ED 402-001 Winter 2014
Room 2228
Using Literacy to Teach and Learn World Language Content in Secondary Schools

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Office Hours: By appointment
Class Meetings: Wednesdays 4:00-7:00 PM

Course Purpose and Objectives

Have you ever thought about all of the reading that you do at the university? Is reading for your content area major the same as the reading that you do for other courses you’ve taken? The mathematics courses? Your English literature courses? Your World Language Courses? If yes, what makes the processes the same? If not, then how are the processes different? And where and when did you learn to read the way you read in your major area of study? 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 reading and writing processes, regardless of content?

The purpose of this course is to examine both the possibilities and challenges for students as they use and produce texts in the disciplines of middle and high schools. Of course, the purpose doesn’t end there. We also want to acquaint you with information about reading and writing processes and with pedagogical approaches that help students use texts to learn and become critical readers of World Language texts.

Please think of this course as a course on using reading, writing, and other communication tools in your content area. 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 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.

To these ends, we 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.
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 literacy instruction into the overall content area curriculum.
7. Teach and assess your own World Language 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?

This tends to be more theoretical and we will do a lot of work around what it means to read and write as a practitioner in your content area. 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 specific discipline. How many of you have ever thought about what it means to read like an expert in your field? In this course, we’ll discuss how the different texts you might use to teach your content area could present unique challenges to your middle and high school students.

- How do literacy practices in World Language classrooms reflect and reproduce social, cultural, and structural arrangements outside of school?

This theme relates to ED 392, 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 reflect and reproduce 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 shape 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 World Language 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, the disciplines of World Languages, and the kids we might teach. 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 is important for you to select a student and begin collecting data for your student study as soon as possible. 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 World Language learning (reading, writing, speaking, and listening).

- What are some ways to teach students to read and write the content of World Languages more effectively?

This is all about literacy teaching routines and strategies that you can use in your classrooms. We'll explore three approaches to instruction (cognitive, sociocultural, and critical), 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 World language concepts; set purposes for reading, writing, and learning in the World Language disciplines; and focus on studying concepts, rather than discrete facts. All of
these routines and strategies are designed to be integrated into World Language 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 World Language disciplines do. You’ll learn how to plan lessons and you’ll get a chance to plan and teach a lesson in your field classroom.

**Course Materials Required**

- Selected chapters and articles on CTools (Please download and print readings or bring a laptop to class.)
- Sample World Language text from your field placement.

**Course Requirements**: A brief description of each course requirement is included below. *See Ctools for more detail about assignments.*

1. **Class participation**: 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. You will receive five points for your professional and collegial participation in each class meeting. If you must miss a class, you need to contact me by email or voice mail) PRIOR to the class. Merely attending class, however, doesn't really promote deep learning. Thus, I will also evaluate your participation in class. Participation can take many forms. I will evaluate you holistically across three categories to determine whether you have earned the five points for each session:
   a. Regular attendance.
   b. Thoughtful, prepared, and courteous participation in whole-and small-group participation (including evidence of having completed readings).
   c. At least one 20-minute meeting with me before the end of February. (20 points)
   d. Collaborative work with your field partner and other small groups in the class.

   You will receive full credit for each 3 hour course block if you are present and participate in class activities, 9 points if you are absent, excused by me before class meets and write a reflection on the material read for the missed class, and 0 points if you have not been excused for class. I will also take off points to reflect extended tardiness or lack of participation.

2. **TEP Pre-Assessment**: You will take the Teacher Education Program assessment online. This is a pre-assessment and provides EDUC 402 and 307 instructors with information that helps guide instructional decisions.
3. **School Study:** During the first few weeks of school, you will be asked to research the school in which you will be placed for your field experience. You can use the internet to begin your research and then continue by interviewing your mentor and other school personnel. You should collect notes and artifacts that you can use during the discussion.

4. **Student Case Study:** This assignment has multiple parts. For this assignment, you will use your practicum experience to observe literacy practices of secondary school teachers and adolescents at work. You should take field notes that can be used to support the points you make in your student study. You will also administer a motivation survey and informal reading inventory. You will write a 6-7 page paper based on field notes and interviews, and you’ll report on your findings in during a class debriefing session. The purpose for this assignment is twofold: first, to increase your understanding of the challenges faced by adolescents in learning content area material; and second, to situate the teaching that you plan to do in the context of real students and real colleagues.

5. **Text Analysis:** You will select texts that might be used in your content area. It would be helpful if you selected a textbook that will be used in your practicum. If the timing works you can use the same text for the text analysis assignment and the reading inventory that is a component of the student case study. In this assignment you will write a six to ten page paper in which you analyze the key concepts, text features, and questions that characterize the text. You will also discuss instructional implications that result from your text analysis.

6. **Lesson Plans:** You will integrate literacy activities into a lesson designed to teach significant content your World Language curriculum.

7. **Literacy Strategy Lesson Video:** For this assignment, you’ll plan and teach a lesson in your practicum field classroom. This should be a lesson that you would normally teach as an ELA instructor. 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 your Cooperating Teacher (CT) in the field to decide when, what, how, and whom you will teach.

You will demonstrate in your planning that you have:

- analyzed the texts that you would want your students to use or produce during the lesson
- 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’ll submit a first draft of your lesson plan for feedback and have an opportunity to revise it before you are asked to execute the plan. In addition to the actual teaching, you must document your teaching with a videotape. 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 should also take care that the equipment is charged and ready to go when you are.

8. **In Class Reflection on Using Content Literacy Strategies to Enhance Learning**: You will write a 3-4 page reflection on how you will use what you have learned in EDUC402 during the rest of your teacher education program including student teaching and during the early years of your teaching career. You may use your textbooks, CTool articles, and class notes to write your reflection. Because it will be written during class, you may bring your laptop to class.

9. **Final Exam**: You will take the Teacher Education Pre-Service Teacher Assessment that you took in January again. It will serve as a post test and demonstration of what you have learned during your experiences in EDUC 402.

**Professionalism and Classroom Citizenship**

One part of becoming a professional educator is “practicing what you preach,” and “practicing what you teach.” Your students notice everything, especially hypocrisy! If you want students to be good citizens then you must be a model citizen yourself. As teachers, you want your students to attend class regularly, be punctual, help each other, treat each other with respect, complete assignments and readings in a timely manner, and participate actively. Active participation includes being prepared for classroom discussions and activities by completing all readings and assignments and contributing to whole group and small group discussions.

As teachers yourselves, we expect you to model these dispositions. Lateness, absence, and lack of preparation for classroom activities often have a negative impact on your learning experiences and those of your classmates. It is our obligation as your instructors to make sure that every member of the classroom community has the opportunity to learn. We expect you to come to class on time and prepared. We expect all assignments to be completed by the due date. When assignments are handed in late, it is difficult for us to honor our commitment to all our students (to return assignments in a timely fashion and to provide useful feedback). Please hand in all assignments on time.

**Laptops in the Classroom**

Laptops can be very distracting to instructors and students, especially during discussions. You are free to bring laptops to the classroom, but please refrain from using them during large and small group discussions unless you are searching for information relevant to content we are discussing and share what you find with the group. It is also appropriate to use laptops to present material to the class and on the few occasions when taking notes might be helpful. In this course, laptops should be seen as a resource that forwards our work in this space and not as an opportunity to multitask (e.g., read and answer e-mail, search the web for personal reasons, and/or complete other work while simultaneously engaging with colleagues and content).

**Academic Integrity**

Misconduct in the pursuit of scholarship and research includes at least the following major
offenses:
- Cheating
- Plagiarism and other misappropriation of the work of another
- Falsification of Data
- Improperly obtaining or representing laboratory or field data
- Obstruction of the academic activities of another
- Aiding or abetting academic misconduct

Source (see website below for explanations of each of the offenses above and for additional offenses: http://www.rackham.umich.edu/policies/academic_policies/)

Available Support Services
1. Office of Services for Students with Disabilities  http://ssd.umich.edu/
   - Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge.
   - Assists students in negotiating disability-related barriers to the pursuit of their education.
   - Strives to improve access to University programs, activities, and facilities for students with disabilities.

   Location: G-664 Haven Hall 505 South State Street
   Hours: 8:00AM-5:00PM Mon-Fri
   Phone: (734) 763-3000
   E-mail: ssdoffice@umich.edu

2. Counseling and Psychological Services  http://www.umich.edu/~caps/
   Offers a variety of support services aimed at helping students resolve personal difficulties and strengthen the skills, attitudes and knowledge that will enable them to take full advantage of their experiences at the University of Michigan.

   Location: Third floor of the Michigan Union (Room 3100)
   Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday
   Phone: (734) 764-8312

3. ITCS Computing Assistance Hotline  http://its.umich.edu/help/
   Provides support for various computer resources and services at the University of Michigan.

   Monday–Friday: 7:00 a.m.–6:00 p.m.
   Sunday: 1:00 p.m.–5:00 p.m. (email only)
   (734) 764-HELP

4. Sweetland Writing Center  http://www.lsa.umich.edu/sweetland/
   The Sweetland Writing Center offers a variety of writing courses and support for graduate students.

   Sweetland Writing Workshop faculty offer skillful, supportive advice to graduate students as they draft their course papers, projects, and theses. We act as an interested outside audience, direct
students to resources, and give specific suggestions about organization, disciplinary modes, evidence, clarity, grammar, and style.

Graduate students may schedule one 60-minute appointment per week, with a limit of seven (7) visits during fall and winter terms including walk-ins. During spring and summer half-terms, the limit on visits is four (4) including walk-ins.

**Location:** 1310 North Quad  
**Hours:** For hours each semester, click on *Schedule a Writing Workshop Appointment* under the “For Students” tab. **Avoid waiting until the last minute to schedule appointments so you can get your work read in a timely manner.**  
**Phone:** (734) 764-0429  
**Email:** sweetlandinfo@umich.edu

**Evaluation**  
Grades will be assigned on the basis of both process and product. Revisions of work will be accepted for one week after the work is returned to you, but late work will not be accepted. **We also will not accept work from you if you are not in class on the day that it is due unless we have been notified of the absence prior to class.** We will calculate your grade as follows:

- Class attendance and participation (10 pts per session)  
- Discussion of School Study (40 points)  
- Student Study (100 points)  
- Write-up of Text Analysis (80 points)  
- Video of Literacy Strategy Lesson (85 points)  
- In Class Reflection on Use of Course Content: Final (30 points)

The grading scale is based on the following percentages of the total points possible:

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<tr>
<th>Percentage</th>
<th>A</th>
<th>76-73</th>
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<td>100-95</td>
<td>A</td>
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<td>94-90</td>
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<td>89-87</td>
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<td>DATE</td>
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<td>Week 1</td>
<td>Definitions of literacy</td>
<td>Scribner, Literacy in three metaphors <em>(In class reading)</em></td>
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<tr>
<td>9/03</td>
<td>What is literacy?</td>
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<td>Week 2</td>
<td>Definitions of literacy (continued)</td>
<td>Snow and Moje, Why is everyone talking about adolescent literacy?</td>
<td>Shanahan and Shanahan, Teaching disciplinary literacy to adolescents: Rethinking content-area literacy</td>
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<td>9/10</td>
<td>What is disciplinary literacy?</td>
<td>Langer, Literary understanding and literature instruction</td>
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<td>What is English Language Arts literacy and how does it differ from literacy in other disciplines?</td>
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<td>What is World Language literacy and how does it differ from literacy in other disciplines?</td>
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<td>Week 3</td>
<td>Literacy Develop and Challenges</td>
<td>Schleppegrell, The challenges of academic language in school subjects</td>
<td>Alexander, The path to competence: A lifespan developmental perspective on reading</td>
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<td>9/17</td>
<td>How do the ways of reading, writing, and talking in texts challenge students’ understanding of the content of the English language arts and world languages.</td>
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<td>How does literacy develop in the English language arts and world languages?</td>
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<td>Week 4</td>
<td>School Culture</td>
<td>Anyon, Social Class and School Knowledge</td>
<td>Entrance Ticket for School Study Socratic Seminar</td>
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<td>9/24</td>
<td>How does a school’s environment affect the learning of students?</td>
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<td>School Study Reflection (Due 9/26)</td>
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<td>Week 5</td>
<td>Text Complexity</td>
<td>Armbroster, Considerate texts Unrau, Assessing readers and their texts (pgs. 253-261 bottom of page)</td>
<td>Bring text for text analysis.</td>
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<td>10/1</td>
<td>What makes literature difficult to read? How does it differ from informational text?</td>
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<td>What makes world language texts difficult to read?</td>
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<td>Week 6</td>
<td>Teaching with Text: Prior Knowledge and Vocabulary</td>
<td>Vacca and Vacca, Activating prior knowledge and interest Vacca and Vacca, Developing vocabulary and concepts</td>
<td>Word Generation (<a href="http://wg.serpmedia.org">http://wg.serpmedia.org</a>)</td>
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<td>What is the connection between prior knowledge and vocabulary?</td>
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<td>How do we increase conceptual knowledge and vocabulary?</td>
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<td>View and Discuss German Lesson.</td>
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<td>Week 7</td>
<td>Teaching with Text: Text Structure</td>
<td>Vacca and Vacca, Working smart: Study strategies and</td>
<td>Bring text for Content Inventory to class.</td>
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| Week 8  
10/22 | **Assessing Student Learning**  
How do teachers assess their students’ products in order to:  
• learn about their students,  
• plan for future instruct, and  
• evaluate student growth and achievement.  
Unrau, Assessing readers and their texts (pgs. 213-253 bottom of page)  
Bring idea for Literacy Lesson Plan for video lesson to class. | **Assessing Student Learning**  
How do teachers assess their students’ products in order to:  
• learn about their students,  
• plan for future instruct, and  
• evaluate student growth and achievement.  
Unrau, Assessing readers and their texts (pgs. 213-253 bottom of page)  
Bring idea for Literacy Lesson Plan for video lesson to class. |
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| Week 9  
10/29 | **Below Grade Level Readers**  
How do teachers design instruction for students who read below grade level?  
Vacca and Vacca, From struggling readers to striving readers  
Mueller, Learning from at-risk adolescent readers  
Bring text for Content Inventory to class. | **Below Grade Level Readers**  
How do teachers design instruction for students who read below grade level?  
Vacca and Vacca, From struggling readers to striving readers  
Mueller, Learning from at-risk adolescent readers  
Bring text for Content Inventory to class. |
| Week 10  
11/5 | **Comprehension and Metacognition**  
How do teachers select, use, and scaffold texts to support their students’ development of knowledge?  
How do teachers model metacognitive awareness and strategies?  
Moje, Comprehending in the subject areas: The challenges of comprehension, grades 7-12, and what to do about them  
Fischer, Revisiting the reader’s rudder: A comprehension strategy  
Text Analysis  
Bring results of motivation questionnaire to class. | **Comprehension and Metacognition**  
How do teachers select, use, and scaffold texts to support their students’ development of knowledge?  
How do teachers model metacognitive awareness and strategies?  
Moje, Comprehending in the subject areas: The challenges of comprehension, grades 7-12, and what to do about them  
Fischer, Revisiting the reader’s rudder: A comprehension strategy  
Text Analysis  
Bring results of motivation questionnaire to class. |
| Week 11  
11/12 | **Writing to Learn**  
How do we engage students in authentic writing tasks that enhance their knowledge of the English language arts and world languages?  
Fisher and Frey, Powerful pens: Writing to learn with adolescents  
ELA_WAC  
Literacy Lesson Plan for Video Lesson | **Writing to Learn**  
How do we engage students in authentic writing tasks that enhance their knowledge of the English language arts and world languages?  
Fisher and Frey, Powerful pens: Writing to learn with adolescents  
ELA_WAC  
Literacy Lesson Plan for Video Lesson |
| Week 12  
11/19 | **Motivation**  
What can we do to encourage students to read?  
Unrau, Motivation to read content area texts  
Moll, Amanti, Neff, and Gonzalez, Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms  
Bring Metacognitive Awareness of Reading Strategies Inventory results to class. | **Motivation**  
What can we do to encourage students to read?  
Unrau, Motivation to read content area texts  
Moll, Amanti, Neff, and Gonzalez, Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms  
Bring Metacognitive Awareness of Reading Strategies Inventory results to class. |
| 11/26 | **Thanksgiving Break** | **Thanksgiving Break** |
| Week 13  
12/3 | **Critical Literacy**  
How do teachers create a thinking culture in their classrooms?  
Foss, Peeling back the onion: Teaching critical literacy with students of privilege  
Behrman, Teaching about language, power, and text: A review of classroom practices that support critical literacy  
Morrell, Toward a critical pedagogy of popular culture:  
Student Study | **Critical Literacy**  
How do teachers create a thinking culture in their classrooms?  
Foss, Peeling back the onion: Teaching critical literacy with students of privilege  
Behrman, Teaching about language, power, and text: A review of classroom practices that support critical literacy  
Morrell, Toward a critical pedagogy of popular culture:  
Student Study |
| Week 14 12/10 | Spanish Video | Literacy development among urban youth | Final Reflection |