

# TE 847: ADVANCED METHODS FOR TEACHING LANGUAGE ARTS Summer 2010

**NOTE: Substantially more information about this course is available on our course management site on Angel. If you have additional questions, please contact me.**

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## COURSE FOCUS:

- 1) Theoretical perspectives on connecting reading/writing/listening/visual language/classroom talk
- 2) Teachers' engagement in reading, writing, listening, visual language, and classroom talk to learn from and about text
- 3) Teachers' roles in literacy education
- 4) Unit development within a literacy curriculum framework to integrate literacy instruction, language instruction, and learning in school subjects (e.g., social studies)
- 5) Writing in support of reading (e.g., Book Club blogs, reflective essays)
- 6) Reading in support of writing (e.g., inquiry projects, syntheses)
- 7) Supporting classroom talk in literature discussions and student inquiry projects
- 8) Assessment of students' progress

## REQUIRED TEXTS

**Textbooks:** All three available in paperback for purchase from the publisher at [www.planetbookclub.com](http://www.planetbookclub.com) or from other online retailers.

Raphael, T. E., Pardo, L. S., & Highfield, K. (2002). *Book Club: A Literature-Based Curriculum* (2<sup>nd</sup> Ed.). Littleton, MA: Small Planet Communications, Inc. **Please do NOT purchase the 1<sup>st</sup> edition online. Several chapters have been added to the 2<sup>nd</sup> edition that you will need for the course.**

One of the books below based on your grade level:

- 1) For primary grade teachers: Raphael, T. E., Florio-Ruane, S., George, M., Hasty, N. L., & Highfield, K. (2004). *Book Club Plus: A literacy framework for the primary grades*. Lawrence, MA: Small Planet Communications, Inc.

- 2) For Middle and High School Teachers: Raphael, T. E., Kehus, M., & Damphousse, K. (2001). *Book Club for middle school*. Lawrence, MA: Small Planet Communications, Inc.

### **Additional Readings:**

In addition to the textbooks, we will regularly read documents, journal articles, and chapters as part of our online modules. The additional readings will be provided electronically. I will also provide electronic versions of several documents and journal articles that may be of interest to you; you may peruse them at your leisure.

### **TEXTS FOR BOOK CLUB:**

These books serve as the basis for our Teacher Book Club. The guiding themes for the unit include: (a) exploring intergenerational relationships through a cross-cultural lens, (b) examining author's craft (i.e., symbolism, characterization) in creating powerful narratives, and (c) exploring the role of story in the construction of identities. These books are available in paperback at bookstores including Schuler Books and Barnes and Noble or online at Amazon.com or other online retailers. **Please begin reading *A Thousand Splendid Suns* (due July 1).**

- 1) *A Thousand Splendid Suns* by Khaled Hosseini
- 2) *The Book Thief* by Marcus Zusak
- 3) *The Hunger Games* by Suzanne Collins

**Other texts that may be of interest to you for your independent reading or for later reference will be provided on the Angel management site.**

### **WRITING IN DIGITAL ENVIRONMENTS**

Email, blogs, and Angel discussion forums will be the primary ways we communicate in the course. If you have not activated your @msu.edu account, please do immediately. If you use an email account other than your MSU account, please have your MSU account forward your messages to your alternate account, since I will use your MSU address for all class correspondence. **You must read your email frequently.** If you email me, you can expect a response within 24 hours. The ANGEL course management system will be used to house course content and discussion forums. We will use the ANGEL discussion forum to respond to class readings, writings, and for general questions of our peers. We will also use a Google blog site for your Book Club posts and for your responses to your peers' posts. You will be assigned to an online Book Club blog a few days after the course begins.

## EXPECTATIONS FOR PARTICIPATION

I fully expect that everyone will be motivated to engage in our online environment. It will be difficult to do well on the course projects described below without being fully engaged in this course. **5 points** will be earned by students who, on a regular basis, turn in work on time, post on time, and follow directions for course assignments, discussion forums, and posts. It is my expectation that I will award 5 points to all members of this class, but I reserve the right and discretion to withhold some or all of these points from students who turn in work late, do not post on time, or do not follow directions for course assignments and posts.

## COURSE OVERVIEW

**At your soonest convenience, please complete/update your personal MSU profile including the grade level/subjects you teach and your professional interests.**

The course interweaves three activity settings:

- 1) Teacher Book Clubs: Successful teaching depends on experience. Through our Book Club curriculum work, you will experience first-hand the integration of reading, writing, listening, visual language and talk for learning both literacy processes and course content. Each book will be read and discussed over approximately two weeks. You will be placed in a Teacher Book Club group for each book. Careful reading is essential to your success in an online course. For each module, you will read a combination of a novel, articles and/or book chapters.

At the conclusion of each book, you will be required to respond to a prompt on the Book Club blog; you will also respond to each of the members of your Book Club at least once. I will not participate in the book clubs, although I will scaffold your thinking before and after reading. Additionally, I will evaluate your responses based on a holistic rubric. The purpose of the book clubs is to help you think critically about what you are reading and to share those thoughts in an online learning community.

In addition, you may be asked to post a response to the text, articles and/or book chapters we read during the module in a discussion forum. In each response, you should bring your own authentic comments and questions, but also address the prompts from the instructor that ask you to connect what you read with your current thinking, research or teaching practice.

- 2) Memoir Project: Just as you read about the lives of others in the Teacher Book Club, you will reflect on your own life and create two literacy or life history vignettes, each based on an artifact. These vignettes form the basis of your Memoir Project in which you reflect on your own life and consider what shapes the values you have as a literacy educator in today's society. These projects can take any form and will be shared with the class through Angel.

- 3) Unit Development: Drawing on the Raphael et al. textbook and related readings (for other unit-related resources please see <http://www.planetbookclub.com>), you will design a unit that integrates reading, writing, listening, visual language, and talk and has a substantive subject area focus as well.

### COURSE ASSIGNMENTS

- 1) Teacher Book Club Blogs and Reading Logs [25 points]
- 2) Teacher Vignettes/Memoir Project [30 points]
- 3) Curriculum Unit for Integrating Reading, Writing, Listening, Visual Language, and Talk [40 points - 20 for unit; 10 for Online Poster Presentation and Brochure/Handout; 10 for Unit Assessment Plan]
- 4) Participation [5 points - includes turning in assignments on time, posting to the Discussion Forum or Book Club blog on time, and following directions for blogs, posts, and course assignments]

#### Grading Criteria:

General grading expectations for the quality of your work are as follows:

Course Grade	GP A Scale	General Description of Quality
93-100%	4.0	<b>Outstanding, exemplary work.</b> Uses and integrates readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. No errors in grammar, punctuation, spelling.
92-85%	3.5	<b>High quality work.</b> Uses many readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is thoughtful, and provides some details and examples to support ideas. Very few errors in grammar, punctuation, spelling.
84-79%	3.0	<b>Good quality work,</b> performing at expected level for this course. Uses some readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
78-70%	2.5	<b>Work below expected level of quality</b> for the TE program. Makes vague references or inappropriate references to relevant readings, class discussions, and teaching experiences to inform writing/assignment. Does not meet all requirements of assignment.

		Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling.
69-65%	2.0	<b>Significantly below expected level of quality.</b> Shows little evidence of having read course readings, of uses of classroom discussions, or of field experiences. Meets few of the requirements of the assignment. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.
64-60%	1.0	<b>Barely acceptable work / participation in the course.</b>
Below 60%	0.0	<b>Unacceptable work / participation in the course.</b>

***Scoring guides for major projects will be posted on ANGEL well in advance of the due dates. You will have an opportunity to identify your own criteria to work on for some of the course projects.***

## OTHER POLICIES AND SUPPORTS

Late assignments or postings: The instructor reserves the right to deduct points from late work, including postings, assignments and writings.

Academic Honesty and Integrity: I assume that each student is honest and that all course work and examinations represent the student's own work. Violations of the academic integrity policy such as cheating, plagiarism, selling course assignments or academic fraud are grounds for academic action and/or disciplinary sanction as described in the university's student conduct code: <http://www.mth.msu.edu/~mccarthy/student.information/code.html>. Incidents of plagiarism are taken very seriously and will be pursued. Students are strongly cautioned not to copy any text verbatim on papers or class assignments without using appropriate quotations and source citations (<http://www.msu.edu/unit/ombud/plagiarism.html>).

Regarding Disabilities: Students who have special needs and require accommodations in this course should phone me the first week of class and call the Office of Programs for Handicapped Students at 353-9642.

Counseling Center: Even typical, capable, intelligent and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. I might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building.

Writing Center: Teachers are models of writing for their students, and must communicate effectively in writing with colleagues, parents and others. For those reasons, we are expected to write with technical skill and to follow writing conventions. If

you need more help in meeting those expectations, you must contact the Writing Center at 300 Bessey Hall, 432-3610. Grammar Hotline: 432-1370.

**TE 847  
WEEKLY SCHEDULE**

Date	Topics	Readings/Activities
6/21	<p><b>Module 1 - Course Introduction</b></p> <ul style="list-style-type: none"> <li>• Framework for integrating reading, writing, Listening, and talk</li> <li>• Toni Morrison Nobel Prize Acceptance Speech</li> </ul> <p><b>Experience the Experience</b></p> <ul style="list-style-type: none"> <li>• Coordinating inquiry, memoirs, and curriculum development</li> <li>• Sharing artifacts of our lives and literacy; drafting a vignette</li> </ul>	<ul style="list-style-type: none"> <li>○ Think of an artifact that tells a story about you. Describe your artifact in the discussion forum on Angel. FYI: The artifact you describe this week will be an integral part of the vignettes that you write later in the course. <b>Due 6/28</b></li> <li>○ Begin reading <i>A Thousand Splendid Suns</i>. As you read, you will respond to the book in a Reading Log.</li> <li>○ Listen to Toni Morrison’s Nobel Prize acceptance speech. Post a reaction or response to Toni Morrison’s speech in the discussion forum on Angel. <b>Due 6/27</b></li> <li>○ Required Readings:             <ul style="list-style-type: none"> <li>○ Raphael, Damphousse, Highfield &amp; Florio-Ruane (2000)</li> <li>○ Florio-Ruane (1997)</li> <li>○ Please respond to questions about these articles in the discussion forum on Angel. <b>Due 6/27</b></li> <li>○ NCTE/IRA ELA Guidelines (found in the folder labeled “ Additional Articles, Literacy Reports, and References”</li> </ul> </li> </ul> <p><b>FOR MORE DETAILS ON EACH OF THE ITEMS LISTED ABOVE, SEE “THIS WEEK – JUNE 21, 2010” IN THE MODULE 1 FOLDER. This will be available on the morning of June 21<sup>st</sup>.</b></p> <p>*****</p> <p>Keep reading <i>A Thousand Splendid Suns</i>. Your first Book Club blog is next week.</p>
6/28	<p><b>Module 2 - Organizing for Integration of Reading, Writing, Listening, and Speaking</b></p> <p>An Example:</p> <ul style="list-style-type: none"> <li>• The Book Club <i>Plus</i> Curricular &amp; Instructional Framework</li> </ul>	<ul style="list-style-type: none"> <li>○ Readings:             <ul style="list-style-type: none"> <li>○ Textbook Chapter 1 &amp; 2</li> <li>○ Raphael, Florio-Ruane, &amp; George (2001)</li> <li>○ 10 Principles for Comprehension Instruction</li> <li>○ Respond to these articles in the discussion forums on Angel.</li> </ul> </li> </ul>



	<p><b>Improving Comprehension through Reading, Writing, Listening, and Speaking</b></p> <ul style="list-style-type: none"> <li>• What is included comprehension instruction?</li> <li>• How can we teach comprehension strategies for authentic purposes?</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Unit Preparation Activity 1:</b> Begin thinking about a theme for your curricular unit and books that may fit that theme for your grade level and subject area of choice. Share ideas to refine and further develop your theme. Share ideas for books and sources for identifying books (e.g., websites, journals, children’s literature textbooks) with the other members of your grade level discussion forum. <b>(Due 7/5)</b></li> <li>○ <b>Unit Preparation Activity 2:</b> Follow up to the first Unit Preparation discussion forum on theme and literature choices. Have you finalized your theme and the literature you will use? Have you made changes? In addition, discuss the comprehension strategy/ies you will teach during the unit with your discussion forum grade level. Why did you choose these strategies?</li> <li>○ <b>Vignette #1 due 7/2 – upload to drop box – read and respond to 2 others by 7/9</b></li> <li>○ Teacher Book Club Blog #1 <b>due by midnight on 7/2</b></li> </ul> <p>*****</p> <p>Begin reading <i>The Book Thief</i>. Book Club blog <b>due 7/16</b>.</p>
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<p>7/5</p>	<p><b>Module 3 - Writing as a Tool for Literary Understanding and Inquiry</b></p> <p><b>Assessing Students’ Progress in Reading, Writing, and Speaking</b></p> <p>*****</p> <p>Teacher Book Club Two</p>	<ul style="list-style-type: none"> <li>○ Readings: <ul style="list-style-type: none"> <li>○ Textbook Chapter 3 &amp; 4</li> <li>○ Raphael, T. E., Florio-Ruane, S., Kehus, M., George, M., Hasty, N., &amp; Highfield, K. (2001).</li> </ul> </li> <li>○ <b>Unit Preparation Activity 1:</b> Identify potential writing activities in your unit (writing into, through, and out) for using writing as a tool; share and discuss with your discussion forum group. (due 7/11)</li> <li>○ <b>Unit Preparation Activity 2:</b> Identify end-of-unit target goals: “I can” statements and the Michigan GLCEs in reading (or your state benchmarks in Language Arts) and social studies, science, or other content area (optional).</li> <li>○ <b>Write artifact vignette #2 (due 7/16)</b></li> </ul> <p>*****</p> <p>Continue reading <i>The Book Thief</i> for Book Club blog (due 7/16).</p>
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<p>7/13</p>	<p><b>Module 4 - Planning for Instruction</b></p> <p>Teaching about Narrative</p>	<ul style="list-style-type: none"> <li>○ Readings: <ul style="list-style-type: none"> <li>○ Textbook Chapter 5</li> <li>○ Relevant chapters from <i>Book Club Plus</i> or <i>Book Club for Middle School</i></li> <li>○ <i>The Book Thief</i> Book Club blogs <b>due on 7/16</b></li> <li>○ <b>Vignette #2 Due 7/16</b></li> <li>○ <b>Brainstorm and share ideas for Memoir Project with discussion forum group by 7/19</b></li> </ul> </li> </ul> <p>*****</p> <p>Begin reading <i>The Hunger Games</i> for Book Club. Blog due on 7/30.</p>
<p>7/19</p>	<p><b>Module 5 - Teaching about Informational Text in expository and narrative genres</b></p> <p>Memoir Project: work in progress</p>	<ul style="list-style-type: none"> <li>○ Readings: <ul style="list-style-type: none"> <li>○ Relevant chapters from <i>Book Club Plus</i> or <i>Book Club for Middle School</i></li> <li>○ Pearson &amp; Raphael manuscript (in press)</li> <li>○ Selected chapters from Florio-Ruane with deTar (2001)</li> </ul> </li> <li>○ <b>Unit Preparation Activity:</b> Meet with discussion forum group for feedback regarding unit planning for feedback.</li> <li>○ Poster Fair and idea exchange – with discussion forum groups</li> </ul>
<p>7/26</p>	<p><b>Module 6 -</b> Unit Writing and Analysis: Unit Project</p>	<ul style="list-style-type: none"> <li>○ Readings: <ul style="list-style-type: none"> <li>○ Textbook Chapter 10 &amp; 11</li> </ul> </li> <li>○ Book Club Reading Logs <b>due on 7/30.</b></li> <li>○ Memoir assignment due 8/2</li> <li>○ Unit plan due 8/2</li> <li>○ <b>Sharing Our Units: Connecting Reading, Writing, Speaking And Oral Language In Our Students' Storied Lives. Upload posters to Angel. Read and respond to at least two others. Due date TBA</b></li> <li>○ <i>The Hunger Games</i> Book Club blogs <b>due 7/30</b>; respond to all members in your Book Club by 8/2.</li> </ul>