Reflection
* Preview e-portfolios
* Share latest drafts of teaching philosophy papers
* Wrap up
 | D&Z chapter 12Beers “Interlude 3”, p 143-147 | -Profile of a Learner Assignment -Lesson plan with reflections-Bring latest draft of your teaching philosophy paper to read aloud-Bring a favorite book and read aloud from it for about 5-10 minutes |  |
|  |  | -Teaching Philosophy Paper and e-portfolio due June 6 |  |