



CIED 5243: Special Methods of Instruction I

Summer 2011

Monday - Friday: 9:10 AM - 10:40 AM

Instructor: [REDACTED]

Office: [REDACTED]

Office Hours: By appointment

Email: [REDACTED]

Course web site: [REDACTED]

Course Rationale: This course explores a range of issues related to teaching English language arts at the secondary level, with a specific emphasis on writing instruction. In addition to examining the cognitive and social dimensions of writing, we will be asking how teachers can best approach the subject in middle school, junior high school, and high school settings. Beginning with an overview of the current context for teaching English language arts, we'll move on to consider the characteristics of effective written products and writing processes, and ask how new media are challenging teachers to reconceptualize what it means to write in the 21st century. In tackling these issues, our objective will be to understand how, as teachers, we can develop authentic writing assignments, structure and respond to student work, and assess student writing and learning. Recognizing that our discussions are likely to generate as many questions as they do answers, it's important that you approach this graduate level course willing to wrestle with complex problems and issues for which there won't always be clearly defined solutions.

Course Objectives:

- Student will develop a contemporary definition of literacy that acknowledges the diverse functions and uses it serves in people's lives.
- Students will participate in critical discussions, in class as well as out-of-class, about the assigned readings with the intention of identifying and understanding the core issues that confront literacy educators today.
- Students will understand the theoretical and practical dimensions of teaching writing at the secondary level.
- Students will understand that composing is a process that covers a range of functions, purposes, rhetorical situations, and categories of discourse.
- Students will develop a repertoire of methods for teaching writing in secondary settings.
- Students will understand, conceptually and practically, how to design lesson plans and enact ELA instruction that effectively makes use of "instructional scaffolding."
- Students will develop a broader understanding of what constitutes a "text", and gain experience composing in modes and mediums other than print.
- Students will design a literacy interest survey they can use to generate background information about students with the intention of developing lesson plans that meet their individual learning needs.
- Students will design an original unit of study that focuses on some aspect of writing instruction.

Required Textbooks (Available at the University Bookstore / 616 N. Garland Avenue):

Gallagher, K. (2006). *Teaching Adolescent Writers*. Portland, ME: Stenhouse.

Zemelman, S., & Daniels, H. (1988). *A community of writers: Teaching writing in the junior and senior high school*. Portsmouth, NH: Heinemann.

Required Articles (Available on course website):

Appleman, D. (2000). The case for critical theory in the classroom. *Critical Encounters in High School English* (pp. 1-11). New York: Teachers College Press.

Christenbury, L. (2000). Media Literacy. *Making the Journey: Being and Becoming a Teacher of English language Arts* (2nd ed.) (pp. 266-282). Portsmouth, NH: Boynton/Cook.

Christenbury, L. (2000). Questioning. *Making the Journey: Being and Becoming a Teacher of English language Arts* (2nd ed.) (pp. 248-265). Portsmouth, NH: Boynton/Cook.

Daley, E. (2003). Expanding the concept of literacy. *EDUCAUSE Review*, 38(2), 32-40.

Heath, S. B. (1980). The functions and uses of literacy. *Journal of Communication*, 30(1), 123-133.

Hillocks, G. (1995). Environments for active learning: A Vygotskian perspective. *Teaching Writing as Reflective Practice* (pp. 24-38). New York: Teachers College Press.

Kadger, S. (2006). Meeting readers: Using visual literacy narratives in the classroom. *Voices from the Middle*, 14(1), 13-19.

Kittle, P. (2008). Grammar, punctuation, and what keeps me up at night. *Write Beside Them* (pp. 190-202). Portsmouth, NH: Heinemann.

Riggan, M. (2011). Literature circles: Teacher Attitudes Toward and Application of Literature Circle in the Secondary English Language Arts Classroom. Unpublished M.A.T. Thesis, University of Arkansas.

Takayoshi, P. & Selfe, C. L. (2007). Thinking about multimodality. In C.L. Selfe (Ed.). *Multimodal Composition: Resources for Teachers* (pp. 1-12). Cresskill, NJ: Hampton Press, Inc.

Wiggins, G., & McTighe, J. (2005). Backward design. *Understanding by design* (2nd ed.) (pp. 13-34). Alexandria, VA: ASCD.

Scholar-Practitioner Model:

All candidates pursuing degrees in the College of Education and Health Professions are expected to apply the principles of the *Scholar-Practitioner* conceptual framework. The scholar-practitioner reflects a professional who is knowledgeable about subject matter and pedagogy; skillful in teaching and managing classrooms and schools; caring about students, families, school staff and the community; and constantly inquiring to better the profession and increase the success of students, schools and the community. The Scholar-Practitioner is defined by the following tenets:

1. One who accesses, uses, or generates knowledge.
2. One who plans, implements, and models best practices.
3. One who understands, respects, and values diversity.

4. One who is a developing professional and a lifelong learner.
5. One who communicates, cooperates, and collaborates with others.
6. One who makes decisions based upon ethical standards and professional criteria.
7. One who is knowledgeable about teachers and learning, learners and learning, and schools and schooling.

Course Policies:

Late Assignments: Late work will be assessed a penalty of 15% (the equivalent of one letter grade). Written work submitted two days after the assigned due date will be evaluated upon request, but credit will not be granted.

Incompletes: Incompletes are not given except in the case of a documented medical emergency. If you choose to take an incomplete for any other reason, the default grade will be an "E."

Academic Honesty: As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's "Academic Integrity Policy," which may be found at <http://provost.uark.edu/>. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor.

Inclement Weather: In case of inclement weather, class will be held unless cancelled by the University of Arkansas. If classes have not been cancelled and the student feels it is too dangerous to come to class because of the weather, it is the responsibility of the student to make up missed assignments and be prepared for the next class meeting.

Classroom Behavior: Appropriate classroom behavior is expected of the instructor and all students. Inappropriate and disruptive classroom behavior (inappropriate language and gestures, class disruptions, disrespect to other students or instructor, and other behavior determined by the instructor) will not be tolerated and will result in possible removal from the class and/or disciplinary action as per the student handbook.

Accommodations: Students with disabilities requesting reasonable accommodations must first register with the Center for Students with Disabilities. The CSD is located in the Arkansas Union, room 104 and on the web at: <http://www.uark.edu/ua/csd/applications.htm>. The CSD provides documentation to students with disabilities who must then provide this documentation to their course instructors. Students with disabilities should notify their course instructors of their need for reasonable accommodations in a timely manner to ensure that sufficient time to arrange reasonable accommodation implementation and effectiveness. A typical time frame for arranging reasonable accommodations for students who are registered with the CSD is approximately one to two weeks.

Course Requirements:

Attendance and Participation (10%): Given the importance of our work, your attendance and active participation in class is required. Two absences will lower your grade from 10% to 0%. A third absence will result in our meeting to discuss your future standing in the course. If you are unable to attend class for some reason, please e-mail me in advance and explain the situation.

On-line Discussions (15%): Research shows that participating in discussions is integral to learning. As such, I'll be asking you to share your thoughts about the assigned readings on the course website. When posting your comments, you're welcome to share your thoughts about a particular chapter or article, challenge aspects of an author's argument, or raise questions that you think warrant attention. You are expected to respond to issues and questions your classmates raise as well. Avoid offering a plot summary, or summoning up such earth-shattering reviews as "That was a good read!" or "I agree with you." Your ultimate objective is to take a critical stance toward the readings and initiate (and sustain) an intelligent dialogue that challenges your peers to *think critically* about them. Feel free to disagree (we are here to push each other's thinking), but do be respectful of one another. I hope to learn from you just as much as I hope to help you learn. As such, I plan to monitor your discussions, and may contribute to them on occasion. Your grade will be based on the thoughtfulness of your posts, their responsiveness to the assigned readings, your ability to inspire discussion among the other members of the class, and your perceived willingness to invest yourself in the assignment. To earn full credit, you must submit a *minimum* of two comments per week: one in which you share your response to one of the assigned readings (approximately 200 words), and one in which you respond to an issue or question a class member raises (approximately 150 words).

Literacy Survey (10%): Early in the course you'll design a literacy survey you can administer to students in your first rotation. The assignment is intended to equip you with a tool you can use to generate background information about their attitudes toward—and experiences with—reading and writing. In turn, you can use this information to design lessons that focus on their specific learning needs. Your survey should focus on students' experiences with reading and writing in school as well as out-of-school, and should include questions that address the following areas:

- Students' attitudes toward English language arts;
- Their future plans: college, vocational/technical training, work, etc.;
- Their experiences with school writing (what types of writing they enjoy, what types of writing they find challenging, etc.);
- Their ideas regarding the value, purpose, or intent of school writing;
- Their perceptions of (and experiences with) how school writing assignments are evaluated and how grades are assigned;
- What kinds of instruction (activities, lectures, discussions, projects, assignments) they find more or less valuable, and why;
- What kinds of writing they do outside school (including journaling, email, IM, social media, etc.);
- Where they tend to write (e.g., a classroom, study hall, kitchen table, bedroom, computer lab, etc.), and why;
- Their self-assessment of their strengths and limitations as writers.

You will need to use open-ended questions in your survey, but you're welcome to include one or two closed questions. Your survey should consist of no more than twelve questions.

Sample Lesson Plan and Teaching Demonstration (25%): You'll be accountable for working with a partner to design and teach a 20 minute lesson in which you introduce your classmates to one of the instructional approaches for teaching writing that Gallagher (2006) presents in his text. You're free to select the approach you cover. That said, if another group chooses it before you, you'll need to select another approach to focus on. Prior to teaching your lesson, you and your partner will compose a lesson plan that adheres to the template we'll talk about in class. You'll also need to provide your peers, as well as myself, with a copy of your lesson plan on the day you teach it. After you've taught your lesson, you and your partner will co-author a written reflection (3-4 double spaced pages) in which you summarize the objectives toward which you were teaching; identify and discuss the specific steps you took to incorporate elements of "environmental teaching" (Hillocks, 1995); self-assesses the strengths and weaknesses of the lesson; and offer a sense of whether you think the lesson would ultimately lead to successful use of the focal writing technique. Conclude your reflection by providing a summary of what you learned as a result of

completing the assignment. Teaching demonstrations will take place between July 26th and August 3rd. Written reflections are due no more than two days after the date on which you teach your lesson.

Digital Literacy Narrative and Written Reflection (15%): This assignment requires you to compose a digital literacy narrative in which you use word and image to communicate a story about your past that somehow connects to reading or writing. You might recall a favorite book and explain what it meant to you as a child; reflect on your experiences reading with a family member or friend; reflect on your experiences with reading or writing in school; recount a time in your life when literacy played an important role, etc. Having selected an event on which to focus, you'll need to compose an initial draft of your narrative (approximately 300 words). At a later time, you'll record your story and combine it with images to create a digital literacy narrative. Your digital text should play for no more than two minutes, and should incorporate no more than twenty still images. Prior to submitting your digital literacy narrative, you'll need to compose a short essay (3 double-spaced pages) in which you reflect on your experience with the project. To begin the essay, provide a general sense of the story you wished to communicate in your digital literacy narrative. Having done so, offer a rationale for the specific design choices you made as a writer. For example, what criteria informed your selection of images, and how did you understand them to contribute to the text's meaning? Conclude your paper by reflecting on your experience composing a digital literacy narrative. Could you envision using a similar assignment with students? What might they stand to learn from it? Of what potential value is this sort of assignment? Should you choose to do so, you'll have the option to upload your project to The Ohio State University's Digital Archive of Literacy Narratives.

Mini-Unit Plan and Written Reflection (25%): Prior to the conclusion of the course you'll be asked to pull together the various threads of your learning to design a short unit plan that focuses on some aspect of writing instruction. Your unit should consist of three sequential lesson plans, each of which adheres to the template we'll review in class. It should also include a rubric that you design for assessment purposes, and any support materials that you envision yourself using with students (e.g., model papers, PowerPoint slides, etc.). Having assembled your unit, compose an essay (approximately 3-4 double-spaced pages) in which you offer your rationale for teaching this unit; explain how it connects to the Arkansas frameworks; explain how it incorporates aspects of the "environmental mode of teaching"; and explain how the final assessment will enable you to measure the extent to which students meet your target objectives. Conclude your reflection by identifying specific aspects of planning that pose a challenge for you, and that you believe you need to address as you move forward. Please plan to submit two copies of your unit plan on the assigned due date, as I intend to compile them as a teaching resource for you.

Grading: Grades will be assigned based on the instructor's judgment as to whether the student has satisfied the stated objectives of the course in the following manner:

A = 100-91

B = 90-82

C = 81-73

D = 60-72

F = 69-0

Course Schedule

Date	Topics To Be Covered	Reading Assignments	Assignments Due
7/11	<i>Course Introduction: Overview of Syllabus Who We Are as Readers and Writers</i>		
7/12	<i>Defining Literacy: What Does It Mean to Be a Literate Person in the 21st Century?</i>	Daly, "Expanding the Definition of Literacy" Heath, "The Functions"	
7/13	<i>Teaching Writing as a Process</i>	Zemelman & Daniels, Chs. 1 and 2 Gallagher, Ch. 1	
7/14	Pathwise Training (Grad Ed. Aud. 8:30-3:30)		
7/15	Pathwise Training (Grad Ed. Aud. 8:30-3:30)		
7/18	<i>Structuring Our Teaching: Lesson Planning</i>	Arkansas ELA Frameworks 6-8 Arkansas ELA Frameworks 9-12	
7/19	<i>Making Our Writing Processes Visible: The Importance of Modeling and Gradual Release</i>	Gallagher, Chs. 3 and 4	
7/20	<i>The Environmental Mode of Teaching</i>	Hillocks, "Environments"	
7/21	<i>Writing to Learn and Learning to Write / Survey Revision Workshop</i>	Zemelman & Daniels, Chs. 5 and 8 Gallagher, Ch. 2	Draft of Literacy Survey
7/22	<i>Thriving in the M.A.T. (Guest Speaker: Liz Davis)</i>	Kadger, "Meeting Readers"	Literacy Survey
7/25	<i>Writing Our Way Into a Topic: Prewriting Strategies</i>	Zemelman & Daniels, Ch. 10 Gallagher, Ch. 5	
7/26	<i>Teaching Revision</i>	Zemelman & Daniels, Chs. 13 and 14	Draft of Literacy Narrative
7/27	<i>The Red (Pen) Scare: Rethinking Assessment</i>	Zemelman & Daniels, Chs. 17 (<i>Ch. 16 optional</i>)	
7/28	<i>Developing Scoring Rubrics</i>	Gallagher, Ch. 7	
7/29	<i>Structuring Student Learning Across Time: Unit Planning</i>	Wiggans & McTighe, "Backward Design"	
8/1	<i>Digital Literacy Narratives: Grad Ed.</i>	Takyoshi & Selfe, "Thinking About Multimodality"	
8/2	<i>Digital Composing Workshop: Grad Ed.</i>		
8/3	<i>Teaching Media Literacy</i>	Christenbury, "Media Literacy"	Digital Literacy Narrative and Written Reflection
8/4	<i>Facilitating Class Discussions</i>	Christenbury, "Questioning"	

8/5	<i>Beginning to Think About the M.A.T. Research Project</i>	Riggan, “Literature Circles”	Draft of Lessons for Unit Plan
8/8	<i>What About Grammar and Vocabulary?</i>	Kittle, “Grammar, punctuation, and What”	
8/9	<i>Alternative Frames for Reading Literature</i>	Appleman, “The Case for Critical Theory”	
8/10	<i>What We’ve Learned and Where We’re Going</i>		Unit Plan and Written Reflection