Using Literacy to Teach and Learn Mathematics in the Secondary Schools

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Class Meetings: TUESDAYS, 9:00 AM-12:00PM, 2218 SEB
Office Hours: After class on Tuesdays, 12:00-2:00 PM, or by appointment
Office: 2314 SEB

COURSE PURPOSE AND OBJECTIVES

Have you ever thought about the reading that you do as a math major at the university? Is reading for your mathematics courses the same as the reading that you do for science courses? History courses? English literature courses? If yes, what makes the processes the same? If not, then how are the processes different? Do you read numbers, words, symbols? What kind of writing do you do? Where and when did you learn to read the way you read and write in your mathematics courses? How much does your reading intersect with your doing of mathematics? Has the reading always seemed easy to you? Has it always been easy to write the way your professors expected you to write? What, indeed, do you know about the reading and writing processes, regardless of content?

These are not idle questions: The purpose of this course is to teach you about reading and writing within mathematics and to examine both the possibilities and challenges for students as they use and produce texts in mathematics of middle and high schools. Of course, the purpose doesn’t end here. I also want to acquaint you with information about reading and writing processes—especially those that are important for reading in the mathematics—and with pedagogical approaches that help students use texts to learn and become critical readers of mathematics, both in school and in the everyday world.

Please think of this course as a course on using reading, writing, and other communication tools in the service of learning mathematics. Influential teachers—those who hope to make a difference in young people's lives—acknowledge that all subject areas include some form of communication, and that literacy—or reading and writing of written texts—is one important communicative form in any content area. Influential teachers also recognize that these various forms of communication, including literacy, influence their students' current and future academic, work, social, and political lives. Part of being an influential teacher, then, is a commitment to helping students use and improve on multiple communication abilities both within and outside of your particular subject matter area.

To these ends, I will examine theoretically grounded and empirically supported instructional methods that: (a) assess and prepare students for reading, writing, discussion, interpretation, and critique; (b) help students become strategic readers and writers of content-area concepts; (c) help students comprehend new material and concepts; (d) encourage students to write to learn; (e) draw on and extend in- and out-of-school literacy practices; (f) allow teachers to analyze, critique, and use textbooks and other print materials to meet their students’ diverse interests and needs; and (g) assess students’ literacy growth and their needs for additional development, and use assessments to plan next instructional moves. At the end of this course, you should be able to do the following:

1. Clearly state and critically assess your own beliefs about literacy and learning in your content area, especially in relation to current policies regarding adolescent and mathematical literacy.
2. Explain the nature of and relationship among literacy processes and practices such as reading, writing, discussing, interpreting, and critiquing and explain how these processes and practices relate to thinking and learning in your discipline.
3. Explain how the following concepts relate to the growth of critical literacy skills, strategies, and practices among adolescent students in your content area:
   a. text structure, organization, and considerateness;
b. comprehension and interpretation of text;
c. strategic literacy abilities and metacognition;
d. pedagogical frameworks;
e. technical vocabulary and concepts;
f. social interaction and discussion;
g. students’ and teachers’ beliefs about and experiences with reading, writing, discussion, interpretation, and critique;
h. the intersection of academic and social or cultural literacy practices;
i. the cultural, historical, political, and social context of secondary schools and society.

4. Analyze different kinds of texts you might use in your content area by addressing the challenges they will present to students across a variety of dimensions.

5. Demonstrate an understanding of how good teachers plan by describing how you will consider the contexts in which you will teach, the readers and writers you will be teaching, and the texts you’ll be expecting students to read, write, and speak.

6. Plan lessons that integrate mathematics literacy instruction into the overall mathematics curriculum.

7. Teach and assess your own mathematics lesson.

8. Assess student products for the purposes of evaluating students’ growth, determining areas in which students need to continue developing, and planning next steps in your own instruction.

**COURSE THEMES**

Over the course of the semester, we will examine four themes related to the idea that literacy is a part of all teaching and learning:

- **What is literacy? What is literacy in mathematics and mathematics classes?**
  This tends to be more theoretical and we will do a lot of work around what it means to read and write as a mathematician and as an everyday person reading math-related texts, etc. First, how many of you have thought about and seriously studied what goes on in the mind as one reads? Have you thought about how social and cultural trends and practices shape the ways people read and write? We’ll spend some time learning what the past 100 years of reading and writing research have taught us about general reading processes. Then we’ll turn to the question of what it means to read or write in a discipline. How many of you have ever thought about what it means to read like a mathematician? We’ll read articles by some of our own faculty members here at the University of Michigan to explore this question and we’ll discuss how the ideas you learn in relation to literacy will connect to the ideas you will learn in your mathematics methods course next semester. In addition, we’ll discuss how the different texts you might use to teach mathematics could present unique challenges to your middle and high school students.

- **How do literacy practices in mathematics classrooms reflect and reproduce social, cultural, and structural arrangements outside of school?**
  This theme relates to ED 392 (Schooling in a Multicultural Society), as we examine how literate practices are tied to culture, race, class, gender, etc. and how schools privilege certain kinds of literate practices. In particular, we’ll look at how language use and literacy learning in mathematics reflects and reproduces certain ways of using language and literacy in society. We will also read an article that discusses how the social and economic structures of schools shapes access to textual resources, and then learn how to examine texts, adapt them for classroom purposes, and develop strategies to help students make sense of texts.

- **Who are your students? Who are you as mathematics and literacy teachers? How does one plan instruction that draws from and extends students’ prior knowledge and experiences?**
Here we want to carefully examine our own beliefs about teaching, learning, our disciplines, and the students we might teach. This theme will foreshadow some ideas that you’ll encounter next semester in ED 391 (Educational Psychology) as we think about educating the whole person, rather than simply teaching mathematics. In our discussions, however, we will zero in on literacy practices that young people engage in outside of mathematics classes and, indeed, outside of school. We will also examine how their beliefs about literacy, mathematics, and themselves may shape their motivation to learn mathematics and their engagement in your classes. We will use the school and student studies that you will complete (see details in a latter section of the syllabus) to ground these discussions in actual people’s lives and experiences. It would be great if you could all be moving into data collection for your student studies by the time that we begin to discuss this theme, even if you haven’t completed your student study by this time. Our goal here will be not only to learn about who students are, but to think about how to draw from the knowledge, interests, and experiences they bring to the classroom to engage learners and to set purposes for mathematics learning, reading, and writing.

What are some ways to teach students to read and write content (mathematics) effectively?

This is all about literacy teaching routines and strategies that you can use in your mathematics classrooms. We’ll explore three approaches to instruction (cognitive, sociocultural, and critical) that are based in theory and research about how people learn and about how schools work, as well as two instructional frameworks (Before-During-After; Integrated Reading and Writing Instruction), and multiple routines and strategies for guiding students’ reading and writing of texts. These routines and practices help teachers elicit and draw from what adolescents already know and care about as ways to engage their students in learning mathematics concepts; set purposes for reading, writing, and learning in mathematics; and focus on studying concepts, rather than discrete facts. All of these routines and strategies are designed to be integrated into mathematics lessons so that they not only support students who may struggle with reading and writing but also teach young people how to read and write as members of the disciplines do. You’ll learn how to plan lessons and you’ll get a chance to plan two and teach some or all of one in your field classroom.

**COURSE REQUIREMENTS**

The following is a list of course requirements. Detailed guidelines and evaluation rubrics are available on CTools.

**ATTENDANCE AND PARTICIPATION:**

Attendance and participation are expectations in this class as a form of professionalism. I expect you to attend every class, to arrive on time for a prompt start, to stay until the end, and to participate in and contribute to class. It is vital that you attend every class session if at all possible.

There are three excused reasons for missing class: illness, family or personal emergency, religious holiday. If you cannot be present for a class session, let me know as soon as you know that you will be absent, but no later than 2 hours before class begins.

Acceptable absences for religious holidays: please let me know at the start of the semester or at least two weeks in advance if you will miss class for this reason. While it will not be possible to recreate a missed class, please make arrangements with me to complete alternative work that will support the learning you missed. I will specify the due date for this alternative assignment. More than two absences from the class will make successful learning of the material in the course challenging and put you in danger of not being able to complete the course successfully. The Teacher Education Office will be notified if there is more
than two absences. As always, participation points will be deducted for absences and late arrivals. Three absences—excused or unexcused—are grounds for failing this course.

Our class will build on readings, discussions, in-class demonstrations and deconstruction of strategies, your knowledge of schools, and your personal and collaborative reflections. As a result, your participation in our class activities is important not only for your own learning, but also for the learning of others in the class. You should treat our class as part of your professional experience by taking responsibility for assignments and discussion and by acting in a professional and collegial manner. Thus, I will also evaluate your participation in class. Participation can take many forms:

- Regular attendance
- Thoughtful, prepared, and courteous participation in whole- and small-group activities (including evidence of having completed readings)
- Collaborative work with your field team in the class.
- There may be one or two Grand Rounds meetings during this semester. Grand Rounds is an opportunity for you to analyze cases of instructional practice with members of other cohorts. Every effort should be made to attend these meetings, and I will be sure to let you when they will occur at the earliest possible moment.

Given concerns about the different flu bugs floating around, we will follow University of Michigan recommendations. If you have flu-like symptoms, please stay home until you are fever free for at least 24 hours. If this happens, we will be flexible and understanding; however you will still be responsible for the class readings, as well as for a 1-2 page reflection on the readings. Also, you will need come to office hours or schedule an appointment with one of us to review the class work and discussion that you missed when you have recovered.

PERSONAL TECHNOLOGY USE

Appropriate use of electronic devices is a part of your professional participation in our class. Using laptops or cell phones as tools for your learning is acceptable, as long as it is not distracting to you, your colleagues or your instructor. Examples of acceptable use of electronic devices include making records of your practice and consulting resources for work in class. Non-instructional texting, phone calls, social networking, shopping, and other non-instructional use of these devices during class is unacceptable, and will result in a reduction in your participation grade. If you are concerned about your ability to meet this professional expectation, please discuss your concern with me. Please let me know if there is an emergency that affects your need for using a phone during class time.

ACCOMMODATING SPECIAL NEEDS

If you are registered with the Office for Services for Students with Disabilities, please share your VISA (Verified Individualize Services and Accommodations) form with me at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress.
If you think you may need an accommodation to complete the requirements of this course, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

A word on professionalism and collaborative work: In this course, we stress collaborative planning and teamwork. This is done purposefully for many different reasons. As a novice to teaching, it is helpful to work with others who can support you and help share the workload. As you learn together, you will benefit from sharing your ideas and insights. Collaborative work can be challenging however, and collaborative writing can be a complicated process. For each assignment, there is a collaborative component, and you will be graded in part on the work of your entire group. For that reason, it is of the utmost importance that we communicate about any problems that may arise in a group before they have a negative impact on the assignment or field placement. Both your field instructor and I will help you navigate any potential problems, but you have to let us know immediately if there are issues. Acknowledging problems in this area and resolving them through dialogue is also part of professionalism. Any student unable to work in a group may be referred to academic counseling; failure to collaborate with others may also influence your final evaluation.

**READINGS:** Read all assigned readings and participate in discussions or activities for which the readings serve as a springboard. Guides will be distributed to shape your reading/discussion experience each week AND/OR you will be expected to integrate aspects of readings into your major assignments for a given week.

**TEACHING ANALYSES:** You will practice and analyze four critical aspects of teaching, one in each rotation site. These studies focus on (a) assessing and understanding the school community where you teach (THE SCHOOL STUDY); (b) assessing and planning for the different texts available for instruction (THE TEXT ANALYSIS); (c) assessing the students you will be teaching (THE STUDENT ANALYSIS); and (d) planning, enacting, and analyzing your own teaching (THE LESSON ANALYSIS). Each of these assignments must be completed as a team and each team member must participate. You will be evaluating yourself and your team members on your collaborative efforts for each assignment.

- The guiding questions you will be asked to address mirror those on the assessment that you’re taking at the beginning and the end of the term. These questions (and rubrics to guide your preparation of your reports) can be found on our CTools site, in the first week of the weekly readings for the TEXT ANALYSIS, STUDENT ANALYSIS, and LESSON ANALYSIS respectively.
- We have scheduled your reports of these analyses to be due throughout the semester so that we can discuss them in class and in Practicum I, so you need to begin working on the first part (SCHOOL ANALYSIS) immediately!
- You also need to collect student permission forms (you should have received these during the TE orientation) as quickly as you can. That means that you need to start talking with your AT and with your students so that you can ask them to let you “study” them. When you ask them, you need to clarify that you will not be doing a research study. You are studying them as a way of helping you to learn how to be a teacher. **BEGIN WORKING ON THIS IMMEDIATELY!**
For the STUDENT ANALYSIS, you will construct and administer several instruments, and this takes some planning. You need to allow for time to administer certain instruments that you must construct. You can start developing your instruments well before you administer them. That will save you some time down the road.

You will plan one small group mathematics LITERACY lesson. We will plan one together as a class. These should be lessons that your Rounds Attending Teacher would normally teach. The literacy piece is not meant to be an additional activity. Instead, you will demonstrate in your planning that you have:

- analyzed the texts that you would want your students to read or write
- developed a lesson that will not only use these texts, but also teach them how to read and write in the ways you expect
- included a method for assessing whether students have successfully read and/or written the texts you’ve included/assigned.

You will teach at least one time in your practicum field classroom. Your teaching can take many forms (a one-on-one session with a student, a small group, a whole class, field trips, lectures, showing and discussing a film, carrying out a simulation, etc.) You will work with Ms. Kwok and your AT to decide when, what, how, and whom you will teach. You will also work with your Rounds partners to coordinate the teaching so that you can help each other. Everyone must do some planning and some teaching; you will each offer written feedback to the other members of your team.

You may teach as often as your AT will allow you to teach, and you can document any of your teaching experiences, as long as the teaching involves SOME ASPECT OF LITERACY INSTRUCTION in mathematics.

In addition to the teaching, we require you to document your teaching in some form. You should document your teaching with a video recording, accompanied by a written analysis of your experience. You may use your own equipment, or you may use video equipment from the SOE tech services, but you need to reserve this equipment ahead of time. You will need to:

- make sure the equipment is charged and ready to go BEFORE you arrive at the classroom,
- prepare a back-up plan if something goes wrong with the video equipment.

**FINAL EXAM:** The post-assessment serves as your final examination for the course. All students must be present for the final exam. I will not make exceptions for the examination.

**COURSE MATERIALS REQUIRED**

- Excerpts from Pearson Custom Education text for EDUC 402 (on Ctools.)

- Excerpts from Moje, E. B. (2000). All the stories that we have: Adolescents’ insights about literacy and learning in secondary schools. Newark, DE: International Reading Association. (on CTools)


**EVALUATION**
Grades will be assigned on the basis of both process and product. Revisions of work graded lower than a B- will be accepted for ONE WEEK after the work is returned to you, but late work will NOT be accepted without prior arrangement due to extenuating circumstances. I ALSO WILL NOT ACCEPT WORK FROM YOU IF YOU ARE NOT IN CLASS ON THE DAY THAT IT IS DUE. I will calculate your grade as follows:

Class participation (includes reading assignments) 10
School Study (counted in participation grade) 10
First Rotation 10
Second Rotation 20
Third Rotation 40
Three Competency Evaluations 10
Final Exam 10

TOTAL 100

The grading scale is:

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<th>Grade</th>
<th>Score Range</th>
<th>Letter</th>
<th>Description</th>
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<td>A</td>
<td>100-93</td>
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<td>A-</td>
<td>92-90</td>
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<td>B+</td>
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<td>B</td>
<td>86-83</td>
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<td>B-</td>
<td>82-80</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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NB: This is a professional course as well as an academic course. As part of course participation you should be giving evidence that you are learning and applying professional standards generally expected of educators in matters of timeliness, personal presentation, and general conduct. (These standards may be different from the norms of university student culture in general. Professionals are judged by results as well as by effort or good intentions.)

CLASS STRUCTURE

Each class will be divided into four primary blocks (although we may occasionally vary from this design).

- Whole group… possible mini-lectures and discussion of universal readings and connection of these readings to our work in the field. Review of upcoming assignments, deadlines, logistical matters, etc.
- Teaching activities… discussion of and instruction about different teaching activities and strategies related to the promotion of content area literacy… this section will often be combined with the first part.
- Field Team work on assignments and discussion of assignment-related readings. During this part of the class, teams will meet as cooperative groups and I will rotate through the groups to answer questions, provide feedback, and evaluate progress and participation.
- Whole Group/Field Team Reports and Handovers… each field team will report to the whole group about their experiences in the field, questions they have, concerns, analysis, etc.

ATTRIBUTIONS
This class is tightly connected to ED 307 and ED 432 (the Mathematics Methods course that you will take next semester). A team of educators has come together around the planning of the course. The team includes Dr. Elizabeth Birr Moje, ED 402 Professor, EDUC 402 Faculty Lead, and Co-Director of the Rounds Project; Dr. Robert Bain, ED 432 Methods Professor, Former Chair of Secondary Teacher Education, Co-Director of the Rounds Project; Dr. Darin Stockdill, Oakland Schools Content Area Literacy Consultant; Ms. Julie Learned, ED 402 Graduate Student Instructor, Ms. Michelle Kwok, ED 307 Graduate Student Instructor and many others. Together, we have developed activities that will serve as the main course assignments. We work closely together and expect that you will assist in maintaining clear and open lines of communication. Michelle Kwok is your main liaison with the field, but each of us works closely with the others and can assist in addressing questions as they arise.

**TENTATIVE COURSE SCHEDULE, ED 402-003, WINTER 2015**

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<tr>
<th>DATE</th>
<th>THEME</th>
<th>DUE This Day</th>
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<tbody>
<tr>
<td>1-13</td>
<td>What is literacy? What is literacy teaching in mathematics? Why talk about literacy and math together? How does one plan for teaching literacy in the mathematics classroom?</td>
<td>Pre-assessment is due within two days of this class (1/15)</td>
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**Activities:**
- Introductions
- Syllabus review
- Overview of literacy
- Literacy… looking for where it fits in math
- Up-Arrow Activity!
- SOE Secondary Teacher Education Pre-assessment

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<tr>
<th>1-20</th>
<th>What are some views of literacy in mathematics?</th>
<th>READ:</th>
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**Activities:**
- Discussion of readings
- Stop and Jot, Turn and Talk
- Mini-lesson on literacy processes and practices
- Discussion of school study, expectations and components as well as purpose

**DUE:**
- Reading Guide

- Bass article
- Borasi & Siegel book, Ch. 1-2
- deLange article
- School Study Guidelines
- Week 1 readings for your rotation
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<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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| 1-27 | What is involved in the reading process? Why are people so concerned about adolescent literacy? What is the role of text in mathematical literacy? | **Activities:**  
- Discussion of readings and Literacy CD map  
- Four Corners discussion activity with Math Content Questions.  
- Analyzing Texts: Lecture and activity  
- Questions about school study and text study  
**READ:**  
- Anyon**  
- Moje book, Chs. 1, 2  
- Pearson, Ch. 1, Reading Matters  
- Snow & Moje  
- Week 2 readings for your rotation  
**DUE:**  
- Literacy CD map  
- MATH CONTENT QUESTIONS  
**MAY BE ASSIGNED FOR ED 392 AS WELL**
| 2-3 | What are secondary schools and classrooms like? How do schools and classrooms both reflect and shape social, cultural, and community arrangements? | **Activities:**  
- Discussion of readings and school studies  
- Jigsaw  
- Mini-lesson on relationship between school, society, and literate development/skill  
- Text Analysis Activity/Questions about Text Study  
**READ:**  
- Gutstein  
- Week 3 readings for your rotation  
**DUE:**  
- SCHOOL STUDY, NO FORMAL PAPER REQUIRED. BRING NOTES AND BE PREPARED TO PRESENT! |
| 2-10 | What are students’ knowledge, perspectives on, and experiences with literacy and learning | **ASSESSMENT FOR MATHEMATICS TEACHING**  
**Activities:**  
- Disciplinary histories/autobiographies  
- Development of interview and observation protocols  
- How to construct and conduct Content Reading Inventory (CRI)  
- Assessment for teaching mathematics literacy  
**READ:**  
- Week 4 readings for your rotation  
**DUE:**  
- ROUND 2 Assignments (Text/Student/Lesson Analyses)
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<th>Date</th>
<th>Activity</th>
<th>Read</th>
<th>Due</th>
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<tr>
<td>2-17</td>
<td><strong>What are some ways to teach and use literacy?</strong>&lt;br&gt;<strong>PLANNING FOR MATHEMATICS INSTRUCTION</strong>&lt;br&gt;Activities:&lt;br&gt;· Assessment for teaching mathematics literacy&lt;br&gt;· Analysis of math texts for vocabulary, and application of ideas from the Pearson text&lt;br&gt;· Frayer Model</td>
<td>· [<a href="http://www.Rethinking">www.Rethinking</a> Schools.org](<a href="http://www.Rethinking">http://www.Rethinking</a> Schools.org) article on Bob Moses’s Radical Equations&lt;br&gt;· Week 1 readings for your rotation</td>
<td>· Math Pedagogical Content Knowledge questions&lt;br&gt;· Reading guide (to be provided)</td>
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<td>2-24</td>
<td><strong>What are some ways to teach and use literacy?</strong>&lt;br&gt;<strong>INTRODUCTION TO INSTRUCTIONAL/PEDAGOGICAL FRAMEWORKS AND STRATEGIES</strong>&lt;br&gt;Activities:&lt;br&gt;· Mini-lesson on pedagogy&lt;br&gt;· Begin whole-group lesson planning&lt;br&gt;· Writing instructional objectives….&lt;br&gt; (SMART – specific, measurable, able to assess, realistic, time sensitive)&lt;br&gt;· Small-group discussion of strategies</td>
<td>· Moje book, Ch. 7;&lt;br&gt;· Week 2 readings for your rotation</td>
<td>· Be prepared to discuss instructional/ pedagogical frameworks (e.g., cognitive, sociocultural, and critical)&lt;br&gt;· Read Lesson Planning materials and analyze the assigned texts&lt;br&gt;· Write student learning objectives for the assigned materials&lt;br&gt;· Choose 1 strategy from readings that might work for the group plan and be ready to present it and explain why you think it would be useful</td>
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<td>3-3</td>
<td><strong>MID-WINTER BREAK - NO CLASS</strong></td>
<td><strong>Nothing!</strong></td>
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<td>Date</td>
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<td>Activities</td>
<td>Read</td>
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<td>3-10</td>
<td>What are some ways to teach and use literacy?</td>
<td><strong>COGNITIVE/SOCIOCOGNITIVE PEDAGOGY</strong></td>
<td>- Deshler et al. article (pp. 95-101, skim the rest)</td>
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<td><strong>Activities:</strong></td>
<td>- Fischer article</td>
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<td>· Video</td>
<td>- Pearson, Ch. 5, Working Smart</td>
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<td>· Mini-lesson on cognitive/sociocognitive pedagogy</td>
<td>- Week 3 readings for your rotation</td>
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<td>· Graphic Organizers in math</td>
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<td>· Creating quality instructional tools</td>
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<td>· Discussion of lesson plans</td>
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<td>3-17</td>
<td>What are some ways to teach and use literacy?</td>
<td><strong>COGNITIVE/SOCIOCOGNITIVE PEDAGOGY</strong></td>
<td>- Moses &amp; Cobb excerpts</td>
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<td><strong>Activities:</strong></td>
<td>- Draper &amp; Siebert article</td>
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<td>· Questions on student studies</td>
<td>- Week 4 readings for your rotation</td>
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<td>3-24</td>
<td>What are some ways to teach and use literacy?</td>
<td><strong>SOCIOCOGNITIVE/SOCIOCULTURAL PEDAGOGY</strong></td>
<td>- Donahue article</td>
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<td><strong>Activities:</strong></td>
<td>- Schofield &amp; Rogers</td>
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<td>· Mini-lesson on sociocultural pedagogy</td>
<td>- Week 1 readings for your rotation</td>
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<td>· Think-a-louds… how to make mathematical thinking visible</td>
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<td>· Work on individual lesson plans, as time allows</td>
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<td>3-31</td>
<td>What are some ways to teach and use literacy?</td>
<td><strong>SOCIOCOGNITIVE/SOCIOCULTURAL PEDAGOGY</strong></td>
<td>- Pearson, Ch. 9, Powerful Pens</td>
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<td><strong>Activities:</strong></td>
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<td>· Discussion of readings</td>
<td>- Week 2 readings for your rotation</td>
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<td>· Group work and writing in math</td>
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<td>· Math in the media and popular culture…</td>
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<td>· Small-group discussion of individual lesson plans</td>
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### 4-7 What are some ways to teach and use literacy?  
**Sociocultural/Critical literacy pedagogy**

**Activities:**
- Discussion of readings
- Mini-lesson on sociocultural and critical literacy pedagogy
- Is there a purpose for math beyond completing a worksheet?
- Small-group discussion of student studies

**READ:**
- Moje & Hinchman
- Week 3 readings for your rotation

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### 4-14 Teaching Analysis

**ACTIVITY:**
Debriefing what we have learned from teaching (bring Video Records of Practice (all three groups) (1 of 2)

**READ:**
- Week 4 readings for your rotation

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### 4-21 ACTIVITY:
Debriefing what we have learned from teaching (bring Video Records of Practice (all three groups) (2 of 2)

**DUE:**
Round 4 Assignments (Text/Student/Lesson Analyses)

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### 5-1 Final Exam

**DUE:**
- WILL MEET IN COMPUTER LAB
- 8am to 10am

**TAKE POST-ASSESSMENT DURING CLASS TIME**

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**ROTATION ASSIGNMENTS AND READINGS**

This semester you will be rotating through three different classrooms as a part of your field experience. In each classroom you will be observing and working with a skilled teacher. Each classroom will be a site for exploring a particular area of teaching content area literacy. Thus, you will do specific readings and work on assignments that relate to your classroom participation schedule. In other words, while we will have universal readings that we will all do for each week, there will also be readings which are assigned to complement the assignments you will be working on. Which assignment you are working on at any given time will depend on which classroom you are visiting. Everyone will have completed the same assignments by the end of the semester, but you will have done so in different orders depending on your team.
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<tr>
<th>Site</th>
<th>Rotation Focus</th>
<th>Major Assignment</th>
<th>Complementary Readings</th>
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<td>Selecting and using texts</td>
<td>Text Analysis</td>
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<td>·  Assessing Readers and Their Texts (Chapter 7 in Pearson)</td>
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<td>·  Thompson et al. (Chapter 11)</td>
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<td>·  Tanner &amp; Casados Article</td>
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<td>·  Activating Prior Knowledge and Interest (Chapter 4 in Pearson); Why Ask? (Chapter 8 in Pearson)</td>
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<td>·  From Struggling Readers (Chapter 2 in Pearson); Assessing Readers and Their Texts (Chapter 7 in Pearson)</td>
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