

36th Annual University of Wisconsin Literacy Research Symposium
*The New Literacy Studies Twenty-One Years Later: Education and
the Design of Social Features*

Thursday, June 22nd & Friday, June 23rd, 2017
8:00 a.m. – 4:00 p.m.
Lowell Center, 610 Langdon St., Madison WI

Education 751: Sections 791, 792, 793 (1-3 credits)
Course Dates: Tuesday, May 30th – Friday, July 7th
Format: Hybrid

Instructor: Cindy Cate
456 CPS
715/412.1585
ccate@uwsp.edu

Course Description:

The Wisconsin Literacy Research Symposium (formerly know as the Wisconsin Reading Research Symposium) is one of the strongest regional forums for nationally recognized researchers to share their cutting edge work in the field of literacy education. In line with the Wisconsin Idea, first attributed to UW President Charles Van Hise in 1904, the symposium is designed to benefit literacy educators from across the state. Co-sponsored by the Wisconsin State Reading Association (WSRA), the symposium provides a powerful professional development opportunity for teachers, administrators, professors, and graduate students who are interested in the literacy education of Wisconsin's children, adolescents, and young adults.

In conjunction with the symposium, this course engages students in exploring contemporary issues in the field of literacy and their influences on the roles of reading educators. During the symposium, students actively participate in discussions related to the theme. Symposium sessions will feature researchers who will share their current thinking and agenda relevant to the concerns of reading educators.

Course Objectives:

The course will provide you the opportunity to develop the following competencies:

- To become knowledgeable about research including the contributions of literacy scholars to the literacy knowledge base
- To become knowledgeable about research methodologies such as ethnographic, descriptive, experimental, and historical
- To become knowledgeable about the cultural, linguistic, cognitive, and social aspects of literacy development

- To become knowledgeable about sociocultural and political aspects of literacy including literacy as a means of shaping and transmitting culture as well as the relationships between political processes and reading policy.

Required Reading: Download or copied readings and handouts from symposium presenters. Access to the readings will be made available by the University of Wisconsin Madison (once registration is complete). This course will focus on the following Wisconsin Teaching Standards:

WTS 1 The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

WTS 2 The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

WTS 9 The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Course Requirements for 1-3 credits: Participants must complete the following tasks by **Friday, July 7th**. Depending on your choice of credit(s) determines which tasks you need to complete.

•SYMPOSIUM PARTICIPATION (1-3 credits)

Course participants are required to attend each session of the Wisconsin Reading Symposium. (Students are responsible for registration costs of this Symposium – additional to tuition costs – and for any travel expenses to the Symposium). Participation includes reading symposium materials, online discussions, and specific set meetings.

•TRACK YOUR LEARNING (1-3 credits)

Prior to the symposium, participants read materials from each presenter. Discussions related to these materials are posted in D2L, starting May 30th. These discussions will support your understanding of symposium topics.

During the symposium, all participants track their learning as they listen and participate with their peers, instructor, and presenters. Participants can reference their learning tracks during course discussions, noting prior reading discussions. The symposium discussions take place before, during, and/or after the symposium (Discussions TBD). To receive full credit for this task, participants engage in tracking and sharing their learning.

•SYMPOSIUM ARTIFACT (1-3 credits)

Participants create an artifact related to their current teaching environment, course discussions, and knowledge gleaned from the symposium speakers (symposium pieces). **To receive full credit for this task, participants upload the artifact by Friday, July 7th.**

The artifact includes:

1. Introduction
2. Symposium pieces
3. Synopsis that includes WTS

•**DISCUSSION LEADER (2-3 credits)**

Each participant leads a discussion in an area that most applies to their current setting/teaching position. As a discussion leader, you will be responsible for leading the group to deepen understanding of the key ideas encountered in the reading and presentation. To receive full credit for this task, participants will lead a discussion (TBD).

•**TAKE-HOME-PLAN: Engaging Minds (3 credits)**

Participants will *draft* a Take Home Plan that highlights and implements the concepts they believe connect to. The take home plan will be discussed and approved by the instructor at the symposium. **To receive full credit for this task, participants will upload their Take-Home-Plan by Friday, July 7th.**

University Policies

UWSP Community Bill of Rights and Responsibilities: UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

American with Disabilities Act

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here: <http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.