

EDU 414/514 – 01: LITERACY DEVELOPMENT FOR SECONDARY ENGLISH

Spring 2016

Webb 113, Monday 4:00 – 6:45 PM

INSTRUCTOR: DR. MARK FABRIZI

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Office hours: Mon. 3:00 – 4:00

Wed. 2:00 – 3:00

Thurs. 9:00 – 12:00

and by appointment

Course description

Methods and materials for teaching developmental reading and the writing process in the English Language Arts classroom. The course is built around the Common Core ELA standards: Reading (literary and informational text), Writing, Speaking & Listening, and Language. We will explore specific strategies, informed by the Common Core State Standards, to meet the reading and writing needs of middle and secondary school students with diverse backgrounds. Field experience requires work with individually selected students.

Course objectives

To provide preservice secondary English teachers with a research-based understanding of reading development and how to assess and teach reading at the secondary level, and an introduction to writing development and how to assess and teach writing. Students will demonstrate proficiency in developing and organizing literacy instruction for middle and secondary school students by providing explicit strategy instruction to one or more students at this level.

By the end of the course, the student will be able to:

1. Describe the role of language, culture, and diversity as related to the literacy lives of adolescents;
2. Demonstrate competence in choosing and modifying appropriate materials for high, middle, and low level students in middle and secondary level ELA classrooms;
3. Demonstrate competence in the assessment of students' literacy strengths and needs at the middle and secondary level;
4. Demonstrate competence in planning for middle and secondary reading and writing instruction;
5. Demonstrate competence with strategies for improving middle and secondary student academic vocabulary acquisition;
6. Demonstrate understanding of the reading process through competence with strategies for improving middle and secondary students' comprehension before, during, and after reading and through self-reflection on instructional performance;
7. Demonstrate competence with strategies for improving middle and secondary students overall writing performance;
8. Demonstrate competence in incorporating technology into literacy instruction at the middle and secondary level; and
9. Describe current issues related to adolescent literacy.

Professional standards

Eastern Candidate Proficiencies (ECP)	Preservice Teacher Competencies (PTC)	Common Core of Teaching (CCT)
1. Content Knowledge (CNK) 2. Pedagogical Knowledge (PDK) 3. Integration of Knowledge (INT) 4. Technology as a Tool to Teach (TTT) 5. Diversity (DIV) 6. Professionalism (PRF)	1. Development and Characteristics of Learners 2. Evidence-based/Standards-based Instruction 3. Evidence-based Classroom and Behavior Management 4. Assessment 5. Professional Behaviors and Responsibilities	Domain 1: Content and Essential Skills Domain 2: Classroom Environment, Student Engagement, and Commitment to Learning Domain 3: Planning for Active Learning Domain 4: Instruction for Active Learning Domain 5: Assessment for Learning Domain 6: Professional Responsibilities and Teacher Leadership

National Council of Teachers of English (NCTE) standards are available at <http://www.ncte.org/cee/ncate/program>

Relationship of professional standards to course objectives

ECP: 1, 5 PTC: 1 CCT: 1, 2 NCTE: I.1, I.2, III.5	1. Describe the role of language, culture, and diversity as related to the literacy lives of adolescents
ECP: 1, 2, 5 PTC: 1, 2, 3 CCT: 1, 2, 3 NCTE: III.1	2. Demonstrate competence in choosing and modifying appropriate materials for high, middle, and low level students in middle and secondary level ELA classrooms
ECP: 2 PTC: 2, 3 CCT: 5 NCTE: III.2, III.4	3. Demonstrate competence in the assessment of students' literacy strengths and needs at the middle and secondary level
ECP: 1, 2, 3, 5 PTC: 1, 2, 4 CCT: 1, 2, 3 NCTE: III, IV	4. Demonstrate competence in planning for middle and secondary reading and writing instruction
ECP: 1, 2, 3, 5 PTC: 1, 2, 4 CCT: 1, 2, 3 NCTE: III, IV	5. Demonstrate competence with strategies for improving middle and secondary student academic vocabulary acquisition
ECP: 1, 2, 3, 5 PTC: 1, 2, 3, 4 CCT: 1, 2, 3, 4, 5 NCTE: I, III	6. Demonstrate understanding of the reading process through competence with strategies for improving middle and secondary students' comprehension before, during, and after reading and through self-reflection on instructional performance
ECP: 1, 2, 3, 5 PTC: 1, 2, 3, 4 CCT: 1, 2, 3, 4, 5 NCTE: IV	7. Demonstrate competence with strategies for improving middle and secondary students overall writing performance
ECP: 1, 2, 4 PTC: 1, 2, 3 CCT: 1, 2, 3, 4 NCTE: I.2, II.2, II.3, III.5	8. Demonstrate competence in incorporating technology into literacy instruction at the middle and secondary level
ECP: 1, 2, 3, 4, 5 PTC: 1, 2, 3, 4 CCT: 1, 2, 3, 4, 5, 6 NCTE: III.1, III.3, IV.1	9. Describe current issues related to adolescent literacy

Required texts

- Beers, K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann.
- Murray, D.M. (2005). *Write to learn*. 8th ed. Boston, MA: Thomson Wadsworth.
- *Note: This text will also be used in EDU 462/548

Recommended texts and resources

- Burke, J. (2003). *Writing reminders: Tools, tips, and techniques*. Portsmouth, NH: Heinemann.
- Christensen, L. (2000). *Reading, writing, and rising up: Teaching about social justice and the power of the written word*. Milwaukee, WI: Rethinking Schools.
- Christenbury, L., Bomer, R., & Smagorinsky, P. (Eds.). (2009). *Handbook of Adolescent literacy research*. New York: Guilford.
- Conley, M., Friedhoff, J., Sherry, M., Tuckey, S.F. (Eds.). (2008). *Meeting the challenge of adolescent literacy: Research we have, research we need*. New York: Guilford.
- Draper, R. J. (Ed). (2010). *(Re)Imagining content-area literacy instruction*. New York: Teachers College Press.
- Fisher, D., & Frey, N. (2012). *Improving adolescent literacy: Content area strategies at work*. (3rd ed.). Boston: Allyn & Bacon.
- Fisher, D., Brozo, W., Frey, N., & Ivey, G. (2011). *50 Instructional routines to develop content literacy*, (2nd ed.). Upper Saddle River, NJ: Pearson.
- Fisher, D., & Frey, N. (2012). *Text complexity: Raising rigor in reading*. Newark, DE: IRA.
- Groenke, S.L. & Scherff, L. (2010). *Teaching YA lit through differentiated instruction*. Urbana, IL: NCTE.
- Hayn, J.A. & Kaplan, J.S. (Eds.) (2012). *Teaching young adult literature today*. UK: Roman & Littlefield.
- Indrisano, R. & Paratore, J. R. (Eds.). (2005). *Learning to write writing to learn: Theory and research in practice*. Newark, DE: International Reading Association.
- Lewis, J., & Moonman, G. (Eds.). (2007). *Adolescent literacy instruction: Policies and promising practices*. Newark, DE: IRA.
- Strickland, D. & Alvermann, D. (Eds.). (2004). *Bridging the literacy achievement gap grades 4-12*. New York: Teachers College Press.
- Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, ME: Stenhouse.

Additional professional resources

Common Core State Standards: <http://www.corestandards.org/>

Research in the Teaching of English
English Journal
English Education
Journal of Literacy Research
Reading Research and Instruction

Voices from the Middle
Journal of Adolescent and Adult Literacy
Language Arts
The Writing Center Journal
Reading Research Quarterly

Course Requirements

Note: As English teachers and arbiters of language, it is critically important that we model appropriate standards of stylistic superiority, logical organization, grammatical correctness, and overall fluency in writing. The best teachers expect perfection of themselves (though not of their students). Any work submitted which exhibits excessive lapses in diction, syntax, presentation, or English conventions will suffer a grade reduction.

All scoring rubrics are posted on *Blackboard*.

10% **Class participation**

This is a non-lecture course that does not *contain meaning* that you can glean, even though you are absent: all meaning is created through your active engagement with course content, your eager participation in classroom activities, and your intellectual transactions with your classmates and the professor. I expect you to come prepared for class, ready to participate actively and thoughtfully. Your attendance is critical to your success and the success of your classmates. While I understand that circumstances beyond your control may arise, I expect that you will attend all classes that you are able, particularly those in which you have a prominent role (*e.g.*, as a presenter). If you are unable to attend, I expect you will contact me via email or phone. No unexcused absences will be permitted without negative grade consequences.

Part of this grade includes your participation in *threaded discussions* through *Blackboard*. Topics will be posted every two weeks, and you are expected to respond to the post during one week and respond to at least one other student during the second week. These discussions will be as meaningful as you make them, so put effort and thought into your posts, articulating significant, thoughtful, and intelligent comments, observations, and questions. Feel free to initiate threads and respond to classmates' postings. In this way, we will advance not only our own understandings but the understandings of everyone in the course. You are expected to participate in each discussion thread.

10% **Deep response: Examining our reading**

For this project, you will choose a short written text (1-2 pages) *that you have never read before*, and closely examine what happens when you read it. You may select a poem, excerpt of fiction or nonfiction, text from a website, newspaper article, book, etc. You will read and re-read the piece to notice and document what goes on in your mind, body, emotions, and imagination, as well as the moves you make as a reader (*e.g.*, the fix-up strategies, pre-reading habits, pauses, re-reads, etc.)—in short, to make the implicit act of reading explicit. Using what you've noticed about your own reading, you will speculate about how this information might inform your teaching and represent these thoughts in a short presentation. Hopefully, your creative side will kick in, as you imagine and carry out this examination of your own reading. The specifics:

- Choose a text, and read it at least three times
- Capture the experience in 1-2 pages of jotted notes during and after the reading, remembering to note both *what goes on in your mind, body, emotions, and imagination*, and the *moves you make as a reader* while engaging with the text
- Read and re-read your notes: **reflect** on your experience
- **Transform the experience** into a visual project—a collage, chart, painting/drawing, sculpture, etc.
- **Present your project** to the class (10-12 minutes) in some detail, sharing insights about your reading process along with speculations about how this experience might inform your future teaching
- **Submit** a copy of the text you read along with a **2-3 page reflection** of your experience: what you learned about reading (*i.e.*, your own reading process and literacy in general) and how your experience will impact your teaching

50% Literacy development portfolio

For this research project, you will select one student (ideally, a student from your clinical placement) with whom you will work closely to help the student improve in reading and writing. The philosophy behind this assignment is to help candidates understand reading and writing challenges faced by secondary students in general by working intensely with one student in particular. The bare bones of the project are outlined below, but we will discuss the specific details in class. Please note: Students taking this course for graduate credit have additional requirements and are expected to present their research findings to the class using a technological tool (e.g., PowerPoint, Prezi, etc.).

A. Reading (choose one student with whom to work closely)—worth 30 points

- a. Research
 - i. Gather information about the types of reading the student engages in
 1. *EDU 514: Design and implement an interview*
 - ii. Determine the student's attitudes toward reading/literacy behaviors
 - iii. Determine the student's approximate reading level using a formal reading assessment
 1. *EDU 514: Employ at least two different methods*
 - iv. Select several appropriately complex texts for the student (considering reading level, attitudes and maturity, and course content) and explain your selections
- b. Planning and Implementing instruction
 - i. Goals
 1. Identify appropriate reading goals for the student
 2. Align the goals to CCSS strands and identify the strands
 3. Determine challenges the text may present for that student, and explain how you will support the student
 - a. *EDU 514: Identify appropriate research (at least two) to support your choices*
 - ii. Pre-reading strategies
 1. How will you help the student approach the text?
 2. Identify at least two appropriate pre-reading strategies and explain your choices
 - a. *EDU 514: Identify appropriate research (at least two) to support your choices*
 - iii. Processing strategies
 1. How will you help the student process the text?
 2. Identify a variety of appropriate reading strategies
 - a. *EDU 514: Identify appropriate research (at least two) to support your choices*
 - iv. Assessment strategies
 1. How will you formatively assess the student at key intervals?
 2. Identify appropriate assessments (minimum: two)
 - a. *EDU 514: Identify appropriate research (at least two) to support your choices*
- c. Reflection (2-3 pages)

B. Writing (choose one student with whom to work closely)—worth 20 points

- a. Analysis and Assessment of Writing
 - i. Analyze a writing sample from one student in one page (provide a copy of the student's work)
 - ii. Provide written feedback for student: note strengths and weaknesses; identify next steps
 - iii. In conjunction with the student, establish 1-2 writing goals for the student that are explicitly aligned with specific CCSS strands
- b. Improvement plan
 - i. Determine an appropriate improvement plan designed to assist the student toward one of his/her individualized writing goals
 1. The plan should be written in at least three steps and incorporate appropriate scaffolding
 2. Include any handouts you used (or would use)
 3. *EDU 514: Implement the plan with the student and report on the results*
- c. Reflection (2-3 pages)

C. *EDU 514: Present one of your findings (either Reading or Writing) to the class*

25% **Interdisciplinary Team Project**

This project will be done in small, interdisciplinary teams. Each team will be responsible for designing a conceptual mini-unit (*i.e.*, five unified lesson plans delivered on consecutive days) relating to a focal topic of interest to secondary students and appropriate to teach in a high school or middle school. Literacy instruction must be integrated into the mini-unit. Note: This is a **conceptual mini-unit**; your audience includes secondary teachers who may want to use your concept but adapt it to their own subject area.

Each **team** must submit a written overview of the mini-unit:

- Develop a **rationale** for the mini-unit focus, including the relevance of the topic for these students
- Identify the **student population** the mini-unit is designed to address
- Write a **conceptual outline** of the mini-unit that explains its focus, learning outcomes, major concepts, and development of the unit (*i.e.*, what does it look like?)
- **Integrate** the content meaningfully
 - Emphasize literacy instruction throughout
 - Include a visual literacy component
- **EDU 514 only**: Develop an **assessment** and **rubric** for your content area that aligns with CCSS literacy standards
- Create an **annotated list** of texts (APA style citations) to be used in the mini-unit, including at least one fiction book and one visual literacy component per team
- Develop a **poster** to illustrate your idea and **present** the poster at the ECSU *CREATE Conference* in April

Each **individual** must submit a written **reflection** (~2 pages) following the symposium:

- Identify the **literacy standards** addressed *in their content area*
- Discuss the **process** of developing the project and the **lessons** you learned

Though some class time will be provided for you to collaborate with your team, you will also be expected to work together outside of class. Each team member will “sign off” on the project and be evaluated on their share of the work as well as the project as a whole. **The project culminates in a poster presentation session at ECSU’s CREATE Conference and one written reflection per person** (reflect on both *process* and *product*). The entire mini-unit should be outlined conceptually on your poster, though you must also explain the ideas to your audience.

Each person must submit the **rationale, conceptual outline, annotated list of texts, and reflection** to Blackboard.

5% **Course reflection**

This essay is an opportunity for you to connect your practical experiences (*i.e.*, research in your clinical placement) with your theoretical ones (*i.e.*, participation in this class). Use this piece of writing as an opportunity to solidify your learning, to make connections, to share insights, to note frustrations, and to explore the role of literacy in school.

Your reflection should be 2-4 pages long, though it can be longer. The primary focus of a reflective essay is to share meaningful experiences with the reader, discuss their significance, and finally connect those experiences to yourself and explain how you were impacted by them. Feel free to make commendations and recommendations on the course, assessments, and instructional methods used. Obviously, proper English conventions and neatness are important, and the final essay must be typed. I suggest you finish the essay a few days before you conduct your final edit and submit it.

Tentative schedule of classes

Below is a tentative schedule of the course proceedings. Changes may be made to make the course flow more logically or to allow more focus on a topic. Some due dates may be altered to benefit the students, but any changes will be discussed in class prior to their enactment. The readings below may be supplemented by additional selections as needed. **Please come to class having completed and annotated the readings for that day.** *In the event of cancellations, please check your email and/or Blackboard for alternate learning experiences.*

<p><u>January 25:</u> Introduction to the course Course expectations and syllabus; overview of assignments; readings and textbooks</p>
<p><u>February 1:</u> Text readability Readability indices; assessing reading ability levels (SDQA); decoding vs. comprehension; interdisciplinary literacy instruction</p> <p>Required readings:</p> <ul style="list-style-type: none">• Beers, chapters 1-3• Kohn, "How to create nonreaders"• Saunders, "What <i>The Hunger Games</i> can teach us about disciplinary literacy" <p><i>Recommended reading:</i></p> <ul style="list-style-type: none">• Behizadeh, "Enacting problem-posing education through project-based learning"• Halladay, "Revisiting key assumptions of the reading level framework"• Hussack & Schmidt, "We're not kidding: Nonfiction texts to use across the curriculum" <p>Assignment due:</p> <ul style="list-style-type: none">• None
<p><u>February 8:</u> Reading practices in ELA Types of reading; reading for a purpose; concept-based and comprehension-based strategies</p> <p>Required readings:</p> <ul style="list-style-type: none">• Beers, chapters 4-5• Alston & Barker, "Reading for teaching: What we notice when we look at literature"• McLaughlin, "Reading comprehension: What every teacher needs to know"• Shanahan, "You want me to read what?!" <p><i>Recommended reading:</i></p> <ul style="list-style-type: none">• Wilson, "Training the mind's eye: 'Brain movies' support comprehension and recall" <p>Assignment due:</p> <ul style="list-style-type: none">• None
<p><u>February 15:</u> NO CLASS Presidents' Day</p>

February 22: Assessing text appropriateness
Evaluating text complexity; matching text to reader

Required readings:

- Beers, chapters 12-14
- Bauerlein, "Too dumb for complex texts?"
- Editor, "How to locate great nonfiction"
- Stahl, "Complex text or frustration-level text: Using shared reading to bridge the difference"

Assignment due:

- **None**

February 29: Strategies: Before reading
Preparing readers and texts; strategy selection criteria

Required readings:

- Beers, chapters 6 & 10
- Marzano, "Analyzing complex texts"
- Shanahan, Fisher, & Frey, "The challenge of challenging text"

Assignment due:

- **Rationale for interdisciplinary project** (with student population)

March 7: Strategies: During reading
Providing support; encouraging active reading; close reading techniques

Required readings:

- Beers, chapter 7
- Styslinger, et al, "What matters: Meeting content goals through teaching cognitive strategies with canonical texts"

Assignment due:

- **None**

March 14: Strategies: During reading
Providing support; vocabulary acquisition; teaching vocabulary

Required readings:

- Beers, chapters 9 & 11
- Heverly, "Why I no longer teach vocabulary"

Assignment due:

- **Literacy development portfolio (reading)**

March 21: NO CLASS
Spring Break (Enjoy safely!)

<p><u>March 28:</u> Strategies: After reading Learning and retention; processing and assessment</p> <p>Required readings:</p> <ul style="list-style-type: none">• Beers, chapters 8 & 15• Tomlinson, “Invitations to read” <p>Assignment due:</p> <ul style="list-style-type: none">• None
<p><u>April 4:</u> Write to learn, write to think The writing that we do; motivation and de-motivation; writing as discovery; formulaic response</p> <p>Required readings:</p> <ul style="list-style-type: none">• Murray, chapters 1-4• Jago, “Writing is taught, not caught”• Kittle, “Teaching the writer’s craft” <p>Assignment due:</p> <ul style="list-style-type: none">• None
<p><u>April 11:</u> Preparation for presentations Students work in teams to prepare Interdisciplinary Instruction Project presentations</p>
<p><u>April 18:</u> <i>CREATE Conference</i> (Date: Friday, April 15, 12:00 – 6:00 pm)</p> <p>Assignment due:</p> <ul style="list-style-type: none">• Interdisciplinary Team Projects
<p><u>April 25:</u> Writing strategies Editing vs. revising; argument vs. persuasion; writing and technology; grad research presentations</p> <p>Required readings:</p> <ul style="list-style-type: none">• Murray, chapters 5-7, 25-26• Barton & Klump, “Improving writing in secondary schools” <p>Assignment due:</p> <ul style="list-style-type: none">• Literacy development portfolio (writing)
<p><u>May 2:</u> Course closure Post-assessment; course evaluations</p> <p>Assignment due:</p> <ul style="list-style-type: none">• Course reflection

Grading Scale

95-100	A	84-86	B	74-76	C
90-94	A-	80-83	B-	70-73	C-
87-89	B+	77-79	C+	60-69	D

Attendance

Your regular and punctual attendance is crucial to your success and the success of others in this course. I will do my best to organize meaningful, hands-on, participatory lessons. Some assignments take place in class and cannot be made up, and insights you may have gleaned from classroom conversations will never be realized if you are absent. **More than one absence will have a detrimental effect on your grade.**

Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-5573. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.

Academic Services Center

Students are encouraged to use the support offered by the Academic Services Center (ASC) located on the ground floor of the Library. Advising Services and tutoring in math, writing, and other subjects, including supplementary instruction, are available. The ASC also offers assistance in study techniques, time management, and understanding learning styles. Spring 2016 hours: (Tutoring) Sun. 2-9; M.-Th. 9-9; Fri. 9-5; Sat. closed. (Advising) M.-Th. 9-7; Fri. 9-5; Sat.-Sun. closed. For further information, call (860) 465-4310 or check the ASC website at <http://www1.easternct.edu/asc>

Academic Misconduct

Students should read and understand Eastern's Academic Misconduct Policy, which can be found in the Eastern Student Handbook at <http://kb.easternct.edu/article.aspx?article=1522&p=11>. Students are expected to take personal responsibility for their intellectual work and to respect and acknowledge the ideas of others. Academic honesty means doing one's own work and giving proper credit to others whose work and thought are drawn upon. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism, and to avoid all forms of cheating and plagiarism. Students may not engage in any form of academic misconduct, and are responsible for learning how to present the ideas of others in their own work, and avoid all other forms of academic misconduct. For current documentation practices, consult the instructor or a style manual (e.g., APA, MLA). All violations will be handled under the procedures established in the Academic Misconduct Policy.

Electronic Communication

Students are expected to receive, read, and respond to their email in a timely fashion. Some communications may be time-sensitive or contain important classroom announcements, and students are responsible for checking their email so they can react to such information. Additionally, all electronic communications relevant to the course should take place within the ECSU email system. Do not assume that email sent by outside providers will be received by your professor.

Classroom Recording by Students

Classroom recording may be an appropriate academic adjustment, auxiliary aid, and/or service for a student with documented permanent and temporary disabilities. Eastern's Office of AccessAbility Services (OAS) determines if classroom recording is appropriate for a student. When that determination is made the following statement is printed on the Letter of Accommodation from OAS that grants a student use of a recording device in the classroom:

“Student understands that faculty members have copyright interest in their class lectures and he/she agrees not to infringe on this right in any way. Student will use these recordings only for personal academic use during this course and will not upload, broadcast, transcribe, share or release all or any part of these recordings, in accordance with federal copyright laws. Student understands that the faculty member and students in the class have privacy rights and agrees he/she will not violate those rights by using the tape recordings for any reason other than that of his/her own personal study. Student agrees to destroy all recordings at the end of the current semester. Failure to comply with recording guidelines may result in disciplinary action.”

A student without documented disabilities may request permission to record classroom activity. The instructor will have the sole discretion to determine if recording will be allowed.

Filing of Candidate Work

For the sole purposes of course and program improvement and for program accreditation, student work will be archived. If or when samples of work are shared with stakeholders, all identifying information will be removed. If you would like for your work not to be used for these purposes, you must submit a written request to the professor by the third week of coursework.

Note on the Syllabus

Faculty reserve the right to make changes to the course syllabus as needed. However, every attempt will be made to keep such changes to a minimum and are usually made in response to university, program, or Connecticut State Department of Education rules or regulations.

Writing standards

It is expected that all written work will reflect professional standards of communication. Proper punctuation, capitalization and spelling, complete sentences, and generally accepted rules of grammar are the hallmark of educated professionals. Excessive errors will be reflected in reduced assigned points or in a request to re-submit the assignment. Please use Times New Roman font, 12-point size, double-spaced.