

Education 390
Reading and Writing for Content Understanding
University of Wisconsin – Stevens Point
Fall 2017 ~ Monday 5:30 – 8:00 p.m. CPS 233

Professor: Dr. Fernholz

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Office Hours: Monday & Wednesday 11:00 – 12:00 ♦ Or by appointment

Course Description

In this course, you will learn about and develop reading and writing strategies for teaching in your content area. You will also examine the language arts of speaking, listening, and viewing. You will explore supplementary literature as it may be applied to your content material.

The teacher will be able to design and implement responsive instructional lessons that address students' diverse backgrounds and needs, while articulating their understandings in the rationale for the lesson.

The course will focus on the following InTASC Standards:

8. *Instructional Strategies:* The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. And

4. *Application of Content:* The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

The teacher understands current theories of reading/writing in the content area.

The teacher can construct a definition of reading/writing in the content area.

The teacher understands the role of learning and comprehension strategies using the language arts.

Skills

The teacher evaluates how to achieve learning goals by integrating reading and writing and the other language arts when appropriate.

- The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities.
- The student plans for various roles in the teaching and learning situation.

Dispositions

- The teacher values flexibility in the teaching process in order to adapt instruction to student responses, ideas, and needs.

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- The teacher understands the role of language in learning.
- The teacher can describe various contexts that affect discussion.

Skills

- The teacher can select appropriate structures for creating discussions related to instructional lessons.



Dispositions

- The teacher recognizes the power of language for facilitating self-expression, identity development, and learning.
- The teacher is a responsive listener.

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy as well as knowledge of learners and the community context.

Knowledge

- The teacher knows how to plan instruction that effectively bridges curriculum goals and students' experiences.
- The teacher knows how to adjust plans based on student responses and needs.

Skills

- The teacher selects and creates learning experiences, both individually and with faculty teams, that are relevant to learners and are appropriate for curriculum goals.
- The teacher creates lessons and activities to meet the developmental and individual needs of all learners.

Course Texts

Required Texts:

Buehl, Doug (2009) *Classroom Strategies for Interactive Learning* (4th Ed) (Purchase)

Tovani, Cris (2004) *Do I Really Have to Teach Reading*. (Purchase)

General Course Expectations & Performance:

1. You must attend each class session and participate in all discussion activities. The standard for participation is that of a faculty member in a professional development workshop. Be prepared to be a **discussion leader** for a chapter in the Tovani text, **share a book read aloud** related to your content area that your students would enjoy. (50 points)
2. You will design lesson plans, collect and reflect on various teaching resources and organize them into a **Disciplinary Literacy Teaching Portfolio** due the last week of class. (200 points)
3. **Learning/Reflective Journal** – you will write during and/or after class sessions about the teaching strategies, chapter discussions and readings. You will receive prompts for these writings. **Always bring your journal to class**. You will hand in your journal along with the Content Area Teaching Portfolio at the end of the semester. (50 points)
4. **Peer Teaching Strategy** - Teaching reading and writing is crucial for learning content material. You and your team will lead the rest of the class in teaching and learning sessions using methods explained in the Buehl text. Once completed you will write a reflection on your peer teaching. (50 points)
 - UWSP and this instructor positively affirm the intent of the American Disability Act. Any person enrolling in this course who may require alternative instructional and/or evaluative procedures due to a disability should feel free to discuss these needs with the instructor for appropriate arrangements and accommodations.

- Course activities include numerous readings, whole-class presentations and discussion, individual practice with strategic literacy instruction, small group interactions and presentations, tutoring of an elementary child, videos and guest speakers. This rigorous course is intended to prepare Education Majors with the skills, knowledge and dispositions necessary for successful classroom teaching.



Evaluation:

Disciplinary Literacy Teaching Portfolio	200	Due Week 14
Participation (Book Share & Tovani)	50	Ongoing
Journal	50	Week 15
Peer Teaching (strategy)	50	Weeks 12 & 13
<i>Total</i>	<i>350</i>	

Grading scale is determined on a *percentage* basis as follows:

100-96%	A	85-84	C+
95-94	A-	83-79	C
93-92	B+	78-76	C-
91-88	B	75-74	D+
87-86	B-	73-70	D





Lesson Plan Group Presentations Rubric

	Proficient	Basic	Minimal
Clarity	The speaker clearly described the contents of the presentation.	Most parts were clear, however some parts could have profited from more detail or explanation	It was difficult to follow the explanation
Organization	Presentation was well organized; transition points were clearly indicated	Presentation was organized but transitions were not well marked	Presentation lacked organization
Synthesis	A concise synthesis of the most important components was presented	Some components were not synthesized but presented as separate with little relationship to other components.	Components were presented as separate entities.
Conclusions	Final conclusions were made clear to the audience	Final conclusions were presented but more detail would have been helpful	Final conclusions were not presented or presented in a confusing manner
Significance	The significance of the project was addressed in specific terms	The significance of the project was addressed in general terms.	The significance of the project was not addressed or addressed in an incomplete manner.
Presenter Presence	The presenter appeared confident, made eye contact, and used expression and enthusiasm	The presenter seemed uncomfortable at times, occasionally avoided eye contact and seemed to lack enthusiasm or expression	The presenter was considerably uncomfortable in front of the audience.
	The presenter was natural in his/. her delivery and did not read from a script	The presenter was natural for the most part, however, at times s/he read from notes.	The presenter read from a script.

Visual Aspects	The presentation was enhanced by visuals (power point, overheads; hand-outs).	Visuals were used, however, their relationship to the presentation was not always clear	No visuals were used
	Slides/overheads/handouts focused on important components.	Slides/overheads focused on important components for the most part	The importance of slide/overhead content was not clear.
	Slides/overheads /handouts were visually appealing	Slides/overheads were visually appealing for the most part; however, some were overcrowded or unclear	Slides/overheads were not clear and were visually unappealing
Time	The presentation was within the designated time limit.	The presentation fell within the designated time limit but was rushed at the end.	The presentation was over the time limit.

Leading Group Discussions/Chapter Reviews/Read Aloud Remember:

- Use a loud voice
- Articulate words clearly
- Read with expression
- Read with fluency
- Makes sure the script doesn't cover your face
- Uses appropriate gestures and motions



ED 390 – Lesson Plan Rubric

Name: _____

Read Aloud	Points 20	Accomplished	Developing	Beginning	Score
Rationale	8	Well written, including precise overview of strategy and discussion of relevance & application in content area. Grammatically correct.	General overview of strategy. General connection to content area. Grammatically correct.	General overview without specificity in terms of strategy and relevance. Grammatical errors.	
Enduring Understandings & Questions		Clear, focused, meaningful statement of intention w/questions to promote exploration, innovation & critical thinking.	General statement of intention with accompanying questions recall and inference.	Statement of intention w/questions prompting recall levels only.	
Objectives		Clearly stated, what learners will know, do and value; well connected to	Objectives reflect what learners will know and do – w/o connections to	General, without specificity re: what students will know,	

		Enduring Understandings, supported by standards.	Enduring Understandings & standards	do, value and w/o connections.	
Standards – Academic and Literacy		Clearly identified Academic and Disciplinary Lit standards – key phrases included and reference info.	Clearly identified standards in one area (Academic or Disciplinary Lit) – key phrases & reference info.	Standards identified w/o phrases or w/o reference info.	
Purpose	10	Clearly stated – including content & process. Directed to students.	Clearly stated – including content or process. Directed to students.	Stated without directing to students. Content only.	
Prior Knowledge Activation		Meaningful student engagement – inviting prior knowledge, discussion and listening. Starting point for lesson.	Activation of students’ prior knowledge – with limited discussion and continuation.	Activation of prior knowledge – more telling than listening. More recall than activation.	
Detailed steps in procedure – Gradual Release Model		Explicit description of steps in lesson – from start to finish. Application of Gradual Release Model.	Description of steps in lesson – including some aspects of Gradual Release.	General overview of lesson w/o application of Gradual Release Model.	
References & Materials	2	APA style, all resources and materials included.	APA style – for text only.	Listing of sources w/o APA style.	
Support Materials & Examples		Articulate examples given including text sample as required.	Partial examples provided with text sample.	Blank sample. Text sample or example missing.	
TOTAL	20				

ED 390 – Writing to Learn Artifact Rubric
Name: _____

Reading Strategies Reflection	Points 20	Accomplished	Developing	Beginning	Score
Introduction	3	Clearly establishes rationale for writing in the discipline and describes each of three categories	General rationale for using writing, mentioning the three categories.	Vague – lacking concise description of intention	
Consideration of strategies to be used in writing to learn		Identifies at least 5-8 strategies for writing to learn, providing concise overview of each and connecting with content	Identifies strategies without connection and/or explanation.	Generally identifies strategies without naming and discussing them in context.	

Consideration of writing strategies to be used for assessing learning	15	Identifies at least 5-8 strategies for writing to assess learning, providing concise overview of each and connecting with content	Identifies strategies without connection and/or explanation.	Generally identifies strategies without naming and discussing them in context.	
Consideration of writing strategies to be used to support struggling learners		Identifies at least 5-8 strategies for writing to support struggling learners, providing concise overview of each and connecting with content	Identifies strategies without connection and/or explanation.	Generally identifies strategies without naming and discussing them in context.	
Organizational structure and clarity of charts, grammar	2	Well-designed chart – with headings and distinct sections for each category. Without grammatical error.	Content is there – chart is moderate in clarity and design. Slight grammatical error.	Organizational structure is not clear. Grammatical errors.	
TOTAL	20	Posted on Professional Ed Portfolio			

ED 390 – Reading and Writing in the Content Area

Peer Teaching Reflection Guide

(Supported by the video of your lesson)

Background of Students

Instruction - Commentary and Reflection

How did you promote a positive learning environment?

(Provide examples)

How did you activate students' prior knowledge and engage students in learning?

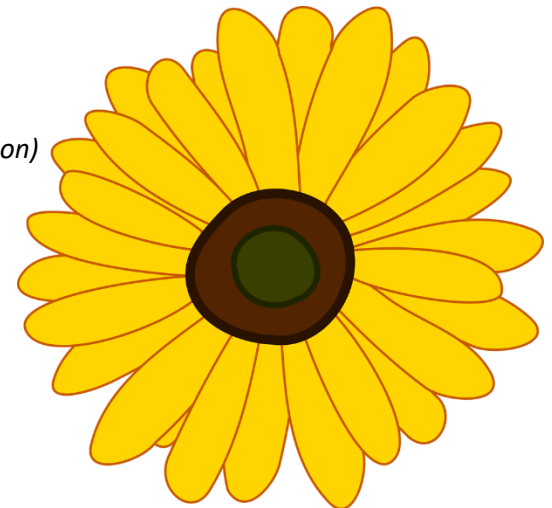
What did you notice?

How did you structure the class and activity for trying out the strategy? *(Describe your overall framework for the lesson)*

What did you notice?

How did you elicit and build on student responses to promote thinking and develop understandings?

What changes would you make to your instruction?



Assessment Commentary and Reflection

What did you notice about the thinking and learning from the class participation?

Consider responses from the activity (collect 3-4 samples)

What do you notice about the responses with the activity? *What would you give as specific feedback to support students' learning? (Comment on strengths and areas for growth)*

If you were to do a next lesson with the class on this activity how would you now deepen/extend the students' learning and thinking as a next step?

What are your thoughts about accommodating 'diverse learners' with the lesson you taught?

Grading

Policies & Other Considerations

1. **University Policies:** The expectations delineated in the UWSP Community Bill of Rights and Responsibilities are intended to help maintain a positive living and learning environment. It also includes policies regarding academic misconduct. For additional information refer to <http://www.uwsp.edu/dos/Pages/Information%20for%20Faculty.aspx>. **Students with disabilities:** If you need special accommodations to meet course requirements, register with the Disability Services Office and contact me at the beginning of the course. The Americans with Disabilities Act is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information, refer to <http://www4.uwsp.edu/special/disability/>
2. **Dispositions:** The instructor is mindful that your next step in the PEP is student teaching. Your interactions and conduct in this class and throughout the EMB experience, with children, peers, cooperating teacher, school staff, and parents/guardians should be positive, warm, and professional. The instructor is obligated to notify EMB faculty (and SOE Dean) if there is a concern with a preservice teacher's dispositions. With that concern, the student's grade may also be affected (instructor's discretion). Concerns related to the SOE Teacher Candidate Teaching Dispositions will be addressed immediately and privately. Upon entrance and acceptance to the SOE PEP, all students sign a dispositions contract. This contract is on file in the SOE department which serves as a tool to guide decisions and document concerns. In class emailing, texting, surfing, and cell phone use for non-class activities will result in deduction of points.
3. **Readings & Assignments:** **Assigned readings are read before coming to class.** Bring materials needed to each class. **Late assignments** are defined as those assignments that are not submitted to the instructor on the date they are due or what is posted on the tentative schedule. Any late assignments should be placed in the **Late Drop Box** and assignments in this drop box receive half points. If for any reason you fail to turn in your work one week after Education 309 course ends on campus, the maximum grade you can receive for the course is a C. Additionally if your work is late, to earn the C, your work must meet the course standards and assessments for each assignment. Otherwise, you risk receiving a lower grade and having to repeat the course. The School of Education has a policy that all students must receive a C or better in their education classes or the course must be repeated.

