ED 402-004  
Room 2225  
Using Literacy to Teach and Learn Content  
in the Secondary Schools

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Office Hours: Tuesdays 5:00-6:00 PM and Tuesdays 10:00-12:00 and by appointment  
Class Meetings: Tuesdays 6:00-9:00 PM

Course Purpose and Objectives

The purpose of this course is to acquaint preservice and inservice teachers with pedagogies that use literacy to help students learn in various secondary (middle and high school) content areas. By "using literacy," we refer to engaging students in reading, writing, discussion, interpretive, and critical activities that not only help them understand content area concepts, but also help students learn strategies and skills for future, independent learning. In the course, we will analyze the nature of reading, writing, discussion, interpretation, and critical processes and practices; life in secondary classrooms; and how teachers' and students' school lives are both disjoint from and woven together with their out-of-school lives. In addition, we will examine theoretically grounded and empirically supported instructional methods that: (a) 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-school and out-of-school literacy practices; and (f) allow teachers to analyze, critique, and use textbooks and other print materials to meet their students' diverse interests and needs. At the end of this course, you should be able to do the following:

1. Demonstrate an understanding of the nature of 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 content areas.
2. Develop and reflect on units that integrate these processes and practices into your content area instruction, thus demonstrating a critical knowledge of various content area literacy strategies and pedagogies.
3. Assess and develop materials and strategies for engaging young people in multiple forms of representation.
4. Explain and critically assess your own beliefs about literacy and learning in your content area.
5. Explain how the following concepts relate to the growth of critical literacy skills, strategies, and practices among 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.

Course Structure

Please think of this course not only as a course on teaching reading and writing, but also as a course on teaching and learning. Influential teachers—those who hope to make a difference in young people's lives—acknowledge that all subject areas include some form of literacy and that these various forms of literacy influence their students' current and future academic work, as well as their professional, social, and political lives. Part of being an influential teacher, then, is a commitment to helping students use and improve on multiple literacy abilities.
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. The first theme revolves around the question, What is literacy? As we discuss this question, we'll examine various perspectives on literacy (including our own), issues related to teaching literacy at the secondary level, and problems connected with literacy teaching and learning.

Our second theme revolves around the who of literacy learning and teaching: Who is teaching? Who is being taught? What are the strengths and interests that adolescents bring to classrooms? In asking these questions we want to focus on what teachers and students think about literacy and about their experiences in secondary-school settings. In other words, we don't want to discuss a number of teaching strategies without thinking about who is being taught and who is putting these strategies into practice.

A third theme has to do with what secondary (that includes junior high, middle school, and high school) classrooms and schools look like. We'll ask two questions in connection with this theme: How do secondary schools and classrooms reflect social, cultural, and community arrangements? How do they shape or reproduce such arrangements?

Our final theme for the term revolves around ways to teach and use literacy in secondary classrooms. Because we believe that teaching and learning depend on a variety of methods and techniques (that when put together with a philosophy about teaching, learning, and literacy represent a "pedagogy"), we try to use, model, and discuss many different ways of teaching and learning when we teach courses. We will incorporate a great deal of reading, writing, discussion, interpretation, and critique into the course. At times we may give what we call "mini-lessons" (cf. Atwell, 1987), in which we present the theories that support certain pedagogies, or in which we outline the aspects of a particular pedagogy. In other situations, we will model pedagogical approaches that we think you might find useful in your teaching, and we will ask you to teach each other these strategies and pedagogies.

Much of our examination of these themes will be done in discussion and small-group work. These discussions will examine, analyze, and critique the teaching and learning practices highlighted in the readings. Your learning in the class depends on your participation and your willingness to analyze and discuss these ideas critically.

Course Materials Required

- Coursepack (Dollarbill Copying, 611 Church Street)

Course Requirements: A brief description of each course requirement is included below. See attached course materials and evaluation rubrics for more details on requirements.

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 us (or leave a message on our voice mail) PRIOR to the class. Merely attending class, however, doesn't really promote deep learning. Thus, we will also evaluate your participation in class. Participation can take many forms. We will evaluate you holistically across three categories to determine whether you have earned the two points for each session:
   a. whole-class participation (engaging in discussion, paying attention, interacting professionally and courteously with us and with your peers)
   b. small-group participation (engaging in or leading discussion, fulfilling your role/responsibility as a group member, interacting professionally and courteously with your peers)
   c. individual preparation for class activities (completing readings, reflective writings,
discussion plans, and all assignments prior to attending class meetings, preparing for assigned class activities, arriving on time for class and remaining in class for the entire class period).

2. **Reflections/Discussions of the Readings**: You will write two very brief (1-2 page) reflections on the readings. Reflections must be word processed. We will provide a suggestion for the focus of the reflections.

3. **School Study**: You will write a 1-2 page description of the school in which you are doing your field assignment. You should describe the demographics of the school population, features of the district that help to define the character of the district, and observations that you have made about the school culture.

4. **Student Interview**: For this assignment, you will use your practicum experience to observe literacy practices of secondary school teachers and adolescents at work. You will write a four page paper based on field notes and interviews, and you’ll report on them in content-area presentations. The purpose for the field work 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 your cross-curricular unit among real students and real colleagues.

5. **Literacy Essay**: In this assignment, you will write a four-page synthesis of the various perspectives on literacy that we have been studying and a clear statement of what you think literacy is and how you might use and teach it in your content area.

6. **Strategies Analyses and Presentations**: For this assignment, you will locate and analyze a literacy strategy that would be useful for teaching in your discipline. You will also discuss strategies with your peers in content-area groups, and you will select one strategy to present (teach) to the whole class.

7. **Lesson Plans**: You will write two lesson plans designed to teach content in your disciplinary area. The lesson plans will include at least one literacy strategy.

8. **Assessment and Rubric**: Your content group will select or design an assessment appropriate for the content taught in your discipline. You will design a rubric that can be used to evaluate the performance of students who take the assessment. You will write a reflection on the process of assessing student performance using a rubric.

9. **Reflection on Initial Teaching Exploration**: You will have an opportunity to teach a lesson or part of a lesson during your practicum. Afterwards write a two-page reflection describing your experience, what you have learned, and how you may use this knowledge in future teaching experiences.

10. **Interdisciplinary Unit**: You will work with other people in the class to design a cross-curricular unit that emphasizes the use of multiple literacies across content areas. You will describe the conceptualization of the unit and a timeline of all lessons in the unit.
**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:

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<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tr>
<td>Class participation</td>
<td>28</td>
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<tr>
<td>Written Reflections/Discussions</td>
<td>30</td>
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<td>School Study</td>
<td>30</td>
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<td>Write-up of Student Interview</td>
<td>30</td>
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<td>Literacy Essay</td>
<td>30</td>
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<td>Strategies Analysis</td>
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<td>Strategy Presentation</td>
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<td>Initial Teaching Exploration Reflection</td>
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<td>Strategy Lesson Plans</td>
<td>60</td>
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<td>Final Exam</td>
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<td>Interdisciplinary Unit</td>
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**TOTAL** 393 POINTS

The grading scale is:

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<th>Score Range</th>
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<td>76-73</td>
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<td>92-90</td>
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<td>86-83</td>
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<td>9-05</td>
<td>Multiple forms of representations: what are the texts from which we build literacy?</td>
<td><strong>Perspectives on Literacy:</strong> 1) Eisner “Forms of Representation”</td>
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<td>• Introductions &amp; Course Overview</td>
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<td>• Secondary Teacher Education Performance Assessment</td>
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<td>• Read and discuss Eisner (forms of representation)</td>
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<td>• Discuss examples of multiple forms of representation</td>
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<td>• Discuss next week’s assignments</td>
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<td>1) School Study Paper &amp; Rubric</td>
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<td>2) “My Bag” activity</td>
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<td>3) Reflection #1: Thinking about your own experiences with literacy, and after reading Eisner’s article “Forms of Representation,” what does literacy mean to you? What is literacy? Has your notion of literacy changed over time or through certain experiences? If so, how? Why? If not, why not? (Due 9/12)</td>
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<td>9-12</td>
<td>What is literacy?</td>
<td><strong>Perspectives on Literacy:</strong> 1) Cazden, et al. 2) Eisner, “Preparing for Today and Tomorrow DUE: REFLECTION # 1</td>
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<td>• Discuss Cazden, et. al.</td>
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<td>• Discuss Eisner, “Preparing for Today and Tomorrow”</td>
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<td>• Assign Entrance Ticket for 9/19</td>
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<td>9-19</td>
<td>How do views of literacy vary?</td>
<td><strong>Perspectives on Literacy:</strong> 1) Ferdman 2) Gal 3) Mahiri 4) Wagner Due: Entrance Ticket</td>
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<td>• Discussion of readings in jigsaw format (Ferdman, Gal, Marhiri) What are the various perspectives voiced in each author’s definition of literacy. What are the differences and similarities among the different perspectives. How does Eisner’s discussion of “forms of representation” extend or complicate thinking about literacy? • Reflection #2: Find an article on literacy in your content area and write about how literacy relates to your content area (Due 9/26).</td>
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<td>9-26</td>
<td>What are the major issues that need to be addressed in teaching adolescent literacy?</td>
<td><strong>Read:</strong> 1) Moore, D., et al. Adolescent Literacy Commission statement 2) Teacher Preparation Standards 3) Vacca &amp; Vacca Ch. 1</td>
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<td>• Discuss Vacca &amp; Vacca Ch. 1 (Reading Matters)</td>
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<td>• Discuss Student Interview and Rubric</td>
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<td>• Discussion of interview questions for student interview</td>
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<td>• Discuss Teacher Preparation Standards</td>
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<td>• Discussion Adolescent Literacy Commission statement</td>
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<td>Activities</td>
<td>Reflection #2</td>
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| 10-03| 1) What should we know about the texts we teach?  
2) What are some ways to increase interdisciplinary connections during instruction?  
Activities:  
- Text analysis activity  
- Mini-lesson on developing interdisciplinary units (MDE planning guide and Wiggins article)  
- Discuss sample interdisciplinary units  
- Interdisciplinary planning (theme, focus question, culminating project)  
- Visit Websites for standards  
- Review format and criteria for lesson plans | Read:  
1) Vacca & Vacca Ch. 12  
2) Sample interdisciplinary unit  
3) Interdisciplinary Unit, Marilyn Brooks  
4) Wiggins, “What is Backward Design?”  
5) MDE, “How to Design Standards-based Thematic Units of Instruction | DUE:  
1) SCHOOL STUDY PAPER  
2) Bring samples of content area text |
| 10-10| Cognitive Pedagogy: 1) What is the role of prior knowledge in learning?  
2) What is the role of vocabulary instruction in developing conceptual knowledge?  
Activities:  
- Discussion of pedagogy  
- Lecture on Cognitive Pedagogy  
- Discuss Vacca & Vacca Ch. 9 (Prior Knowledge)  
- Discuss Vacca & Vacca Ch. 8 (Vocabulary)  
- Model Lesson Plan and review criteria for Lesson Plan | Read:  
1) Vacca & Vacca Chs. 8 & 9 | DUE:  
STRATEGY ANALYSIS |
| 10/17| Fall Study Break                                |                                                  |                                                                      |
| 10/24| Cognitive Pedagogy: 1) What are some ways to incorporate writing-to-learn strategies into content areas instruction?  
Activities:  
- Interdisciplinary unit planning meeting (standards and benchmarks)  
- Discuss Vacca & Vacca Chapter 11 (Writing to Learn)  
- Practice scoring a substantive conversation  
- Present Literacy Strategy to class | Read:  
1) Vacca & Vacca Chapters 11 | DUE:  
Lesson Plan # 1 |
| 10/31| How do we assess literacy?                      |                                                  | Read:  
1) Vacca & Vacca Chapter 2 |
| 11/07| How does knowledge of adolescent learners and literacy instruction affect teaching content? | Read:  
1) Moje, *All The Stories That* |
<table>
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<th>Date</th>
<th>Activities</th>
<th>Read</th>
<th>DUE:</th>
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<td>11/14</td>
<td><strong>Socio/Cultural Pedagogy: How do we meet the needs of under-represented students?</strong>&lt;br&gt;<strong>Reflection:</strong> How do your literacy practices reflect the “culture of power” (see Delpit)? Compare the stances taken by Obidah &amp; Teel and Willis with that of Delpit? What are their areas of agreement and possible disagreement?&lt;br&gt;<strong>Activities:</strong>&lt;br&gt;• Discuss Delpit&lt;br&gt;• Discuss Obidah &amp; Teel&lt;br&gt;• Discuss Willis&lt;br&gt;• Present Literacy Strategy to class&lt;br&gt;• Interdisciplinary unit planning meeting</td>
<td>1) Obidah &amp; Teel&lt;br&gt;2) Delpit&lt;br&gt;3) Willis</td>
<td><strong>Due:</strong>&lt;br&gt;Lesson Plan # 2</td>
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<td>11/21</td>
<td><strong>What are some ways to address the needs of diverse populations?</strong>&lt;br&gt;Sociocognitive/Sociocultural pedagogy&lt;br&gt;<strong>Activities:</strong>&lt;br&gt;• Discuss Vacca &amp; Vacca Chapter 5 (Culturally and Linguistically Diverse Learners)&lt;br&gt;• Discuss articles (Moll &amp; Gonzalez, Strickland, Cashon, Jackson, and Barnitz)&lt;br&gt;• Present Literacy Strategy to class&lt;br&gt;• Review criteria for Initial Teaching Exploration Reflection</td>
<td>1) Moll and Gonzalez&lt;br&gt;2) Strickland, “Principles of Instruction”&lt;br&gt;3) Cashon, J.&lt;br&gt;4) Jackson, F. R.&lt;br&gt;5) Barnitz, J. G.</td>
<td><strong>Due:</strong>&lt;br&gt;Student Case Study</td>
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<td>11/28</td>
<td><strong>When students struggle to learn your course content, what should you do?</strong> What study skills and literacy strategies are especially well-suited for struggling learners?&lt;br&gt;<strong>Activities:</strong>&lt;br&gt;• Discussion of excerpts from Mueller&lt;br&gt;• Discuss Strickland Article&lt;br&gt;• Discuss Vacca &amp; Vacca Chapter 3 (Struggling Readers and Writers)</td>
<td>1) Mueller&lt;br&gt;2) Vacca &amp; Vacca Ch. 3&lt;br&gt;3) Strickland “Educating African American Learners At Risk: Finding a Better Way”</td>
<td><strong>Due:</strong>&lt;br&gt;Student Case Study</td>
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<td>12/05</td>
<td><strong>Final Exam I</strong></td>
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<td><strong>Activities:</strong>&lt;br&gt;• Teacher Education Performance Assessment&lt;br&gt;• Interdisciplinary Unit Team Meeting</td>
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<td><strong>Due:</strong>&lt;br&gt;1) Initial Teaching Exploration Reflection</td>
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<td>12/12</td>
<td><strong>Final Exam II</strong></td>
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<td>Presentations of Cross-Curricular Units</td>
<td>WRITTEN FORM OF CROSS CURRICULAR UNIT</td>
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SCHOOL STUDY Criteria:

The paper should present a fairly comprehensive view of the school and possibly the school district. Use resources at the school (cooperating teacher, students, principals, secretaries, other teachers) and the website to gather information. Use the categories below to organize your paper. It should be between 3-4 pages in length. The paper is worth 30 points.

- Description of the physical characteristics and location of the school/district
- Demographics describing the student population and community
- Summary and analysis of the staff and organizational structure of school
- Description and analysis of the professional development activities available to teachers
- Description and analysis of the extra-curricular and support programs available to students
- A conclusion assessing the school environment in relation to the recommendations in the Adolescent Literacy position paper
- Clear, well-organized paper that follows standard conventions
Literacy Perspectives Essay

In this assignment, you will synthesize the various perspectives on literacy that we have been studying and will write your own four page, typed, double-spaced statement of what you think literacy is and how you might use it in your content area. In your statement you should make explicit references to the articles we’ve read, drawing on the definitions and theories espoused in those articles to make clear your own perspective on literacy. We will evaluate your reading of these articles based on this statement, so be sure to make clear your understanding and synthesis of the ideas in the articles.

We will also evaluate you on the clarity of your own perspective and on how you have articulated what it means to teach and use literacy in your content area, so be very clear about that as well. You will be expected to use information from your practicum to support your perspective. This includes observations of students’ sanctioned and unsanctioned uses of literacy.
Literacy Perspectives Essay Rubric

Your essay will be evaluated on the following criteria (30 points total):

Please include this sheet with the work you submit so that we can use it to record our feedback.

Your exam will be evaluated on the following criteria:

___ You’ve included a thorough explanation and critical analysis of the perspectives on literacy held by at least three different scholars we’ve read (9 pts.).

___ You’ve used observations during your practicum to discuss perspectives on literacy (6 pts.).

___ You’ve made a clear and defensible explanation of your own perspective on literacy (9 pts.).

___ You’ve included evidence of the writer’s workshop process (one or more drafts, comments/notes from peer conference) (3 pts.).

___ You’ve written a clear, well-organized paper that follows standard conventions (3 pts.).
FIELD WORK GUIDELINES: STUDENT INTERVIEW

Your field work assignment is based on your practicum. It will result in a four page written analyses describing observations of students during classroom activities and an interview of one of the students observed.

This observation focuses on how students use literacy during formal classroom experiences. During your classroom visits observe how students and teachers use various forms of representation to communicate ideas and information and to express feelings or identities. You should look particularly for uses of print, but you should also observe to see how other forms of representation (talk, music, video, performance, movement, etc.) are used in conjunction with or in place of print. Observation guidelines are suggested in the All the Stories book. Documentation of observations in the form of field notes will be required.

Interview
This field experience requires that you interview a student. The interview with the student should focus on beliefs about literacy, representation, and communication. You might ask very specific questions about how much the youth reads print, but you will also want to ask questions about other ways that the youth represents and expresses herself, communicates with others, and obtains information. You will also want to ask questions about how the student’s perception of their literacy needs and the support they receive from their teachers. Questions for this interview are suggested in the All the Stories book.

The work we are doing is for educational purposes only (NOT FOR RESEARCH), but it is important that we keep our observations and conversations confidential. We will discuss them in class, but no names (of people or locations) should be used.

See rubrics for the ideas you should include in your written analysis.
STUDENT INTERVIEW RUBRIC:

The interview should focus on the student’s beliefs about, experiences with, and learning of literacy. The write-ups should include a) a brief background of the participant, b) verbatim and paraphrased responses from the interview (prefaced by or linked to your questions), and c) an interpretation of the interview. The interpretation should include what you think the responses mean, as well as how you think those responses will inform your teaching in this classroom and in the future.

__ You’ve included the interview questions that you used when conducting the interview? (3 pts)
__ You’ve included the signed interview permission letter (2pts)
__ You’ve transcribed portions of your interview and included them in your write-up (3 pts)
__ You’ve commented on 3-4 specific portions of the interview by analyzing and raising questions about what the participant shared with you (8 pts)
__ You’ve connected the responses to any teaching theories you have learned in your education course work (6 pts)
__ You’ve written about how the responses might inform or shape your teaching (5 pts)
__ You’ve written a clear, well-organized paper that follows standard conventions (3 pts.).

STRATEGIES ABSTRACTS & PRESENTATION GUIDELINES

For this assignment, you will work in content-area groups to analyze literacy strategies, methods, or pedagogies that would be useful for teaching in your discipline. Your analysis will be based on strategies discussed in chapters of Vacca and Vacca content reading textbook. Your written assignment will be to write analyses of two strategies that you intend to use in your final unit plan, so choose wisely.

In your analysis you should a) describe the strategy, b) discuss how the strategy could be used in your content area—give a specific example to make it clear to someone else, c) evaluate both the benefits and drawbacks of using it, and d) describe any modifications you would make. You should include a citation for each strategy so that someone else could find the description you read. Your goal is to write something that others could use. (See sample on next page.)

You should be prepared each week to present these to classmates in your content area major. (Because we invariably have some content areas with only 1 or 2 representatives, some of you will have to present to other content areas, so you may want to do some in your minor concentration area.)

You and your content area group will be asked to present one strategy to the whole class. You will be expected to identify a content area standard, benchmark and objective, and then design to an activity that incorporates a literacy strategy and successfully helps students (our class) achieve the objective.
SAMPLE STRATEGY ANALYSIS FOR THE K-W-L STRATEGY

Citation:

Description:
K-W-L stands for “What I KNOW,” “What I WANT to know,” and “What I’ve LEARNED.” The process is easy to implement in any class.
1. The teacher can either prepare a handout with three columns that correspond to these headings (Know, Want to Know, and Learned), or s/he can just put them up on the chalkboard, butcher paper, or overhead projector. (Butcher paper or transparency can be kept for later reference.)
2. The teacher asks students to volunteer what they know about a particular concept, topic, phrase, event, or issue. For best results, model the strategy with concepts, etc. with which students have some familiarity, but that they don’t know everything about. The topic has to be meaningful enough that students will want to know something, but they also have to know a little bit about it so they can do some meaningful brainstorming.
3. The teacher can ask students to offer ideas as a group or s/he can have students first brainstorm individually or in small groups.
   - If the topic is more challenging, then the teacher might have kids talk or write before whole-class brainstorming. This approach allows the teacher to stroll around the room listening in to small-group discussions or reading what kids have written, and thus makes a good instructional assessment tool.
   - If the topic is familiar, or if the strategy is used mid-unit and is serving as a sort of review, then the teacher might choose to go with whole-class brainstorming because it saves time and still allows for some assessment.
4. After brainstorming what they know, students should be asked to brainstorm what they want to know. Once they have a good list, the teacher can help kids categorize their questions so that they can organize their research or they can just have at it. The teacher can either distribute text materials (or video, audio, art works, dances, etc.) that s/he has already chosen, or the kids can choose their own materials.
5. Once they’ve finished reading, viewing, listening, and so on, then kids should be asked to evaluate what they’ve learned. This is the most important and least often accomplished, aspect of the strategy. An extension of K-W-L that has been suggested is an additional column labeled, “What I Still Need to LEARN,” which encourages kids to assess the learning they’ve done from a particular text and to recognize that no one text can answer all their questions.

Application in Biology:
I could use this strategy in biology teaching in many ways. I would probably use it to start a unit in which kids were doing inquiry projects. I might, for example, use it to start a unit on anatomy and physiology. I’d ask groups of students to choose (or to draw from a hat) the different organ systems of the human body, and to do research on these systems. To shape their research, though, and to introduce each organ system to all the students, I’d ask the whole class to engage in the K and W portions on each system prior to the projects. Once we had questions listed, I’d have the whole class help the group organize their questions. And I’d be sure to add a few of my own, as well. The group studying the system would be responsible for answering the questions suggested by the whole class and for correcting any naïve conceptions that class members held about the workings of that system. After groups had presented their projects, then the whole class would evaluate each group’s project by assessing what they had learned. This format would be really helpful because the group members would have a rubric for engaging in the inquiry, and they’d also know what they were responsible for presenting. That way the presentations would have some sense of organization, but the students wouldn’t be too limited in what they studied or in how they were to do their research.

Benefits and Drawbacks:
The benefits are many. First kids get to present their ideas about a concept, which both helps to get them thinking about the concept and allows the teacher to assess what they know. If done right, they see that their ideas are valued and that their learning in the class will build on their ideas. They also get to design their own questions, but the
teacher gets to help them shape the questions so that they are challenged to learn new things. They get to evaluate their own learning at the end, and if multiple texts are used then they can see that no one text holds all the answers. They might even see that an author’s bias can shape so-called facts, which will help to develop their critical literacy skills. I like the strategy, too, because it gives guidance but it doesn’t put too much structure on what kids learn. The drawbacks are that if you want to do this strategy well, then it can be time consuming. It could be really easy to let the strategy slide at the brainstorming stages, which could easily reinforce naïve conceptions. You also have to choose the concept carefully because kids can’t brainstorm about something they don’t know, but brainstorming about something they know well could be boring and not very fruitful. It also could be seen as just a search for the right answer. Or kids’ questions could be superficial and the answers found wouldn’t be very meaningful.

Modifications:

- Add a “What I Still Need to Learn” column. (You could also call the column, “New Questions as a Result of My Inquiry.”)
- Add a column in which students are to list conflicting views on the concept so that the different ways that facts are presented are made very clear to students.
- Have students keep a notebook of K-W-L-NL notes so that they’d be able to go back to their original brainstorming at the end of the units.
- Compare this strategy with other strategies like concept mapping, webbing, and preview guides.
- Scaffold the process the first few times by limiting text choices and length of process.
- Help the students organize their questions both by category (names, functions, outcomes, etc.) and by priority (what are the really important questions, what are the ones that we probably won’t be able to answer), so that they have a framework for conducting their inquiry.
- Make clear to students that this could be an effective strategy to use individually when they’re given the assignment to do research and write about it.
STRATEGY ANALYSIS SCORING GUIDE
Please include this sheet with the work you submit so that we can use it to record our feedback.

__  Citations of the articles or books are included (1 pt.).

__  You presented a clear, useable synopsis of each strategy (2 pts.).

__  You’ve described how to use this strategy in your content area in enough detail and with enough examples so that someone else could enact this strategy. Include the text or topic you will use. Include samples of handouts you might use. (5 pts).

__  You’ve discussed in depth the benefits and drawbacks of using the strategy (2 pts.).

__  You’ve discussed in depth how you might modify the strategy to make it a better learning tool for students (3 pts).

__  The written presentation of each analysis is neat, well-organized, and follows standard conventions (2 pt.).
STRATEGY PRESENTATION SCORING GUIDE

___ Objectives of the lesson are clearly aligned with content area standards benchmarks and the activity presented.

___ The literacy strategy selected for the activity is appropriate for the content being taught.

___ Directions for the activity are clear and provide sufficient scaffolding for the students to complete the task successfully and learn the content.

___ The activity provides evidence the presenters can use to assess how successfully students learn the content.

___ The presenters are well prepared and provide useful feedback during the activity.
INITIAL TEACHING EXPLORATION REFLECTION

You will have an opportunity to teach a lesson or part of a lesson. You can teach the whole class or a small group. You may want to co-plan the lesson with your cooperative teacher and practicum partner. Try to incorporate strategies and pedagogy discussed in 402 when planning your lesson.

Rubric

___ You’ve included a copy of your lesson plan or detailed summary of your lesson (4 pts.).

___ You’ve included an assessment of the effectiveness of the lesson including evidence of student learning observed during the lesson (5 pts.).

___ You’ve included an assessment of the effectiveness of content literacy strategies and/or pedagogies implemented during the lesson (5 pts.).

___ You’ve included a description of what you have learned that will have an impact on your future teaching (5 pts.).

___ You’ve written a clear, well-organized paper that follows standard conventions (3 pts.).
INTERDISCIPLINARY UNIT PLAN GUIDELINES

You will work with other people in the class to design a cross-curricular unit that emphasizes the use of multiple literacies across content areas. You will be responsible for designing a unit for your content area, but part of your planning should illustrate how you will integrate the concepts you are teaching with concepts taught in other content areas. In addition to the conceptualization of the unit, you will plan in detail three sample lessons as a part of the unit. One should be an introductory lesson. The second should be somewhere at the midpoint of the unit, and the third should be a concluding lesson.

You will be evaluated on the individuality of the project, and on evidence of the collaboration and team work in the project. Each person in the group can turn in the same group portion of the unit, but, you will each have individual lesson matrix and description of your unit. You can work with as many people as you like (e.g., a unit could be designed to examine a concept mathematically, scientifically, linguistically, and artistically, but they must be from content areas other than yours. I will initially assign group membership to get you started, but you are free to move about.

One of the perspectives on literacy that we will examine suggests that being literate or engaging in literate practices involves more than simply reading and writing print. According to this perspective, other forms of representation and other symbol systems also can be used to communicate and make meaning. These other forms of representation might include mathematics, music, architecture, or American Sign Language. In this cross-curricular unit, you must include at least one form of representation not traditionally used to teach students in your subject-area major.

Groups will present their units to the class so that each of us can learn other ideas for making connections across the different disciplines and for incorporating multiple forms of representation. Evaluation will be based on both your written project and your in-class presentation. Guidelines for what needs to be addressed in the unit can be found in your course readings. This project and presentation serve as your final exam, however, WE WILL WORK ON THIS UNIT FROM THE FIRST DAY OF CLASS TO THE END OF THE SEMESTER. ALL OF THE OTHER CLASS ACTIVITIES SHOULD BE EVIDENT IN YOUR UNIT.
CROSS-CURRICULAR UNIT PLAN PLANNING WORKSHEET

(These questions are to guide your planning. We do not require that you write responses to these questions! Do not use this as your evaluation rubric even though it overlaps with the rubric in important ways.)

PLANNING FOR A CENTRAL CONCEPT

1. What concepts are important to your content area? THINK BACK TO OUR BRAINSTORMING IN CLASS.

2. How might other content areas explore some aspect of the same concepts? COMPARE NOTES WITH YOUR GROUP MEMBERS.

3. What connections do you see between the concepts in your content area and the ways such concepts are addressed in other content areas?

SETTING LEARNING GOALS/OBJECTIVES

4. What are some of the goals you might set as a cross-curricular team? THESE ARE THE BIG GOALS THAT YOU HOPE KIDS WILL MEET AS A RESULT OF THE OVERALL UNIT.

5. What are some of the goals you might set for your specific content area?

CHOOSING ACTIVITIES/STRATEGIES THAT HELP KIDS ACHIEVE LEARNING GOALS

6. What are some of the activities you might use to achieve those goals with your students?

7. What are some strategies (from the ones we’ve been discussing in class) you might use to achieve those goals with your students?

CHOOSING LITERACY TOOLS THAT HELP KIDS ACHIEVE LEARNING GOALS

8. In what ways will literacy play a part in these activities?

   • Don’t forget that you are to include multiple forms of representation in your lessons/unit. For example, in a history class, in which a great deal of print text is read and written, you might include some sort of dramatic performance of one of the texts, or you might have your students write and perform an historical event. In a foreign language class you might have students draw their interpretation of a piece that they’ve read in the second language and then have them present their interpretations to the class, using as much of the second language as they can. If your subject area already privileges a representational form other than print—mathematics, physical education, music, or visual arts, for example—then you may wish to work on ways to include more traditional print literacies in your teaching, such as having students keep learning/fitness logs, reading literature that connects to your content area, or searching news media for articles and advertisements that depend on/incorporate central concepts in your area.

DAY-TO-DAY PLANNING DETAILS

9. How long do you think this unit will take to teach? How many lessons will you need?

10. What special time considerations or constraints will you need to take into account to make your cross-curricular unit happen?

11. What kinds of materials will you need to teach your unit?
ASSESSMENT

12. What are some innovative ways that you could assess what students have learned from this unit (no traditional tests allowed)?

13. What are some ways that you can assess as a way to guide your day-do-day planning?

UNIT LESSON PLAN GUIDELINES. Your lessons should include the following components. You can use this as a worksheet to draft your lessons.

1. A brief explanation of the sub-concept you're teaching.

2. A list of student learning objectives for the lesson (What kinds of knowledge, processes, or skills will they construct or learn in the lesson?)

3. An explanation of activities and strategies that you have planned and how they are linked together. This section should be quite detailed and specific. Do not, for example simply state that you will “have a discussion” with students. Provide evidence that you have a plan for getting into, facilitating, and wrapping up the discussion. Similarly, if you plan to lecture, include lecture notes. This level of specificity should be maintained for each activity you plan in your lesson.

4. A description of the innovative ways that you'll find out what students have learned from the lesson.

5. A list of materials needed AND copies of any texts, drawings, graphs, etc. that you use. If you use a video or some other material that you cannot photocopy, please provide a brief description of the content.
Interdisciplinary UNIT PLAN EVALUATION RUBRIC

PLEASE INCLUDE THIS SHEET WITH THE WORK YOU SUBMIT SO THAT We CAN USE IT TO RECORD OUR FEEDBACK. We will evaluate your plan on the basis of the following (100 pts.):

GROUP PORTION:

Written Text:
__ Brief explanation of the concept(s) being taught (as if you’re explaining the idea to a novice) and the focus questions that will guide activities (5 pts.)
__ Standards, benchmarks, and student learning objectives for the unit (what you expect the students to learn) (5 pts.)
__ Rationale for teaching the unit (why you think it’s an important concept to learn and especially to learn across content areas) (5 pts.)
__ Explanation of links among various content areas (how your content areas are linked together through this concept; how this concept crosses your content, whether or not you acknowledge the links; evidence of your collaboration and how you worked out the links and relationships you would have; the connections you’ve made; how your thinking about your content area now expands beyond your classroom). Include an explanation of how content area literacies and other forms of representation are being used to teach AND are being taught in this plan (5 pts.)
__ Description of culminating project and how it will be assessed. Describe the tasks and the procedures that will be used to ensure that the project is a demonstration of the objectives taught in the unit. (5 pts)

Oral presentation
__ Organization and evidence of preparation (5 pts)
__ Use of visual aids to enhance presentation of concepts and activities (5 pts)
__ Innovations/uniciness of ideas (2 pts)
__ Use of interactive activities that demonstrate knowledge of literacy strategies as learning tools (8 pts)
__ Professionalism demonstrated during the presentation (dress and demeanor of presenters, evidence of preparation and knowledge of the goals of the unit, speaking voice and eye contact) (5 pts.)

INDIVIDUAL PORTION:

Matrix
__ Connection to the unit theme is evident and a clear rationale is presented (5 pts)
__ Lessons reflect cohesion and logical flow of content objectives across the unit (10 pts)
__ Unit contains assessments and opportunities to gather evidence of student learning (5 pts)
__ Lessons contain appropriate use of literacy strategies (15 pts)