

Education 390
Reading and Writing for Content Understanding
Fall 2016

Credit Hours: 3

Instructor: L. McClain
449 CPS
715- 346-4218

Office Hours: 2:30-3:30 T
9:30-11:00 W
& by appointment

Required Texts:

Buehl, Doug (2009) *Classroom Strategies for Interactive Learning* (4th ed)
(purchase)

Tovani, Cris (2004) *Do I Really Have to Teach Reading?* (purchase)

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.

- The teacher creates short-range and long-range instructional plans.

Dispositions

- The teacher values planning as a collaborative activity.
- The teacher knows that plans may need to be adjusted and revised based on student needs and changes in the learning environment.

9. Professional Learning and Ethical Practices: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

- The teacher seeks out professional literature and resources to support plans for instruction.
- The teacher learns about teaching in collaboration with others.
- The teacher draws upon instructional experiences to evaluate and improve instructional plans and experiences.

Skills

- The teacher designs professional plans and instructional plans based upon professional resources and experiences.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- The teacher understands the rights of students and teachers.
- The teacher values each student's privacy and confidentiality of information.

Skills

- The teacher participates in a collegial activity to create a productive learning environment.
- The teacher establishes respectful relationships with children, parents, and families.
- The teacher uses local resources to enhance learning opportunities.

Performance Tasks:

1. You are expected to 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)

Evaluation:

Disciplinary Literacy Teaching Portfolio	200
Participation (Book Share & Tovani)	50
Journal	50
Peer Teaching (strategy)	50
<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