

Tentative Reading Schedule for C&I 5723

Spring 2008 Roxanne Henkin C&I 5723

Date	Topics & assignments due for class	Readings due for class
1/17/08	<p>Introduction Overview of Class Choose one children's or young adult novel.</p>	
1/24	<p>Inquiry as Research Talk Scaffolding, ZPD Choose two professional books to read in groups during the semester with my approval.</p>	<p>Harste, J. (1994). Multiple ways of knowing: curriculum in a new key. <i>Language Arts</i>, 71, 337-345.</p> <p>Short, K.G. (1996). Examining our beliefs and practices through inquiry. <i>Language Arts</i>, 73, 97-104.</p> <p>Budd Rowe, M. (1987). Wait time: slowing down may be a way of speeding up. <i>American Educator</i>.</p> <p>Find two articles on CoLearn to read and bring to class. One should be theoretical and one should be practical. Be prepared to discuss them.</p> <p>Surf the CoLearn site and become familiar with the components.</p>
1/31	<p>Library Research Presentation Reading Research Literacy Activities 1(LA): Find 1 strategy from Colearn to use in your classroom this week. Be ready to report back to the class on 2/7 about how it went.</p>	<p>Meet in lobby at Library</p> <p>Harste, J. and C. Leland (2007). On Getting Lost, Finding One's Direction, and Teacher Research. <i>Voices From the Middle</i>, 14(3). 7-11.</p> <p>Smith, K. (1995). Bringing children and literature together in the elementary classroom. <i>Primary Voices K-6</i>, 3, (2).</p>
2/07	<p>Reading Research LA 2: Go to readwritethink.org and find a critical literacy lesson plan that you think is high quality that you can adapt for your classroom. Bring it in and be ready to discuss it on 2/14. Exit Slip 1 is due</p>	<p>Freeman, Y. & Freeman, D. (2004) Connecting students to culturally relevant texts. <i>Talking Points</i>, 15(2), 7-11.</p> <p>Smagorinsky, P. (2000). Reflecting on character through literary themes. <i>English Journal</i> 89(5), 64-69.</p> <p>Jimenez, F. (2004). The transformative power of teachers and literature. <i>Talking Points</i>, 15(2). 12-14.</p> <p>Probst, R.E. (1988). Dialogue with a text. <i>English Journal</i>.</p>

2/14	<p>Research on Talk Reading Research LA 3: Try 2 language strategies from Colearn in your classroom. Be ready to discuss them on 2/21. Exit Slip 2 due</p>	<p>Gilles, C. & Pierce, K.M. (2003). Making room for talk: examining the historical implications of talk in learning. <i>English Education</i>, 36(1), 56-79.</p> <p>Pradl, G.M. (2004). Nancy Martin and James Britton: the language work of democratic learning. <i>Language Arts</i>, 81(6).</p> <p>Henkin, R. (1994). Learning to hear each other. <i>Primary Voices K-6</i>, 2 (2), 32-38.</p> <p>Fu, D. (2004). Teaching ELL students in regular classrooms at the secondary level. <i>Voices From the Middle</i>, 11(4), 8-15.</p> <p>Goodman, D. (2005). Why Marco Can Read: Becoming Literate in a Classroom Community, 82(6), 431-440.</p>
2/21	<p>Book groups – Children’s novel LA 4: Try 1 Inquiry activity from Colearn in your classroom. Be ready to discuss it on 2/28 Exit Slip 3 due</p>	<p>Read children’s novel.</p>
2/28	<p>Writing research Multiliteracy LA 5: Choose one idea in Co-Learn and be ready to share in class on 3/6.</p> <p>1st 1/3 professional book discussion Exit Slip 4 due</p>	<p>Schwarzer, D., Haywood, A. & Lorenzen, C. (2003). Fostering multiliteracy in a linguistically diverse classroom. <i>Language Arts</i>, 80(6), 453-460.</p> <p>Henkin, R. (1994). Teaching students to revise through peer conferences. (Web ct) Interview with Donald Graves. (2004). <i>Talking Points</i>, 15(2), 3-6.</p> <p>Interview with Shelley Harwayne. (2003). <i>Talking Points</i>, 14(2), 2-6.</p> <p>Jensen, J.M. (2002). Teaching writing on the shoulders of giants. <i>Language Arts</i>, 79(4), 357-362.</p>
3/6	<p>Integrating the Language Arts ESL Diversity Popular Literacies 2nd 1/3 professional book discussion. A 6: Find one model in Colearn that you find interesting. Print it out and be prepared to discuss it on 3/13. Exit Slip 5 due</p>	<p>Franquiz, M.E. & Reyes, M.D.L. (1998). Creating inclusive learning communities through English language arts: from chancas to canicas. <i>Language Arts</i>, 75(3), 211-220.</p> <p>Riojas-Cortez, M., Flores, B.F., Smith, H.L. & Clark, E.R. (2003). Cuentame un cuento [tell me a story]: bridging family literacy traditions with school literacy. <i>Language Arts</i>, 81(1), 62-71.</p> <p>Dyson, A.H. (2003). Popular literacies and</p>

		<p>the “all” children: rethinking literacy development for contemporary childhoods. <i>Language Arts</i>, 81(2), 100-109.</p> <p>Taylor, M. & G. Otinsky (2006). <i>Embarking on the Road to Authentic Engagement: Investigating Racism through Interactive Learning Centers</i>. <i>Voices From the Middle</i>, 14(1).</p>
3/13	<p>Reading research Reading Problems 3rd 1/3 of professional book discussion LA 7: Find a resource from CoLearn that is helpful for your work. Run it off and be prepared to discuss it on 3/27. Midterm A & B due. Exit Slip 6 is counted as Midterm A (So do midterm A and not an exit slip)</p>	<p>Allington, R.L., Johnston, P.H. & Day, J.P. (2002). Exemplary fourth-grade teachers. <i>Language Arts</i>, 79(6), 462-466.</p> <p>Roessing, L. (2006). What’s in a Name? A Whole Lot of Talking, Researching, and Writing. <i>Voices From the Middle</i>, 14(2), 22-30.</p> <p>Allen, J. (2003). But they still can’t (or won’t) read! Helping children overcome roadblocks to reading. <i>Language Arts</i>, 80(4), 268-274.</p> <p>Coles, G. (2004). Danger in the Classroom: ‘Brain Glitch’ Research and Learning to Read. <i>Phi Delta Kappan</i>, 85(5), 344-351. (Article handed out in class.)</p>
3/27	<p>Writing & research Insiders & Outsiders Comprehension Research</p> <p>2nd professional book-Discuss first ¼ of professional book Exit Slip 7 due</p>	<p>Daniels, E. (2007) <i>Literacy Café: Making Writing Authentic</i>. <i>Voices From the Middle</i>, 14(3), 12-19.</p> <p>Henkin, R. (1995). Insiders and outsiders in first-grade writing work-shops: gender and equity issues. <i>Language Arts</i>, 72, 429-434.</p> <p>Porter-O’Donnell, C. (2004). Beyond the yellow highlighter: teaching annotation skills to improve reading comprehension. <i>English Journal</i>, 93(5), 82-89.</p>
4/3	<p>Writing & research 2nd 1/4 of professional book-discuss Exit slip 8 due Literacy Activities paper due.</p>	<p>Glasgow, J.N. (2002). Radical change in young adult literature informs the multigenre paper. <i>English Journal</i>, 41-51.</p> <p>Swaim, J.F. (2002). Laughing together in carnival: a tale of two writers. <i>Language Arts</i>, 79(4), 337-346.</p> <p>Choose 2 articles on Co-Learn that relate to your teaching. Be prepared to share and discuss them.</p>
4/10	<p>Exit Slip 9 due Discuss 3rd 1/4 of professional book.</p>	<p>Heffernan, L. & Lewison, M. (2003). Social narrative writing: re)constructing kid culture in the writer’s work-shop. <i>Language Arts</i>,</p>

	<p>Popular Culture Critical Literacy Multicultural Issues High Stakes Testing Poverty</p>	<p>80(6), 435-443. Kitagawa, M.M. (2000). The light in her eyes: an interview with Sonia Nieto. Language Arts, 78(2), 158-164. Jones, S. (2004). Living poverty and literacy learning: sanctioning topics of students' lives. Language Arts, 81(6), 461-469. Kohn, A. (2002). Poor teaching for poor kids. Language Arts, 79(3), 251-255.</p>
4/17	<p>Discuss 4th 1/4th of Professional book Present Professional Books to class All listserv discussions due All web-site descriptions due</p>	
4/24	Present Inquiry Projects	
5/1	Study Day	
5/28	Final	

All cell phones and beepers must be turned off during class periods unless prior permission has been given by the instructor.

Dr. Roxanne Henkin

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Please put the course number in your greeting so I know the email is from you.

Office: MB 2.210H

Office Hours: Thursdays 1-5 pm and by appointment

Please email me at my UTSA address rather than my web-ct address.

Description

In this class, we will explore the ways in which the “arts of language” (listening, speaking, reading, writing, and viewing) are interrelated. We will read, reflect, talk, and write about the theories, research, and exemplary practices that inform us. This course has as its emphasis the development of an integrated language arts curriculum and instruction from the primary grades through secondary education. We will read and discuss key research/books/articles which investigate literacy and literacy instruction from multiple perspectives, including cross-cultural, gender, multilingual and differently-abled as well as examining the voices of outsiders.

Objectives

- By the end of this course, learners will:
- Demonstrate an understanding of how the “arts of language” are interrelated;
- Demonstrate the ability to be a critical consumer of research;
- Demonstrate the ability to plan and carry out a research inquiry project;
- Demonstrate an understanding of a variety of instructional practices that are culturally responsive in nature.
- Demonstrate ability to synthesize the research and to articulate your understanding of literacy theories.
- Demonstrate an understanding of gender and multicultural issues in literacy
- Demonstrate the ability to integrate technology as appropriate.

Department of Interdisciplinary Learning and Teaching: Mission and Goals

The mission of the department of ILT is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership.

This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- Promote excellence in academic and pedagogical knowledge and research
- Engage in reflective practice
- Embody a strong professional identity and can articulate their philosophies and values
- Value diversity and multiple perspectives
- Promote equality and social justice
- Care about their students and their profession
- Advocate for educational change and reform

GOALS

The department of ILT will create a context that nurtures interdisciplinary learners who:

- Acquire and demonstrate content and discipline knowledge
- Demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- Are producers, disseminators, and critical consumers of research
- Demonstrate an awareness and acknowledgment of and engagement in social justice and equitable practices
- Articulate their professional philosophy and demonstrate a strong professional identity

University Policies

1. Classroom Conduct.

All students are expected to exercise self-discipline and a respect for the rights of others at all times. Behavioral disruptions that interfere with the business of the classroom or with an individual's ability to learn may be referred to the Office of Student Judicial Affairs in accordance with Section 202 of the Student Code of Conduct.

2. Scholastic Dishonesty, Particularly Plagiarism.

Scholastic dishonesty is considered a student discipline issue and will be addressed according to the procedures outlined in the Faculty Handbook (Section IV, pages IV-311-vi).

ATTENDANCE & PARTICIPATION

Attendance of scheduled classes are mandatory for the completion of this course. Activities designed for class participation cannot be replicated apart from class sessions. Therefore, attendance is expected for each class session. Attendance will be checked at the beginning and end of each class period. In order to be considered present for the class, the student must arrive on time and remain for the entire class period. Upon the second unexcused absence of a student, the student will be dropped from the course by the instructor. If the instructor drop period has expired, the student will receive a reduction in the final grade by 1 letter grade. Each additional absence will

result in a subsequent reduction of the final grade by an additional letter grade.

Tardiness will be considered for absences by the addition of the minutes missed in each class period. Every total of 60 minutes missed of class due to tardiness will be considered as 1 unexcused absence. The consequences for absences explained above will then be applied by the instructor.

The instructor will follow all the policies and procedures, in regard to students, as they are specified in the UTSA Faculty Handbook and the Fitness to Teach Policy document. Any incidence of scholastic dishonesty or other student discipline issues, will be managed as the Handbook specifies (Faculty Handbook, Section 2.37, pages IV-3li-vi).

No electronic recording of lectures or class sessions may be done without the prior permission of the instructor. No eating, drinking, or smoking is allowed in UTSA classrooms and laboratories. (Ad. Memorandum No. 54).

Students with disabilities must be registered with the Office of Disability Services (MS 2.03.18, telephone 458-4157) in order to receive support services.

Textbooks:

Required:

- NCTE CoLearn RI. This is a website that gives us access to all NCTE Journals since 1997. You'll use to access articles and other Co-Learn resources. You have access to this site for a full year. To buy this resource, go to NCTE's online bookstore link at <http://www.ncte.org/store/learning/116743.htm>. Click on it and add to cart and check out. You'll then receive a message with a password that allows you to get on the site.
- Selected articles as listed on syllabus.
- Two Professional Books from the optional list or others of your choice if approved by me.
- One children's or young adult novel or nonfiction text.

Optional:

Allen, J. (1995). *It's Never Too Late: Leading Adolescents to Lifelong Literacy*. Portsmouth, NH: Heinemann.

Allen, J., & Gonzalez, K. (1998). *There's Room for Me Here: Literacy Workshop in the Middle School*. York, ME: Stenhouse.

Allington, R.L. (2000). *What Really Matters for Struggling Readers: Designing Research-Based Programs*. New York: Longman.

Atwell, N. (1998). *In the Middle: New Understandings About Writing, Reading, and Learning*, 2nd Edition. Portsmouth, NH: Heinemann.

Barnes, D. (1976). *From Communication to Curriculum*. Middlesex, England: Penguin Books.

Barnes, D., Briton, J., & Torbe, M. (1990). *Language, the Learner and the School*. Portsmouth, NH:

Heinemann.

- Bissex, G. (1980). *GNYS at WRK: A Child Learns to Write and Read*. Cambridge, MA: Harvard University Press.
- Blachowicz, C.L.Z., & Fisher, P.J.L. (1996). *Teaching vocabulary in all classrooms*. Columbus, OH: Merrill/Prentice Hall.
- Bomer, R., & Bomer, K. (2001). *For A Better World: Reading and Writing for Social Action*. Portsmouth, NH: Heinemann.
- Britton, J. (1970). *Language and Learning*. Middlesex, England: Penguin Books.
- Cazden, C. (1988). *Classroom Discourse*. Portsmouth, NH: Heinemann.
- Christian, S. (1997). *Exchanging Lives Middle School Writers Online*. Urbana, IL: NCTE.
- Coles, G. (1998). *Reading Lessons: The Debate Over Literacy*. NY: Hill and Wang.
- Corson, D. (2001). *Language Diversity and Education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Collier, V.F. (1989). How Long? A synthesis of research on academic achievement in a second language, *TESOL Quarterly*, 23, 509-528.
- Comber, B. and A. Simpson. (2001). *Negotiating Critical Literacies in Classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Daniels, H. (1983). *Famous Last Words: The Americans Language Crisis Reconsidered*. Carbondale, IL: Southern Illinois University Press.
- Daniels, H., Zemelman, S., & Bizar, M. (2001). *Rethinking High School: Best Practice in Teaching, Learning, and Leadership*. Portsmouth, NH: Heinemann.
- Dudley-Marling, C. (2004). *A Classroom Teacher's Guide to Struggling Readers*. Portsmouth, NH: Heinemann.
- Dyson, A. (1989). *Collaboration through Writing and Reading*. Urbana, IL: National Council of Teachers of English.
- Dyson, A. (1989). *Multiple Worlds of Child Writers*. New York: Teachers College Press.
- Dyson, A. (1997). *What Difference Does Difference Make?* Urbana, IL: NCTE.
- Emig, J. (1983). *The Web of Meaning*. Portsmouth, NH: Boynton/Cook.
- Farrell, E., & Squire, J. (1990). *Transactions with Literature*. Urbana, IL: National Council of Teachers of English.
- Franquiz, M.E., & De La Luz Reges, M. (1998, March). Creating inclusive learning communities through English language arts: From Chanclas to Canicces. *Language Arts*, 75 (3), 211-20.
- Freire, P. (1988). *Pedagogy of the Oppressed*. New York: Continuum.
- Garan, E.M. (2004). *In Defense of Our Children: When Politics, Profit, and Education Collide*. Portsmouth, NH: Heinemann.
- Garan, E.M. (2002). *Resisting Reading Mandates: How to Triumph with the Truth*. Portsmouth, NH: Heinemann.
- Goodman, Y., & Marek, A. (1996). *Retrospective Miscue Analysis*. Katonah, NY: Richard Owens Publisher.

- Goodman, Y., Watson, D., & Burke, C. (1987). *Reading Miscue Inventory*. Katonay, NY: Richard Owens Publisher.
- Goldenberg, C. (1996). The education of language-minority students: Where are we, and where do we need to go? *The Elementary School Journal*, 96, 353-361.
- Goodman, K. (1998). *In Defense of Good Teaching*. York, ME: Stenhouse Publishers.
- Goodman, K. (1996). *On Reading*. Portsmouth, NH: Heinemann.
- Graves, D.H. (1994). *A Fresh Look at Writing*. Portsmouth, NH: Heinemann.
- Hall, N. (1987). *The Emergence of Literacy*. Portsmouth, NH: Heinemann.
- Harvey, S., & Goudvis, A. (2000). *Strategies That Work: Teaching Comprehension to Enhance Understanding*. York, ME: Stenhouse Publishers.
- Harwayne, S. (1999). *Going Public: Priorities & Practice at the Manhattan New School*. Portsmouth, NJ: Heinemann.
- Harwayne, S. (2000). *Lifetime Guarantees: Toward Ambitious Literacy Teaching*. Portsmouth, NJ: Heinemann.
- Heath, S. (1983). *Ways with Words*. Cambridge, England: Cambridge University Press.
- Henkin, R. (2005). *Confronting Bullying: Literacy as a Tool for Character Education*. Portsmouth, NH: Heinemann.
- Henkin, R. (1998). *Who is Invited to Share: Using Literacy to Teach for Social Justice*. Portsmouth, NH: Heinemann.
- Hindley, J. (1996). *In the Company of Children*. York, ME: Stenhouse Publishers.
- Holtgraves, T. (2001). *Language As Social Action*. Mahwah, NJ: Lawrence Erlbaum.
- Hubbard, R., & Power, B. (1993). *The Art of Classroom Inquiry*. Portsmouth, NH: Heinemann. (AC)
- Hynds, S., & Rubin, D. (1990). *Perspectives On Talk & Learning*. Urbana, IL: National Council of Teachers of English.
- Keene, E. O., & Zimmerman, S. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Portsmouth, NH: Heinemann.
- Krashen, S. (1999). *Three Arguments Against Whole Language & Why They Are Wrong*. Portsmouth, NH: Heinemann.
- Krashen, S. (1999). *Condemned Without a Trial: Bogus Arguments Against Bilingual Education*. Portsmouth, NH: Heinemann.
- Leland, C.H., & Harste, J.C. (1994, Sept). Multiple ways of knowing: Curriculum in a new key. *Language Arts*, 71, 337-45.
- Mahoney, J. (2002). *Power and Portfolios: Best Practices for High School Classrooms*. Portsmouth, NH: Heinemann.
- Marciano, J. (1997). *Civic Illiteracy and Education*. NY: Peter Lang.
- Mayher, J. (1990). *Uncommon Sense*. Portsmouth, NH: Boynton/Cook.
- MCQuillan, J. (1998). *The Literacy Crisis*. Portsmouth, NH: Boynton/Cook.

- Patterson, L., Santa, C., Short, K., & Smith, K. (1993). *Teachers are Researchers: Reflection & Action*. Newark, DE: International Reading Association.
- Peterson, B. (Ed.). (1986). *Convergences: Transactions in Reading and Writing*. Urbana, IL: National Council of Teachers of English.
- Power, B. (1996). *Taking Note*. York, ME: Stenhouse Publishers.
- Power, B., & Hubbard, R. (Eds.). (2003). *Teacher Research*. Albany, NY: Johnson Press.
- Power, B., & Hubbard, R. (Eds.). (1996). *Oops*. York, ME: Stenhouse Publishers.
- Ray, K.W. (1999). *Wondrous Words: Writers and Writing in the Elementary Classroom*. Urbana, IL: NCTE.
- Riedl, J. (1996). *The integrated technology classroom*. Needham Heights, MA: Allyn & Bacon.
- Rosenblatt, L. (1978). *The Reader, the Text, the Poem*. Carbondale, IL: Southern Illinois Press.
- Routman, R. (2003). *Reading Essentials: The Specifics You Need to Teach Reading Well*. Portsmouth, NH: Heinemann.
- Short, K., & Burke, C. (1991). *Creating Curriculum Teachers and Students as a Community of Learners*. Portsmouth, NH: Heinemann.
- Short, K., Harste, J., & Burke, C. (1996). *Creating Classrooms for Authors and Inquirers*, 2nd edition. Portsmouth, NH: Heinemann.
- Simmons, J. (1996, Dec). What writers know with time. *Language Arts*, 73, 602-05.
- Smith, M., & Wildheim, J. (2002). "Reading Don't Fix No Chevys:" *Literacy in the Lives of Young Men*. Portsmouth, NH: Heinemann.
- Squire, J. (1987). *The Dynamics of Language Learning*. Urbana, IL: National Council of Teachers of English.
- Taylor, D. (1998). *Beginning to Read and the Spin Doctors of Science*. Urbana, IL: National Council of Teachers of English.
- Taylor, D. (1983). *Family Literacy*. Portsmouth, NH: Heinemann.
- Taylor, D., & Dorsey-Gaines, C. (1988). *Growing Up Literate*. Portsmouth, NH: Heinemann.
- Teale, W. (1992). But What About Spelling? *Language Arts*, 69(6).
- Wagner, B.J. (1999). *Dorothy Heathcote: Drama as a Learning Medium*, Revised Edition. Portsmouth, NH: Heinemann.
- Wagner, B.J. (1998). *Educational Drama and Language Arts: What Research Shows*. Portsmouth, NH: Heinemann.
- Weaver, C. (1997). *Reconsidering a Balanced Approach to Reading*. Urbana, IL: NCTE.
- Wells, G. (1986). *The Meaning Makers: Children Learning Language and Using Language to Learn*. Portsmouth, NH: Heinemann.
- Wells, G., & Chang-Wells, G. L. (1992). *Constructing Knowledge Together: Classrooms as Centers of Inquiry and Literacy*. Portsmouth, NH: Heinemann.
- Whitin, P. (1996). *Sketching Stories, Stretching Minds*. Portsmouth, NH: Heinemann.
- Wilde, S. (1997). *What's a Schwa Sound Anyway?* Portsmouth, NH: Heinemann.

- Wilde, S. (Ed.). (1996). Notes from a Kidwatcher. ...Yetta Goodman. Portsmouth, NH: Heinemann.
- Wilde, S. (Ed.). (1996). Making a Difference. ...Dorothy Watson. Portsmouth, NH: Heinemann.
- Willis, J., Stephens, E., & Matthew, K. (1996). Technology, Reading, and Language Arts. Needham Heights, MA: Allyn & Bacon.
- Willis, M. (1993). Deep Revision. NY: Teachers & Writers Collaborative.
- Wilson, L. (2002). Reading to Live: How to Teach Reading for Today's World. Portsmouth, NH: Heinemann.

Web-sites:

www.ncte.org	National Council of Teachers of English
www.readwritethink.org	From Marco Polo Website
www.reading.org	International Reading Association
www.sanantoniowritingproject.org	The San Antonio Writing Project

Person-first Language: As leaders and advocates for children with disabilities, students will be expected to use person-first language when referring to people with disabilities in their assignments. For example: Joe is a student with an emotional behavioral disorder rather than Joe is emotionally disabled. Example: Jane is a fourth grader with a learning disability rather than Jane is a learning disabled fourth grader.

Projects:

1. Exit/Entrance Slips

You will be asked to reflect at the end of most class sessions. These deep reflections should be about one page single-spaced or two pages double-spaced and focus on what you've learned, your synthesis of material, and your questions. Exit/Entrance slips are due each week when you come to class. They should be about the readings and the class discussion from the previous week. Again, they should be about 1 page long, single-spaced. The first half should contain entries from your notes and dialectic journal. The second half should be your thoughts about the content discussed both in your small groups and the large group in class. A total of 9 entrance slips are due. You can also e-mail them to me.

Assessment Criteria:

- Thoughtful, reflective questions
- Sharing of insights from reading and class
- Sharing of highlights from class
- Ability to synthesize major ideas
- Ability to connect ideas to class discussion
- Handing them in as required and on time
- One page single-spaced or two pages double spaced
- Half of the exit slip is about the assigned readings and half is about the class discussion

2. The Readings/Dialectic Journal/Literature Discussion Groups

Because this course has a heavy reading load, part of your grade is based upon the expectation that

you have read and can discuss all of the material. Keep a dialectic journal of your responses and questions. You will be choosing the topics, readings, books and discussion groups along with others in the class. Bring all articles and books due to class each week.

Anne Bertoff describes the dialectic journal as a place where you can find out what you really think. You have discussions with yourself about the reading material. Do you agree or disagree? Why? In dialectic journals, the paper is divided in half. On one side you write the quote or the idea that you are reacting to. On the other side you write your reactions. Dialectic journals are important tools for thinking and for writing. Keep a dialectic journal for all the readings. You can do this in any way you like i.e. underlining, post-it notes, etc.

Assessment Criteria:

- Well-prepared for each class.
- Notes shared in small and large group discussions for each class.
- Ability to work well with others.
- Reflective-deep thinking
- Openness to new ideas
- Longer, more thoughtful responses
- Listening and responding to others
- Originality of thought
- Connectedness to other ideas-transmediation

3. Literacy Inquiry Project:

Teacher as Researcher or Literature Review

Choose one area of literacy research to investigate. Formulate your questions and narrow your focus. We will spend time in our small groups discussing questions and ideas. Check with me before you begin your research.

You can choose the kind of inquiry that most interests you. You can engage in teacher-research or identify an area for scholarly study. If you choose to do a literature review, your paper should be about 8 pages double-spaced, APA style. If you engage in teacher research, your paper describing your project should be about 5-6 pages, double-spaced, APA style.

You might choose to collect a language sample from your classroom and analyze it from multiple perspectives including the reading-writing connection, literacy learning, gender, power, scaffolding, etc.

Your teacher-research project should be something that you'd like to do this academic year. In your paper, have the following sections: 1)Background 2) Description of students 3)The project and your questions 4)Related literacy research (about 2 pages) 4)Methodology and Analysis, and 5) Pilot Study. For the background, what led you to this study? Include in your description the kind of community that the school is in. What are your students like? For your methodology-what are you going to collect? How are you going to collect it? How will you analyze your data? Then describe what you did in your pilot study. At the end of the paper, please end with a reflective section where you evaluate your learning in the class.

Assessment Criteria:

- Reflective, deep thinking
- Project carefully thought through
- Pilot study implemented and useful

Each of the areas discussed
 The paper is well written.
 APA style is correctly used.
 Additional for Literature Review: topic thoroughly researched
 Multiple perspectives are shared
 Current articles discussed
 Articles tied together through your discussion.
 The paper is typed, well-written and carefully edited.

4. Literacy Activities (Models/Tools/Strategies)

Try each of the activities (models, tools, strategies and readwritethink.org) as listed in the syllabus. Be prepared to discuss them with your small group. At the end of class, submit a list of the activities you tried. Write a short paragraph about each one. How did it go? What were the highlights? What would you do differently next time? Will you use this activity again?

Assessment:

All activities are tried. Thoughtful reflection of each activity. All components listed above are discussed.

3. List-Serve

We will use the discussion board that is part of WebCT to continue our discussion after class. Each week two people will serve as moderators. It is their job during the week to pose questions and to answer the responses, to keep the discussion lively, useful and interesting. Share your insights and questions here. Also share your technology research on the list-serve.

Assessment Criteria:

Facilitating the discussion board for one week:
 Asking interesting questions
 Fostering thoughtful discussion on the readings of the week

Participating on the discussion board at least 3 times with exit slips and questions
 Responding to and answering classmates or others questions
 Sharing questions and ideas on the board
 Interacting with other class members on the web

4. Technology/ Web-Sites assignment

Visit at least three web-sites that are related to literacy issues. These should be high quality sites. Post these sites by writing a paragraph about the site and the information you learned from it on our list-serve. Why is this an excellent site? What does it do that others don't? Make sure that you have included the website address.

Assessment Criteria:

Share web-site information on discussion board.
 Share at least a paragraph summary of website on discussion board.
 Include all the factors listed above.

5. Mid-Term Assessment

A) Reflect on your progress on all the other projects.

B) Mid-term essay in class

6. Extra Credit

EXTRA CREDIT OPPORTUNITIES!!!

Below you will find a list of activities that are offered throughout the semester. I would highly recommend that you attend as many as possible. All involve literacy and literacy education and all are sponsored by the UTSA and involve reading faculty from UTSA. There is a lot to learn from these opportunities! **YOU CAN EARN TWO POINTS FOR EACH ACTIVITY YOU ATTEND.** You will be required to turn in a) a one-page summary for the event in order to earn your points; b) a signed attendance sheet.



The Writing Connection

A Conference on Writing and Learning Across the Curriculum, K-College

Keynote Speaker: Gary Clack

Feb. 2, 2008

8:30 AM-12:30 PM

in Room 1.406 at the Frio Street Building, UTSA Downtown Campus

At this conference, you will experience presentations by San Antonio Writing Project Teacher Consultants who will provide you with a variety of innovative ideas for incorporating writing into your classroom.

Three PDC credits will be offered.

This event is free and sponsored by the San Antonio Writing Project, the local site of the National Writing Project hosted at UTSA.

The online registration form and more information can be found at www.sanantoniowritingproject.org

January 30th, 7-8 pm, author Barbara Bash, a renowned children's author and illustrator, known for her science and nature books in the UC, Retama Room.

March 1st, UTSA Storytelling Conference, 8:30 am-1pm, Main Building, 1604 Campus

Victoria Purcell Gates, 5:30 pm, Monday, February 18th, UC, Retama Room.

Requirements & Evaluation Criteria:

Attendance, active participation, reading the selections and the sharing of your dialectic journal in all class sessions is required. Because class discussions are so important, side conversations are not appropriate, and your grade may be lowered because of them. It is the policy of the university that a student missing more than two sessions receives an unacceptable grade. Assignments are expected to be typed, to follow the most current APA (American Psychological Association) style, and to be handed in on time. Failure to meet deadlines may result in lower grades.

1. Attendance 14x2	28 points
2. Discussion & Dialectic Journal 14x2	24 points
3. Exit/Entrance Slips 9x2	18 points
4. Literacy Inquiry Project	30 points
5. Literacy Activities (models, tools, strategies) 7x1	7 points
6. List-Serve 6x1	6 points
7. List-Serve Facilitator	4 points
8. Technology sites 3x2	6 points
9. Mid-Term Assessment A	7 points
Mid-Term Assessment B	10 points

126 -140 = A

112-125 = B

98 -111 = C

84 -97 = D

83-0 = F

Midterm Assessment

(Please type your answers to this on another paper.)

Name _____

1. Attendance, active participation (How many classes have you attended? Have you actively participated? In small groups? In the large group?)

2. The Readings (What you've learned and what you've shared in about 2 paragraphs)

3. Exit/Entrance Slips (How many have you done? What have you learned?)

4. Research Project (What progress have you made so far? What are your questions?)

5. Literacy Activities (What have you done so far?)
(Models, Tools, Strategies)

6. Listservs (What have you done?)

7. Technology Assignments (What have you done?)