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ENT 440.01: Teaching Writing and Reading Across the Curriculum

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UNIVERSITY OF MONTANA
The Department of English

Teaching Writing and Reading Across the Curriculum
ENT 440

Autumn 2001

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To ask “What is literacy?” is to ask, most of all, how literacy is to be understood. For some, literacy is a technology; for others, a cognitive consequence; for still others, a set of cultural relationships; yet for others, a part of the highest human impulse to think and rethink experience in place. Literacy is a complex phenomenon, making problems of perspective and definition inevitable. Literacy is also something of real value, making struggle around it unlikely to end.

-Deborah Brandt, *Literacy as Involvement: Acts of Writers, Readers, and Texts* (1990)

Literacy is a set of socially organized practices which make use of a symbol system and a technology for producing and disseminating it. Literacy is not simply knowing how to read and write a particular script but applying this knowledge for specific purposes in specific contexts of use. The nature of these practices, including, of course, their technological aspects, will determine the kinds of skills (“consequences”) associated with literacy.

-Sylvia Scribner and Michael Cole, *The Psychology of Literacy* (1981)

We know that our schools often function as machines to mangle children—to destroy their curiosity, their independence, their vitality, their cultural identity—rendering them silent, obedient, and passive and keeping them in their places by mystifying the oppressive circumstances of their lives. Paulo Freire has written:

Illiteracy is one of the concrete expressions of an unjust social reality. Illiteracy is not a strictly linguistic or exclusively pedagogical or methodological problem. It is political, as is the very literacy through which we try to overcome illiteracy. (*The Politics of Education: Culture, Power and Liberation*, 1985, p. 10).

Because, as Freire says, both illiteracy and literacy education are inevitably political, literacy workers in all contexts do well to refrain from jumping on the literacy bandwagon without first questioning the motives of both those who are driving it and those who are funding its operations. It is necessary to ask what kind of literacy we want to support: literacy to serve which purposes and on behalf of whose interests. Since the teaching of reading and writing can never be innocent, literacy workers must choose pedagogical methods with care, mindful of the theoretical assumptions with which those methods are informed.

-Andrea Lunsford, Helene Moglen, and James Slevin, *The Right to Literacy* (1990)

Course Purpose

This course is designed for individuals who are interested in teaching writing and reading grades 5-12. The purpose of the course is to provide novice teachers in all content areas with knowledge, pedagogy, and attitudes about composing and comprehending processes across disciplines. The course is based upon current research, professional association guidelines and informed practices in the teaching of writing and reading. This course prepares teachers to design, implement, and evaluate methods of integrating writing and reading instruction into content area instruction. Through reading/writing workshops, role-playing, small group/large group discussions, and mini-presentations, the course creates a community of writers and readers who reflect upon their own and their students' language, literacy, and learning.

Course Description

The central premise of this course is that what we know about a subject is revealed in language, whether verbal or symbolic. Language is always embedded in a cultural context. To understand the complex uses of language, we must understand the context in which language is used. Becoming literate in an academic context requires an understanding of the complex embeddedness of language use in all its global and local contexts, which include, but are not limited to, the cultural contexts of the society, of the school, of the discipline, and of the classroom. To teach literate practices to students in the secondary school, literacy must be understood within all its cultural contexts.

The central question at issue for this course, then, concerns the relations among culture, language, literacy, teaching, and learning across the disciplinary curriculum of the secondary school. It is assumed that facility with the language of a discipline is central to knowing a discipline. Therefore, all teachers, regardless of their subject matter, are teachers of language and literacy—teachers of reading, writing, speaking and listening specific disciplinary languages. Therefore, developing literate practices among our students becomes the primary focus of disciplinary teaching.

Course Objectives

In this course, we will focus on literacy across the curriculum in the context of middle, junior high, and high schools. Students will develop a theoretical articulation of what it means to be literate in their disciplinary area(s) of endorsement. Students will use this articulation as a basis for designing and critiquing reading and writing curriculum and instruction in their disciplines with attention to theory and research on writing and reading in the content areas, for developing and assessing instructional methods for teaching and learning written language, and for developing and assessing disciplinary literacy lessons and practices. Students will draw from their own experiences as readers, writers, speakers, and listeners in a learning community dedicated to literacy for all students; however, they will also extend beyond their own experiences to shape views of classrooms that are designed as literacy-rich environments for 5-12 students. In order to accomplish these goals, students will explore the multiple meanings of “literacy in the secondary schools” individually, in subject-specific groups, and in interdisciplinary groups.

Specific questions that will be addressed in our reading, writing, and discussions include:

- What interests are represented in the literacy practices of communities, schools, and workplaces? What assumptions lie behind the terms and metaphors that govern current discussions of literacy?
- What current practices promote or inhibit collaborations among communities, schools, and workplaces? What are the benefits and dangers of such collaborations?
- What tensions are there between a focus on the individual learner or worker and an emphasis on cooperative learning, union-management collaboration, and work teams?

- What are examples of teachers working effectively with institutional, corporate, community, or state mandates, such as the Montana Standards for Writing, Reading, Speaking and Listening? What are the tensions between institutional or government policy and individual practice?
- What approaches to measurement, assessment, and evaluation promote or inhibit literacy?
- Are there literacies we do not see? What alternative varieties of literacy exist in communities, schools, and workplaces, and how are these being supported or discouraged?
- What are the implications of arguments that literacy should foster either social assimilation or resistance to mainstream culture?
- What are the relations between our desires for mass literacy and the realities of contemporary mass culture?
- What institutional structures and conditions of national life are necessary for a literate America?¹

In addition to theoretical pursuits and development, the course objectives include the following pragmatic objectives:

To provide beginning teachers with the knowledge of written composition, including an understanding of and practice in

⇒ Composing and interpreting processes

⇒ Rhetorical understanding and analysis:

- ◆ Different forms of written discourse for different purposes and different audiences
- ◆ Effects of written language (including different levels of usage and dialects) upon purpose, audience, and comprehension

⇒ Identifying and assessing the developmental abilities of writers

⇒ Using methods to determine levels of reading difficulty

To provide beginning teachers with opportunities to

⇒ Design, implement, and evaluate lessons and strategies that integrate writing/reading instruction into content area instruction and that reflect current research in literacy and learning theory

⇒ Experience different ways to organize students for effective whole-class, small group, and individual work

⇒ Explore a variety of effective instructional strategies and materials appropriate to diverse cultural groups and individual learning styles

⇒ Design and use writing assignments to assess students' learning in the content areas

⇒ Design and use reading assignments to assess students' learning in the content areas

⇒ Interpret assessment of students' writing and reading growth to students, parents, and educators

To develop in beginning teachers the attitude that

⇒ All learners and languages/dialects have value and worth

⇒ Teachers need to take informed stands on professional issues

⇒ Teachers need to create communities of learners

⇒ Teachers need to encourage all students to become literate, creative, and responsible individuals

¹ The Modern Language Association of America organized a "Responsibilities of Literacy Conference" (Pittsburgh, PA: September 1990) that was designed to address these questions (Lunsford, Moglen, & Slevin, 1990, pp. 4-5).

⇒ Teachers need to model the value of writing as a way to learn and develop personally as well as a way to communicate with others

This course is part of the English Teaching major and satisfies literacy teaching requirements for secondary certification students in all disciplines. Students will be expected to develop the skills and dispositions of exemplary professional educators. While we will all craft our own teaching styles, the basic minimum includes being prepared, punctual, and organized. In addition, you will be expected to work collaboratively to solve problems, take responsibility for your own learning, construct defensible arguments about your choices, and strive to understand your colleagues—especially those who are different from you.

Student Requirements and Evaluation

Textbooks

Required Texts:

Bomer, Randy. *Time for Meaning: Crafting Literate Lives in Middle & High School*. Portsmouth, NH: Heinemann Educational Books, 1995.

Doran, Reade, Lois M. Rosen, and Marilyn Wilson. *Multiple Voices, Multiple Texts*. Portsmouth, NH: Boynton/Cook-Heinemann Educational Books, 1997.

Maxwell, Rhoda J. *Writing Across the Curriculum in Middle and High Schools*. Boston, MA: Allyn and Bacon, 1996.

Nagy, William E. *Teaching Vocabulary to Improve Reading Comprehension*. Urbana, IL: NCTE, 1988.

Parsons, Les. *Expanding Response Journals in All Subject Areas*. Portsmouth, NH: Heinemann, 1994.

Readence, John E., David W. Moore, Robert J. Rickelman. *Prereading Activities for Content Area Reading and Learning*. Third Edition. Newark, DE: International Reading Association, 2000.

Literature Circle Texts: (Choose One):

Delpit, Lisa. *Other People's Children: Cultural Conflict in the Classroom*. New York, NY: The New Press, 1995.

Finders, Margaret. *Just Girls: Hidden Literacies And Life in Junior High*. New York, NY: Teachers College Press, Columbia University, 1997.

Gray, Mary L. *In Your Face: Stories from the Lives of Queer Youth*. New York, NY: The Haworth Press, 1999.

Heath, Shirley Brice. *Ways with Words: Language, Life, and Work in Communities and Classrooms*. Cambridge, U.K: Cambridge University Press, 1983.

Kohl, Herbert. *I Won't Learn from You and Other Thoughts on Creative Maladjustment*. New York, NY: The New Press, 1994.

Reyhner, Jon. *Teaching American Indian Students*. Norman, OK: University of Oklahoma Press, 1992.

Rose, Mike. *Lives on the Boundary: The Struggles and Achievements of America's Underprepared*. New York: Macmillan, 1989.

Choice Texts:

Tchudi, Stephan. *Alternatives to Grading Student Writing*. Urbana, IL: NCTE, 1997.

OR

Strickland, Kathleen and James Strickland. *Reflections on Assessment*. Portsmouth, NH: Heinemann, 1998.

All the books are available in the University bookstore.

Course Assignments and Evaluation

Preparation and Participation in Daily Assignments 10%

Punctual completion of literacy history autobiography (25% of prep/part grade). Careful reading of assigned material and thoughtful responses to that material. Keeping current with reading and writing assignments. Students are expected to arrive on time and to be prepared to participate in class discussion and learning experiences based on the reading when class starts. Reflective daily assignments or speculative writings in response to readings will be assigned regularly along with the major writing assignments. Peer work and teacher conferences are scheduled regularly. Attendance is mandatory and counts on your final grade. No late papers will be accepted for evaluation.

The standards and criteria that will be used to grade attendance and participation are based on the following:

- One hundred percent attendance [*If unable to attend a class session due to illness or an emergency, you must arrange with another student to get the notes and be able to summarize and analyze the content of the presentation.*]
- Listening carefully, taking notes and asking appropriate questions
- Consideration of community: Avoidance of undue claims of time or attention from others
- Awareness of and appropriate response to the learning dynamics required in class

My Literacy Autobiography CR/NC Due September 11

For this first assignment, you will write your own literacy history—an autobiographical account of your literacy experiences and “education” (reading and writing) spanning early, middle, and later stages. I ask that you prepare a history of yourself as a reader and writer, offer some analysis about what your history says about your literacy, and draw some conclusions from your autobiographical reflections about the best ways to use reading and writing in your teaching. In order to do this assignment, think back to your memories of learning to read and

write—the “lessons” and experiences both in and out of school about learning to read and write over the years. Some lessons may be positive, others painful. Whatever their effect, they all contributed to your development as a literate individual—as a sophisticated reader and writer. Knowing more about your self as a reader and writer is a foundation experience for learning about literacy and pedagogy in the secondary schools this semester.

For this assignment, you will write an autobiography in which you describe the experiences that have had the most significant influence on you as a reader and writer. Analyze the experiences to illustrate the influence they have had on your perceptions about yourself as a reader and the reading you have done and as a writer and the writing you have done. In the conclusion of the paper, draw some generalizations about what these experiences tell about what you believe may be the best way to use reading and writing as tools for learning in your classroom.

The paper should be no more than 5 pages in length (double-spaced and typed is best; handwritten is OK, if legible).

Literature Circle Group Book Presentation **10%**
Read by 9/25, presentations 9/27, 10/2, Reader’s log and response paper due 10/4

You will notice that all the books for this assignment are derived from either qualitative or ethnographic inquiry and address an issue of concern in literacy education. The purposes of this assignment are to become acquainted with both qualitative and ethnographic research and styles of writing and with an issue of relevant concern in literacy education. For the purposes of your future teaching, notice how the writers of these books go about using evidence derived from experience.

Plan to keep an individual reader’s log as you read. In the log, you should keep track of your responses, questions, and feelings the book inspires. Look up words you don’t know, make notes about ways you might apply the information to your teaching. Keep track of your understanding and reactions to the ideas in the book. At least one entry should include comments about what you learned from writing informally about reading.

Literature Circles are a form of literacy instruction. They model pedagogical strategies that reflect what we know about “best” teaching practices in literacy-rich classrooms. For this assignment, you will be discussing the book with others in class who have read it beginning September 21.

It will be the groups’ responsibility to plan a presentation in which you

- Plan a lesson that incorporates effective teaching strategies in which you will teach the other members of the class the salient features of the text
- Effectively teach the other members of the class the salient features of the text
- Provide opportunities for questions and answers, discussion and response
- Work collaboratively and share work responsibly

The criteria for evaluation includes points for

- Group involvement and collaboration
- Covering the main points of the book
- Using effective and creative teaching strategies
- Leading a discussion
- Staying within the time allotment of 20 minutes.

Each group will prepare and deliver a presentation of the book to other members of the class. You will write an individual 1-2 page reflective paper in which you (1) explain what you thought were the most important lessons you learned from the reading, (2) explain what you thought were the most important lessons you learned from the group experience, (3) discuss how you might apply this information to your teaching, and (4) evaluate your performance in relation to the performance of other members in your group. Additional criteria for evaluation will be announced.

Content Area Reading Lesson Plan **15%**
Poster Session and Microteaching October 18; Write-up Due October 23

In an ideal, literacy-rich “world”, every lesson you teach will contain some reading and some writing. However, given the demonstration environment of the classroom, you will focus on teaching content area reading strategies *only* for this assignment. The purpose is to provide you with an opportunity to integrate what you have learned about literacy-based lessons into a plan for teaching a relevant concept in your discipline. For this assignment, you will develop a comprehensive lesson plan for teaching reading strategies in conjunction with content material in your disciplinary area(s) of endorsement.

You will first need to determine a concept or topic that you wish to teach. You will need to identify the audience for the intended lesson and the ideal (and actual) time frame. Plan to incorporate pre-reading, reading, and post-reading strategies, which you have learned throughout the course that will enhance students’ opportunities for learning content material. The lesson should follow the generally accepted format of

- Background and Overview/Goal
- Rationale
- Content to Be Taught
- Objectives
- Materials Needed
- Instructional Activities
- Methods for Assessment and Evaluation

The lesson should reflect in-depth comprehension of the major concepts presented in the class. Vocabulary, Pre-reading, reading, and post-reading strategies should be described in the Instructional Activities portion of the lesson. Effective teaching strategies should be included. Think about ways you might incorporate technology strategies in either this lesson or in your content area writing lesson. Address issues of assessment in your lesson. Additional evaluation criteria will be discussed in class.

Disciplinary Literacy Case Study—Diagnostic Action Plan for One Student **15%**
Due November 1

Teachers make decisions about teaching on the basis of various types of information, which include students’ literacy strengths and weaknesses, background knowledge, prior teaching and learning experiences, among others. The purpose of this assignment is to provide you with opportunities to investigate one student’s literacy strengths and weaknesses and make appropriate teaching recommendations on the basis of what you have learned about that student.

For this assignment, you will work individually with one student, whom you will select on the basis of pre-established and supportable criteria. Criteria for student selection will be discussed in class. Once you have selected the student and received appropriate permissions from the home and/or school, you will conduct a series of informal reading and writing assessments in order to gather information about the student's literate behaviors. You will then write a report in which you (1) describe the assessments you gave, (2) provide a rationale for selecting these assessment tools, (3) explain what you have learned about the student's literate strengths and weaknesses as a result of your assessments, and (4) create an action plan for teaching this student, which includes a rationale that delineates the appropriateness and usefulness of the strategies you select. The strategies that you recommend for use with this student in your action plan should include activities suggested in Dornan, Wilson and Rosen, Nagy, and/or Readence, Moore and Rickelman.

You will receive a number of assessment suggestions both in your readings and in class discussions. Additionally, you will learn various content area reading and content area writing strategies during the course of the class. You may incorporate these into your action plan as you see fit. Additional evaluation criteria will be given at a later date.

Text Analysis and Selection Report Using Readability Assessment Techniques (see Dornan, Rosen, and Wilson) and Techniques from Critical Discourse Analysis (see Gee, Huckin, and excerpts from Kress) 15%
Due November 8

Teachers are often asked to sit on committees that review and select textbooks for use in their disciplinary area. Sometimes teachers are able to review and select their own texts and materials for classroom use. Other times teachers may select from district- or state- approved texts, which have been determined by administrative committees. You will be better able to make informed decisions about text selection if you understand different tools that you might use to assess the appropriateness and credibility of texts. The purpose of this assignment is to acquaint you with two types of text assessment tools.

Readability assessments and Critical Discourse Analysis (CDA) are two theoretically disparate approaches to text analysis. For this assignment, you will select a textbook to analyze for use with a particular class of students with whom you may be working. Criteria for text selection will be discussed in class, as will readability assessments and CDA. You will complete both a readability assessment (see Dornan, Rosen and Wilson) and critical discourse analysis (see Gee, Huckin, and excerpts from Kress) of the text. You will then write a 4-5 page analytical report in which you (1) explain what you discovered about the text in both assessments, (2) discuss the implications these findings have on text selection from your point of view, (3) recommend strategies for using this text in your classroom given what you have discovered during your analysis, (4) compare and contrast readability formulas and CDA, and (5) discuss the usefulness of the two types of analysis in making text selections and teaching decisions.

Content Area Writing Lesson Plan 15%
Poster Session and Microteaching Nov. 29; Write-up Due December 4

In an ideal, literacy-rich "world", every lesson you teach will contain some reading and some writing. However, given the demonstration environment of the classroom, you will focus on teaching content area writing strategies *only* for this assignment. The purpose of this assignment is to provide you with an opportunity to integrate what you have learned about literacy-based lessons into a plan for teaching a relevant concept in your discipline. For this

assignment, you will develop a comprehensive lesson plan for teaching writing strategies in conjunction with content material in your disciplinary area(s) of endorsement.

You will first need to determine a concept or topic that you wish to teach. You will need to identify the audience for the intended lesson and the ideal (and actual) time frame. Plan to incorporate pre-writing, writing, and post-writing strategies, which include attention to revision, editing, and publishing that you have learned throughout the course for enhancing students' opportunities for learning content material. The lesson should follow the generally accepted format of

- Background and Overview/Goal
- Rationale
- Content to Be Taught
- Objectives
- Materials Needed
- Instructional Activities
- Methods for Assessment and Evaluation

The lesson should reflect in-depth comprehension of the major concepts presented in the class. Pre-writing, writing, and post-writing strategies should be described in the Instructional Activities portion of the lesson. Effective teaching strategies should be used. Think about ways you might incorporate technology strategies in either this lesson or in your content area reading lesson. Be sure to address assessment issues. Additional evaluation criteria will be discussed in class.

Integrated Literacy-based Unit (Team Project)
Due December 16 by 9 a.m.

20%

For this final project, you will practice everything you have learned in the course by developing an integrated literacy-based unit for use in a team-teaching context. Students in a variety of disciplines will incorporate content area reading and writing activities to teach a concept, which is suitable to cross-disciplinary teaching. You may wish to organize the unit thematically, chronologically, or topically. Since several people will be working on the unit, each individual should contribute to various aspects of the unit; however, each unit should contain the following and everyone should write their own "literacy manifesto" a guiding rationale for the choices you make as a teacher working in a team on this unit:

- Literacy manifesto
- Cross-disciplinary focus
- Vocabulary activities
- Prereading, during reading, post-reading activities
- Prewriting, during writing, post-writing activities
- Culminating activities with community-outreach, service-learning focus

Each team of teachers will present an overview of the unit and do some microteaching during the final week of the semester. Each individual will write a literacy manifesto and a 1-2 page reflective response paper in which you (1) explain what you thought were the most important lessons you learned from the reading, (2) explain what you thought were the most

important lessons you learned from the group experience, (3) discuss how you might apply this information to your teaching, and (4) evaluate your performance in relation to the performance of other members in your group. Additional criteria for evaluation will be announced.

Outline of Content and Schedule of Course Work:

Part One: Theoretical, Historical, and Educational Perspectives on Literacy

September 4: 12:40-2:00 **Course Introduction**

Activities: Introduction—Community Building: An Intellectual Snapshot: who we are as readers and writers.

Other Activities: Settling procedures for discussion/microteaching; creating a shared venture of participation.

Writing Assignment: Literacy History Autobiography. Who and what influenced your positive or negative experiences with reading and writing? What books or materials or exercises or processes played a role in your attitude formation? Due September 11.

Business items: Syllabus, assignment schedule; Literature Circle Choices; Term Reading/Writing Project Content Area Reading Lesson and Content Area Writing Lesson; Reading assignments for Thursday—sharing the reading load.

Readings Assigned for September 6: Read Foreword & Ch. 1 of Dornan, Rosen & Wilson, *Multiple Voices, Multiple Texts*; Preface & Chapter 1 in Maxwell, *Writing Across the Curriculum*.

September 6: 12:40-2:00 **Theoretical, Historical and Educational Perspectives on Literacy**

Mini-Lecture: “Multiple Theoretical and Historical Perspectives on Literacy—How Speaking, Listening, Reading, and Writing Play a Part in Content Area Learning.”

Today we will explore some of the complications that arise in discussing literacy and the consequences of literacy. Since people first began to read and write, literacy has been a problematic concept. Much of the concern about literacy, both now and in the past, stems from what people have assumed its consequences to be. We can isolate at least three types of consequences: cognitive, economic, and social. Many researchers propose a “Great Divide” theory, which suggests that literacy affects the ways the members of a society think: literate thought is conceptual, non-literate thought, concrete. As opposed to their non-literate counterparts, literates engage in abstraction, generalization, systematic thinking, defining, logos rather than mythos, puzzlement over words as words, and speculation on the features of language. The assumption is that literacy itself confers certain general and wide-ranging cognitive skills that can be applied in different areas.

Other researchers argue that the consequences of literacy, far from invariable or automatic, depend on its social context. These scholars demonstrate how literacy is adapted to the society that uses it. The economic consequences of literacy often seem the most important. Today there is a widespread, commonsensical belief that it is necessary to be literate to be economically successful; however, the relation between literacy and economic success,

straightforward as it may seem is extremely complex, depending more on the social structure than on the acquisition of a particular skill that confers universal economic benefit. Indeed, everyday observation of those around us indicates that literacy affects different people in quite diverse ways, making some more receptive to change and others less so. Understanding these various perspectives on literacy helps us as teachers to provide the most useful encounters with literacy for our students in the classroom.

When the purposes of language in the classroom differ too radically from other purposes of language in students' lives—when the academic community and the outside community are too far apart, the compromise between the personal and the conventional too difficult—resistance and failure are the likely results. On the other hand, when the purposes of literacy in the classroom can be related to students' other interests, education is much more successful. To understand literacy, we must investigate its manifestations both inside and outside the classroom, a journey we will be engaging this semester.

Activities: Small group work—What do Emig “Literacy and Freedom” and Robinson “What is Literacy?” lead us to believe about literacy? What are the central definitions and interesting ideas about literacy? Representation of the big ideas— a metaphor and visual representation.

Readings Assigned for September 11: Literature Circle reading due September 25.

Due September 11: Literacy History Autobiography

September 11: 12:40-2:00

Self and Other: Re-membering Literacy/Teaching Students—Ideology in the Making

An important commonality across all content areas is literacy. In every course teacher(s) and students engage in literacy practices. They write, read, and use language to see worlds in new ways. Regardless of the class, teacher(s) and students engage in literacy for a range of purposes. Literacy is the thread that holds together teaching-learning experiences. Unfortunately, research indicates that the crucial middle and secondary stages of students' educational lives are not the watershed they could be in their literacy development (Bean, 1998). There is a predictable and consistent declining interest in reading and writing that accompanies entrance to the middle and secondary grades; content area teachers rarely develop connections between textbooks and trade books and personal experience writing and writing to learn beyond the English classroom, which might engage students in richer literacy experiences during the secondary school years.

Today we will begin to examine assumptions about literacy in light of personal experiences with literacy learning. We will also begin to think about developing definitions of literacy that might support literacy-rich learning in the content areas. We do this in an attempt to make visible personal ideologies that undergird your held and developing notions about literacy.

Share and Collect Literacy History Autobiography. Small group sharing. What patterns or trends emerge?

Readings Assigned for September 13: Donaldo Macedo's articles: “Dancing with Bigotry” and “Literacy for Stupidification” (assign ½ the class to read one, ½ to read the other; copies available at Mansfield Library); Literature Circle Reading Due September 25.

September 13 12:40-2:00

The Role of Ideology in Formulating Beliefs about Literacy and Literacy Learning

Literacy is inherently political. As a result it is necessary to ask what kind of literacy we want to support: literacy to serve which purposes and on behalf of whose interests. Since the teaching of reading and writing can never be innocent, literacy workers must choose pedagogical methods with care, mindful of the theoretical assumptions with which those methods are informed. As future teachers, it seems important that you question a series of popular assumptions about literacy that continue to go unrecognized and unquestioned at our students' peril: that literacy takes both its characteristics and its significance solely from its contributions to the economic and political well-being of the state; that literacy can be mandated; that literacy is simply and neutrally defined as the ability to read and write, unaffected by issues of, for example, gender, race, and class; and that literacy will be acquired outside the contexts of compelling personal and social purposes. Probing such assumptions leads to the sobering realization of how inextricably embedded literacy is in culture, how context-dependent is its realization. Thus, to be only functionally literate in a hyper-literate society is to live as an oppressed stranger in an overwhelming world. On the other hand, to achieve cultural literacy, as it has been defined by E. D. Hirsch (see Herbert Kohl *I Won't Learn From You*) and others, is to live in passive comfort as a tourist in an alien world. In both roles the literate agent is constructed by an external agency that has its own reproduction as a primary goal. Such a situation has led Andrew Sledd and others to call for "dysfunctional" literacy, a subversive form of knowing and being that interrogates social meanings, instead of accommodating to them.

Today we will examine these issues by discussing Donaldo Macedo's notions about "literacy for stupidification: the pedagogy of big lies" as a way to begin formulating questions about the ideological and political nature of literacy. We will look at the ways in which class, race, ethnicity, age, physical ability, gender, and sexuality identifications of the learner enter into the challenges posed for literacy work. Our discussion is intended to inform your developing positions on literacy and to influence conversations about literacy that you engage with peers, with teachers in the school, and with the "public" at large. As Macedo suggests, there is no one enemy of full literacy—not the schools, not poverty, not the government. Indeed, perhaps the most threatening enemy of all is what James Moffett has called "agnosis": not wanting to know, the fear of knowing. Agnosis functions on all levels on behalf of hegemonic interests—in government, in the media, on school boards, and, not least of all, in our own minds. It is not wanting to know that sustains our sense of who we are by protecting us from the knowledge both of who we are not—of who the other is—and of what we may, with more courage, become. It is the fear of knowing that leads us to embrace simplistic solutions to complex literacy problems. It is the fear of knowing that we struggle not only as future teachers and students of literacy but as human beings committed to self-transcendence and social change. Macedo helps us to resist agnosis and actively try to identify creative pedagogical methods from positions at the intersection of the personal and the social.

Readings Assigned for September 18: Read Chapter 2 of Dornan, Rosen & Wilson, *Multiple Voices, Multiple Texts*; and Read Chapter 2 of Maxwell, *Writing Across the Curriculum*; Literature Circle Reading Due September 25.

September 18 12:40-2:00

**Historical Perspectives on Literacy: Discourse
and Rhetoric—Reading and Writing**

Literacy has profoundly affected the history of individuals and of nations, but in general, historians did not give literacy a prominent place in their efforts to understand social relations or social change until about thirty-five years ago. Literacy instruction has always taken place within a substantive context of values. As values have shifted, so have emphases in literacy instruction. Today we will discuss three readings dealing with shifting values in historical accounts of literacy development and instruction. Come prepared to discuss the readings and to pose questions about the evolving nature of literacy development and instruction. Continue to think about ways that the protean shapes of literacy may contribute to your own evolving work in defining the nature of literacy in the content areas and in the secondary schools.

Small and large group discussions. Informal writing.

Readings Assigned for September 20: Read Ch. 3 in Dornan, Rosen & Wilson and Chapter 3 in Maxwell; Prepare for discussion. Literature Circle Reading Due September 25.

September 20 12:40-2:00

**Educational Perspectives on Literacy: Discourse
and Rhetoric—Reading and Writing**

As we have seen, the notion of literacy, as knowledge and skill taught and learned in school, is not separable from the concrete circumstances of its uses inside and outside school, nor is it easily separable from the situation of its acquisition in the school as a social form and as a way of life. Today we will be exploring the relations between the various utilities and moralities of kinds of schooling, kinds of literacy, kinds of work, and kinds of power in society. The readings support the assumption that the social context of literacy—contexts that include class, race, regional, gender, and ethnic identities—influence literate development and behavior.

We will also be examining models of reading and writing as a way of helping you to further develop your ideas about literacy in your content area and in the secondary school. Be prepared to reexamine your literacy history autobiography and do some informal personal writing about what literacy education has meant to you, how schools have fostered or hindered your literate development, and how you might compare your experiences to that of your future students.

Readings Assigned for September 25: Literature Circle Reading Due. Prepare for discussion.

September 25 12:40-2:00

**Literature Circle: A Model for Best Practice
Book Discussion/Group Planning**

The first part of class will be devoted to group discussion of literature circle books for the purpose of understanding the main points of the book and comparing notes with other readers. You will be asked to consider a range of topics and questions during the course of your discussion. The second part of class is devoted to planning time for your presentation.

September 27: 12:40-2:00

**Literature Circle: A Model for Best Practice
Presentations (4 15-20 minute
presentations/Debriefing)**

October 2: 12:40-2:00

Literature Circle: A Model for Best Practice
Presentations (3 15-20 minute
presentations/Debriefing)

Assignment due October 4: Reader's log and response paper for literature circle reading

Readings Assigned for October 4: Read Ch. 1 –2 in Bomer *Time for Meaning: Crafting Literate Lives in Middle and High School*.

Part Two: Literacy Methods—Reading, Students, and Texts

October 4: 12:40-2:00

Adolescents and Their Multiple Literacies—Time for
Meaning: Crafting Literate Lives in Middle and High
School/Expanding Literature

Introduce Content Area Reading Lesson (CARL).

We have learned that literacy is a form of cultural politics. In such an analysis, literacy becomes a meaningful construct to the degree that it is viewed as a set of practices that functions to either empower or disempower people. In the larger sense, literacy is analyzed according to whether it serves to reproduce existing social formation or serves as a set of cultural practices that promotes democratic and emancipatory change. In this course, I call for a concept of literacy that transcends its etymological content. That is, literacy cannot be reduced to the treatment of letters and words as purely mechanical domain; we need to go beyond this rigid comprehension of literacy and begin to view it as the relationship of learners to the world, mediated by the transforming practice of this world taking place in the very general milieu in which learners travel. It is up to you within the confines of your disciplinary teaching in the secondary school to determine what larger relationship you wish to help your students construct with the world—to know for certain in what type of world you want your students to travel—and to teach in such a way that leads them to the “first (of many) steps in a journey of a thousand miles” toward that world. Today we will muse over ways to build a bridge between theory and practice so that we might travel freely with our students between those worlds. As always, we will do some writing and some group work. Come prepared to articulate the most interesting or surprising things you noticed as you read for today.

Today we will examine the many conflicting pressures on secondary school teachers with an eye toward transforming the nature of our content areas. We will discuss principles of authentic literacy learning and the need for clarity in our own choices about the kinds of teachers we will be. In order to do this we need to know our students, create community, organize the physical classroom, and understand the temporal structures of an interactive-workshop classroom. We will look at the relationships between informal and formal writing and managing the classroom once we structure the classroom around teaching that relies on a progression from the unformed and developing toward publication.

We will also examine the aspects of genre studies in a literacy rich classroom. We will look at possible ways to structure a year of study around genre, planning materials, making reading and writing connections and planning the classroom environment. We will look at how we might clarify our goals as we ask students to read and write about the world and explore the difference between nonfiction genre study and topical inquiry, the importance of establishing purposes and audiences for student writers, and supporting well-crafted non-fiction writing.

Good teachers have craft, the result of careful work and disciplined attention—sometimes conscious, sometimes only half conscious—to the qualities in themselves that foster the most literate environment possible for their students. If we want our students to be risk takers, assertive inventors of their learning, craftsmanlike about their reading and writing, strategic in their thinking, we need to

demonstrate those qualities in our own attitude toward our work. And we need to go one step further: we need to talk about all of this with the students. They need to see us as craftspersons, need to hear us worry about it, deliberate, choose, reconsider, and evaluate. We should be proud to talk about our craft, especially since so much is at stake in our excellence: a more democratic society, a hope for a better world.

Today we will also talk about the ways in which good teaching is more than magic. We will examine the strategies we have been studying over the semester that are the tools of our trade as teachers.

Demonstration lesson as touchstone—forming disciplinary curriculum around a literacy-rich experience. Seashells and Similes: An integrated literacy lesson on art, poetry, music, math and mollusks.

Readings Assigned for October 9: Chapter 3-5 in Bomer *Time for Meaning: Crafting Literate Lives in Middle and High School*; Ch. 4 in Dornan, Rosen and Wilson, *Multiple Voices, Multiple Texts*;

October 9: 12:40-2:00 **Teaching and Learning with Texts; Reaching Diverse Learners**

We will look at ways to help students learn from texts. To read is to engage the mind in thinking. Reading is a powerful means of putting language to use purposefully. Using language to teach and learn with texts is what content area reading is all about. Although texts are routinely assigned in content area classrooms, showing students how to learn with texts infrequently enters into the plans of teachers. Teachers play a critical role in helping students learn with texts. We will look at ways you can help students learn with texts.

Additionally, we will look at ways teachers can be responsive to the differences in their classrooms and can make the best of adolescence while maintaining high standards for content literacy and learning. We will examine some of the key linguistic, cultural, and academic differences between mainstream and non-mainstream students as an important first step in understanding differences in classrooms. We will also discuss ways that you can respond to classroom diversity (1) by scaffolding instruction so that students become aware of and competent with learning strategies, and (2) by creating environments that encourage talking and working together in the classroom.

Readings Assigned for October 11: Read William E. Nagy, *Teaching Vocabulary to Improve Reading Comprehension*; Readence, Moore and Rickelman, *Prereading Activities for Content Area Reading and Learning* (Third Edition).

October 11: 12:40-2:00 **Pre-reading Instructional Alternatives: Vocabulary and Concepts; Prior Knowledge and Interest**

A number of things can be done with students before they read to enhance their comprehension of text material. Teaching words well means giving students multiple opportunities to learn how words are conceptually related to one another in the material they are studying. During the first hour, we will be looking at various strategies for teaching words within their conceptual constructs. Please bring a content area text to class. Piquing interest in and raising expectations about the meaning of texts before students read creates a context in which students will read with purpose and anticipation. During the second hour, we will examine the role prior knowledge and student interest plays in text comprehension and look at strategies for helping to pique student interest prior to reading. (Shark article; The Train from Rhodesia or The Story of an Hour.)

Readings Assigned for October 16: Read Chs. 7-8 in Dornan, Rosen and Wilson, *Multiple Voices, Multiple Texts*; [hand out articles on reciprocal teaching]

October 16: 12:40-2:00

Reading and Post-reading: Instructional Alternatives—Reader-Text Interactions, Text Organization, and Strategic Learning and Studying; QARs-SQ3Rs and Reciprocal Teaching

Teachers support reader-text interactions through the instructional frameworks that they create and the reading guidance they provide. The more teachers know about text organization, the more likely they are to scaffold instruction in ways that support students' efforts to comprehend and remember the information they encounter during reading. Teachers must scaffold instruction in ways that show students how to use strategies independently as they interact and learn with texts. Today we will examine a variety of instructional alternatives that you may use to structure reading experiences for your students that will enable them to better understand the material you teach.

[Prelude materials: something for everyone]

Begin to investigate potential texts that you might use with your content area reading lesson. Also try to find trade books and/or electronic texts (websites or CD ROM interactive curricula) that deal with content you might be teaching. Use the NCTE bibliography series, Curriculum Resource Library in the School of Education, and a web browser to find non-textbooks of disciplinary interest that would appeal to adolescents. Bring some to class.

Reciprocal teaching is a method for teaching reading comprehension strategies. Reading researchers have demonstrated that reciprocal teaching is a highly effective means of improving students' reading comprehension abilities. When using reciprocal teaching, you model how to use four comprehension activities (generating questions, summarizing, predicting, and clarifying) while leading a dialogue (Palinscar & Brown). Then students take turns assuming the teacher's role. A key to the effectiveness of this strategy is adjusting the task demand to support the students when difficulty occurs. That is, when students experience difficulty, you provide assistance by lowering the demands of the task. As the process goes on, you slowly withdraw support so that students continue learning.

When planning a reciprocal teaching lesson, there are two phases. The first phase has five steps:

1. Find text selections that demonstrate the four comprehension activities.
2. Generate appropriate questions.
3. Generate predictions about each selection. Locate summarizing sentences and develop summaries for each selection.
4. Note difficult vocabulary and concepts.

In the second phase, decisions are made about which comprehension activities to teach, based on the students' needs. It also helps determine students' present facility with the activities so that you are prepared to give needed support during the process. Once students are familiar with more than one strategy, reciprocal teaching can be used to model the decision-making process about which strategy to use. Reciprocal teaching can also be used to check whether the comprehension breakdown has been repaired and if not, why not.

Today we will participate in a reciprocal teaching demonstration. It is a "during reading" strategy that you might consider using in your Content Area Reading Lesson (CARL).

Assignment for October 18: Prepare a 5 minute teaching/poster session lesson that will give you an opportunity to teach a part of your content area reading lesson and provide the class with an overview of the lesson. This should be comprehensive, informative and brief. You might give a brief introduction and then have the class engage in a very short "anticipatory set" or "hook" that would

draw us into the lesson you have designed. The purpose of this activity is to give you a chance to try out the lesson you are developing and to work on effective teaching strategies that would engage students right at the start of your lesson.

October 18 **CARL Poster and Microteaching Session Demonstration
Lessons/Workshop (Two Round-robin groups; timer)**

Assignment for October 23: Read Ch. 6 in Dornan, Rosen & Wilson *Multiple Voices, Multiple Texts*. Begin First Choice Book: *Reflections on Assessment* by Strickland and Strickland or *Alternatives to Grading Student Writing*. Content Area Reading Lesson due October 23.

Part Three: Literacy Methods—Language, Discourse, Assessments

October 23: 12:40-2:00 **Assessing Readers and Writers**

Assignment Due: Content Area Reading Lesson.

Introduction of Literacy Case Study-diagnostic action plan for one student.

Comprehensive assessment of students' facility with language as a system and language as a process provides a firm foundation for instructional decisions that may range from instant adjustments during instruction to next-day plans and long-range plans, including Individual Education Plans for special education students. When assessment takes place in the midst of instruction, the assessment and instruction become indistinguishable. Assessment shapes instruction and instruction provides the contexts that make much assessment possible. Today we'll discuss using assessment information to plan and adapt literacy instruction to the ever-changing needs of developing readers and writers. We will begin by examining how we might construct and continually review long-term plans for students in light of ongoing assessment, with special attention to using a holistic framework rather than the behavioral approaches ordinarily used in constructing such plans. We will conclude with a discussion of a model of instruction that relies on assessment information to generate a sequence of lessons that encourages students to assume responsibility for what has been taught.

Readings Assigned for October 25: Besides Dornan, Rosen and Wilson, sources for this assignment include Rhodes & Shanklin *Windows into Literacy*, Rhodes *Literacy Assessment: A Handbook of Instruments*, and Atwell *In the Middle* Appendices D, E, H, I for appropriate diagnostic assessment strategies and recommendations for literacy case study. Read "Resistant readers in secondary education: Some insights and implications" [JAR](#); Bring student text for examination. Along with Dornan, Rosen and Wilson, Nagy and Readence, Moore and Rickelman will provide strategies for action plan. Continue reading first choice book: *Alternatives to Grading Student Writing* by Stephen Tchudi OR *Reflections on Assessment* by Strickland and Strickland.

October 25: 12:40-2:00 **Authentic Assessment of Students' Reading and
Writing Strategies**

We will discuss the difference between assessment and evaluation. Instructional assessment, which is our primary concern in this course, is a continuous process that makes use of multiple methods of gathering relevant data for instructional purposes. We will be examining methods of assessment, including informal reading and writing inventories, content area reading and writing interviews, and interest inventories that you can use to gather information about your students' literacy strengths and weaknesses in order to determine appropriate and relevant instructional plans

and strategies. Dornan, Wilson and Rosen; Nagy; and Readence, Moore and Rickelman will over strategies that will serve you as you conduct your literacy case study.

Assignment Due: Literacy Case Study Due November 1. Continue reading first choice book: *Alternatives to Grading Student Writing* by Stephen Tchudi OR *Reflections on Assessment* by Dorothy and James Strickland.

October 30 No Class National Indian Education Assoc. Meeting in Billings, MT.

Use time to work on literacy case study.

Readings Assigned for November 1: Literacy Case Study Due November 1. Read Ch. 5 in Dornan, Rosen and Wilson. Huckin, Kress, Gee excerpts, student sample of critical discourse analysis.

November 1: 12:40-2:00 Revisiting Theoretical Perspectives on Literacy—Social Linguistics and Literacies

Literacy Case Study Assignment Due.

Introduction to critical discourse analysis and text analysis assignment; readability assessment. Developing a coherent framework of knowledge about language should be an important part of education at all levels of schooling. Language learning should begin with our personal and social experience of how language is used in the world, and the sorts of informal knowledge and preliminary questions this experience generates rather than with memorization of key terms and concepts. This framework also helps us to reexamine our developing understanding of literacy, as well, exploring what it means to acquire the language of literacy: to speak, read and write as a member of particular literate communities.

Readings Assigned for November 6: Read Huckin, Kress, Gee excerpts, student sample of critical discourse analysis.

November 6 12:40-2:00 Cultural Differences and Communicative Style; Methods for Critical Discourse Analysis and Text Analysis

Today we will discuss the ways in which a shared variety of a language is likely to signal some shared cultural understandings that don't have to be named explicitly within a discourse community. These include the shared perspectives and shared knowledge common to insiders in any setting, whether it's a neighborhood store or a network of computer hackers or the students in Mrs. Verdean's second period English class. We will look at the critical aspects of literacy communication in the discourse community of the classroom and examine whose interests are served when forms of communicative style that are taken for granted in classroom settings are not shared by the students who are trying to learn in those settings. We will look at how the teacher can make explicit the aspects of literate communicative style (for reading, writing, speaking, and listening) for students who may enter the classroom not knowing the "rules" and expectations.

We will examine critical discourse analysis and its usefulness in text selection. Critical discourse analysis (CDA) is a highly context-sensitive, democratic approach that takes an ethical stance on social issues with the aim of improving society.

Readings Assigned for November 8: Read Ch. 9 in Dornan, Rosen & Wilson *Multiple Voices, Multiple Texts*; Review Chs. 1-3 in Maxwell, *Writing Across the Curriculum in Middle and High Schools*. Text Selection and Analysis Assignment due November 8.

Part Four: Literacy Methods—Writing, Students, and Texts

November 8 12:40-2:00

Writing to Learn; Writing Across the Curriculum

Text Selection and Analysis Assignment due
Introduce Content Area Writing Lesson (CAWL).

Writing is a process of communication that uses a conventional graphic system to convey a message to a reader. Writing involves several processes. Many are idiosyncratic to the individual writer; however, most writers engage in several common phases of composing, which we can learn about and teach to students. A classroom environment that supports both reading and writing provides an instructional framework in which students can explore ideas, clarify meaning, and construct knowledge. Writing facilitates learning by helping students to explore, clarify, and think deeply about the ideas and concepts they encounter in reading and discussion. Today we will begin to examine ways of viewing instruction in writing and concomitant writing strategies to aid students' disciplinary knowledge learning.

Writing across the curriculum is a concept premised on the assumption that the best teacher of writing in the disciplinary areas is the content area teacher. The warrant underlying this assertion is that writing conventions in different discourse communities, such as biology, mathematics, English, philosophy, art, music chemistry, history and physics are determined by the members of those communities. The corollary assumption is that it is ludicrous for English teachers to be teaching about ways to write in biology class; the biology teacher is the best teacher for writing in biology. Today we will examine the ways in which such notions of discourse communities might impact your future teaching and your students' learning in the content areas. We are somewhat hindered by the fact that writing teachers/researchers are the ones who are speaking most eloquently about what writers need and most of them are in English departments. We will be looking at analogs that will help us to cross-fertilize Maxwell and Bomer with disciplinary ways of knowing.

Demonstration lesson as touchstone—forming disciplinary curriculum around a literacy-rich experience.

Readings Assigned for November 13-15: Read Ch. 4-5 in Maxwell *Writing Across the Curriculum in Middle and High Schools* and Parsons *Expanding Response Journals in All Disciplines*.

November 13: 12:40-2:00

What A Writer Needs: Composing and
Composing Instruction—the Tools of Learning;
Pre-writing Strategies: Getting Started

Today we will examine the many ways that writing occurs and think about the implications for using writing in the content areas. We will examine the common phases of a writer's process and look at how to scaffold instruction to help students write meaningfully, clearly and effectively. We will work in groups to generate possible assignment options and consider how classes might need to be organized and conducted in order to get the most from writing with your students in your content area classes.

Prewriting helps students assess the dimensions of a rhetorical problem and plan its solution. Prewriting techniques trigger perceptual and conceptual processes, permitting writers to recall

experiences, break through stereotyped thinking, examine relationships between ideas, assess the expectations of their audience, find an implicit order in their subject matter, and discover how they felt about the work. As a rule, the more time students spend on a variety of prewriting activities, the more successful the paper will be. Once a writer has generated some ideas, she can begin to shape discourse. Arrangement is generally governed by genre conventions; however, students who have had the time to pre-write will benefit from having time to discover their purpose and message through various options for arranging the material.

Today we will look at a number of prewriting activities and discuss various plans for arranging material.

Readings Assigned for November 20: Read Chapter 6 in Maxwell *Writing Across the Curriculum in Middle and High Schools* and the chapter pertinent to your disciplinary area. English majors read Chs. 6-10 in *Crafting Literate Lives in Middle and High School* by Randy Bomer. Think about how the craft of writing plays out in your discipline—What analogs might you create for “the craft of composing” in your discipline?

November 15 **No Class** **NCTE/NWP Meetings Baltimore, MD.**

November 20 12:40-2:00 **Improving Student Writing**

Because we use writing throughout the curriculum, helping students improve their writing becomes part of every classroom. We will look at ways to teach skills within the process of writing. We will examine some of the assumptions undergirding traditional methods of teaching writing. We will look at the grist of traditional product-oriented teaching and question its value for helping writers develop effective prose. We will then look toward helping writers successfully get their message across by examining effective methods for teaching students about paragraphs, sentences, and words.

Readings Assigned for November 27: Read Chapter 10 of Maxwell, *Writing Across the Curriculum in Middle and High Schools*; Read Nancy Sommers guidelines for responding to student writing from the Harvard Writing Project.

November 22 **No Class** **Thanksgiving Day**

November 27: 12:40-2:00 **Teaching Rewriting and Responding to Student Writing**

Most good writers spend considerably more time rewriting their work than drafting it. The changes writers make in a draft are fairly simple: we add, delete, substitute, or rearrange the material. Each adjustment requires judgment, making choices about what to keep and what to discard. Writers must decide, first of all, whether what we’ve written suits them, represents what we honestly want to say; then we must determine if a reader can make sense of it. Students generally hate to revise because they have developed a loathing over the years for reworking their words.

Today we will examine various strategies for teaching revision. We will look at writing strategies applied to rewriting: finding the subject; rewriting: finding the shape of discourse, and finding sentence problems.

Also, in helping students learn to revise, the writing teacher’s job is to teach the writer, not grade the paper. A number of responding strategies can help you accomplish the task with your students. Comments should be focused and students should have opportunities actively to apply criteria for good writing to their own work. In order to accomplish these goals, the teacher needs to be able to read the paper diagnostically. Today we will also look at diagnostic reading strategies and discuss ways to respond to student writers.

Today we will also examine the many different ways to respond to students' writing. We will be looking at a variety of approaches for "managing the paper" load and giving students productive feedback on their written work. Today we will also demonstrate ways to help students help each other with their written work.

Readings Assigned for November 29: Read Chapter 11 in Maxwell *Writing Across the Curriculum in Middle and High School*. CAWL Assignment Due November 29.

November 29: 12:40-2:00 **CAWL Poster and Microteaching Session
Demonstration Lessons/Workshop (Two
Round-robin groups; timer)**

Readings Assigned for December 4: Individual research as needed for project.

December 4 12:40-2:00 **Integrated Literacy Units and Team Teaching**

CAWL Assignment Due

Introduce Integrated Literacy Units Team Teaching Final Project.

Course content is often a stumbling block for high school teachers in particular when they consider an integrated model. They are often concerned that the information and knowledge in their subject matter will not be covered adequately in a multi-content approach. However, interdisciplinary approaches more accurately represent the application of knowledge to life in a complex society. Through integrated curriculum, literacy learning is enhanced because students learn about varying perspectives as they are compared, contrasted, and encouraged. Integration is effective because student can pursue topics that concern and interest them while also learning the course content mandated by curriculum. When connections are made among disciplines, motivation and application are natural outcomes. Learning is also more accessible to a wider variety of learning styles and abilities.

Today we will look at the final project and think about ways to integrate learning across the disciplines with a team of experts teaching to a common group of students.

Readings Assigned for December 6: Individual research as needed for project.

December 6: 12:40-2:00 **Planning and Group Work on Integrated Literacy
Units**

Readings Assigned for December 11: As needed for project.

December 11: 12:40-2:00 **Microteaching and Final Unit Presentations**

Readings Assigned for December 13: Individual research as needed for project.

December 13 12:40-2:00 **Microteaching and Final Unit Presentations**

Integrated Literacy Units Due by 9:00 a.m. December 16

December 21 10:10-12:10 **Course Review; Literacy Manifesto readaround**

Knowledge Base (NCATE)

It is the intent of this class to teach for understanding by seeing, understanding by knowing ourselves, and understanding by thinking. This class frames an active role for students as explorers, conjecturers, and constructors of their own learning through posing questions, challenging students' thinking and leading them in examining ideas and relationships. This class is organized around collaborative ventures in which students are continually challenged to question orthodoxies of pedagogy and "facts" about literacy learning and content area teaching. Conceptual understanding of the subject matter is the goal.

I expect my students to see, not merely recognize. I expect them to explore ceaselessly and to see and understand subtle nuances of schools, learning, and literacy. I am always pushing students to examine themselves and to push beyond their taken-for-granted assumptions about literacy, diversity, disciplinary curriculum, and goals for instruction. I consistently urge students to examine their own assumptions and to look through and beyond slogans, pat curriculum, and stereotypes.

I want my students to raise questions about issues underlying professional practice in the schools. I help them to develop professional skills that will allow them to teach disciplinary content in a substantial, literacy-rich environment; however, I also want them to think long about what they intend to do in the classroom and what they intend for their students. I am training them to be intellectual leaders in the schools; and I cause them to think directly about this responsibility.

This course prepares teachers who have:

- deep understanding of the theoretical, historical and educational angles on literacy and of pedagogies that teach for literacy-rich and communicative understandings across the disciplines
- ability to manage the complexities of teaching in a literacy-rich environment and to promote student learning of challenging content across the disciplines
- ability to reflect on one's own practice, to look for principles underlying what "works" or "does not work" and to persist in determining one's own appropriate practice by consistently examining and reexamining literacy pedagogy and instructional strategies
- commitment to teaching everyone's children, particularly those who historically have not been well-served by traditional schooling by incorporating texts that address language and literacy learning in a variety of communities and by continually challenging the specificities which arise from enculturated xenophobic stances.
- ability to learn and work in a collaborative fashion, by incorporating a number of collaborative assignments and by relying heavily on collaborative interaction in the classroom and by creating settings in which others can learn and work
- capacity to engage in the remaking of the profession and the renewal of schools with understanding of the social and cultural context in which students live and learn