Term Information

Effective Term: Spring 2016
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Add Agriscience Education to prerequisite

What is the rationale for the proposed change(s)?
The course is required as part of Agriscience Education's major.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
This change allows students in Agriscience Education to schedule the course and corrects the course bulletin.

Is approval of the request contingent upon the approval of other course or curricular program request? No
Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Course Number/Catalog: 5442
Course Title: Teaching Reading Across the Curriculum
Transcript Abbreviation: ReadingAcrossCurr
Course Description: Provides the knowledge and tools needed to support the developmental reading and literacy skills for students seeking licensure in AYA (7-12), multi-age and Voc Ed programs. Laboratory experience required.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions
Prerequisites/Corequisites

Prereq: Admission to B.S.Ed, M.Ed., EHE major, Agriscience Education major, or permission of instructor.

Previous Value

Prereq: Admission to B.S.Ed, M.Ed., EHE major, or permission of instructor.

Exclusions

Not open to students with credit for 642.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1315
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• Explain and model various word recognition, vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies

• Understand how various factors such as content, purpose, tasks, and setting influence the reading process

• Recognize the importance of teaching reading as a process rather than a discreet series of skills and the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure

• Employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment

• Provide direct instruction and model what, when, and how to use reading strategies with narrative and expository texts

Content Topic List

• Why teach reading in the content areas?

• Prior Knowledge and Schema

• Vocabulary

• Knowledge of Text Structures, Genre & Discourse

• Self-Monitoring, Meta-cognition, and Questioning

• Comprehension (Summarizing, Clarifying, Evaluating)

• Interest & Motivation

• Graphic Organizers

• Using Literature, Trade Books, and Media in Content Teaching

• Using Discussion in Content Teaching

Attachments

• Heggestad SP 2015 SYLLABUS_v01-14-14.docx - Google Docs.pdf: syllabus

(Syllabus. Owner: Odum, Sarah A.)
## Workflow Information

<table>
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<tr>
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<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>08/25/2015 04:29 PM</td>
<td>Submitted for Approval</td>
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Reading Across the Curriculum
EDUTL 5442
3 Credit Hours

Dates: January 12th, 2015—May 5th, 2015
Instructor: Robert Heggestad
Contact Information: heggestad.2@osu.edu
Cell Phone: (440)382-4513
Office: Arps 249B
Office Hours: By appointment
Mailbox: Arps 249B

*Email is the best way to reach me. However, if immediate response is required (i.e. an emergency of some sort) please call. If I do not answer your email within 48-72 hours, feel free to send a reminder email.

Course Overview
Many adolescents need continuing support throughout their schooling to develop their reading and writing skills in content areas; indeed, learning the discourses of various fields and genres is a life-long endeavor. This course provides students who will be teaching in middle and secondary schools the knowledge and tools they need to support the developmental reading and literacy skills of their students in the various content areas.

Course Objectives/Learning Outcomes
This course will provide students with an awareness of the literacy demands of various content areas and with practical strategies for helping their students develop their own awareness of and strategies for meeting the demands of reading and writing across the curriculum. During this semester we will investigate the nature of literacy and the ways in which it supports content area learning. Furthermore, we will explore some of the cognitive, social, cultural, linguistic, and political factors that affect how students engage in literacy and what impact these various factors have on the ways in which we frame classroom instruction. In particular, students will be able to:

1. Explain and model various word recognition, vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies.
2. Provide direct instruction and model what, when, and how to use reading strategies with narrative and expository texts.
3. Understand how various factors such as content, purpose, tasks, and setting influence the reading process.
4. Recognize the importance of teaching reading as a process rather than a discrete series of skills and the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure.
5. Employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.
Required Texts


2. Selected Articles available in Carmen.

3. Choose 1 text from the choices below. Please choose a book that you have not previously read; additionally, select a text that best suits the education discipline that you intend on teaching (e.g. science, social studies, etc.)—if none of these books appear to fit, select based on your own interests.
   
o Anderson, P. (2000). *Tau Zero* (London: Orion). This is a re-issue of a classic science fiction book. Poul Anderson’s *Tau Zero* is an outstanding work of science fiction, in part because it combines two qualities that are often at odds in this genre: an interest in the emotional lives of its characters and a fascination with all things technological and scientific. In *Tau Zero* these components are not merely fused; they work together with a remarkable synergy that makes the novel much more than just a deep space adventure story.

   o Asimov, I. *Foundation* (Book 1 in the Foundation Trilogy). A band of psychologists, under the leadership of psychohistorian Hari Seldon, plant a colony to encourage art, science, and technology in the declining Galactic Empire and to preserve the accumulated knowledge of humankind.

   o Collier, J. L. (1974). *My Brother Sam Is Dead*. All his life, Tim Meeker has looked up to his brother Sam. Sam's smart and brave -- and is now a part of the American Revolution. Not everyone in town wants to be a part of the rebellion. Most are supporters of the British -- including Tim and Sam's father. With the war soon raging, Tim know he'll have to make a choice -- between the Revolutionaries and the Redcoats . . . and between his brother and his father.

   o Coxeter, H. (1999). *The Beauty of Geometry*. Written by a distinguished mathematician, the dozen absorbing essays in this versatile volume offer both supplementary classroom material and pleasurable reading for the mathematically inclined. The essays promise to encourage readers in the further study of...

   o Enzensberger, H. M. (1998). *The Number Devil*. The international best-seller that makes mathematics a thrilling exploration. In twelve dreams, Robert, a boy who hates math, meets a Number Devil, who leads him to discover the amazing world of numbers: infinite numbers , prime numbers, Fibonacci ...

   o George, J. C. (1989). *Shark beneath the reef*. Like his father and grandfather before him, 14-year-old Tomás Torres dreams of catching a great shark in the Sea of Cortez -- and he will catch it, although there are other things he should be thinking about. With an education, her could someday become a marine biologist. Tomás's family want him to stay in school. But Tomás knows he will be more help to them if he leaves school now to become a fisherman. Should he drop out?

   o Green, Tim. *Unstoppable*. Then Harrison is brought into a new home with kind, loving parents—his new dad is even a football coach. Harrison's big build and his incredible determination
quickly make him a star running back on the junior high school team. On the field, he's practically unstoppable. But Harrison's good luck can't last forever. When a routine sports injury leads to a devastating diagnosis, it will take every ounce of Harrison's determination not to give up for good.

- Hosseini, K. *The Kite Runner*. The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father's servant, *The Kite Runner* is a beautifully crafted novel set in a country that is in the process of being destroyed. It is about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies. A sweeping story of family, love, and friendship told against the devastating backdrop of the history of Afghanistan over the last thirty years.

- Hughes, D. (2001). *Soldier Boys*. Spencer Morgan And Dieter Hedrick, one American, one German, are both young and eager to get into action in the war. Dieter, a shining member of the Hitler Youth movement, has actually met the Führer himself and was praised for his hard work. Now he is determined...

- Johnson, A.D. *The Summer Prince*. In this dystopian fantasy set in a futuristic version of Brazil, June Costas creates art to rebel against (what else) an oppressive government regime. She finds an unlikely ally in Enki, the universally beloved Summer King, who reciprocates her need to make sense of a chaotic society through art.

- Klass, D. (1994). *California Blue*. Discovering a beautiful blue butterfly, John is forced to choose between an important cause and his own townspeople when he learns that the butterfly is unique in all the world and that the local mill must be closed in order to save it.

- Levithan, D. *Boy Meets Boy*. In this groundbreaking novel, Levithan imagines a version of small town America in which homosexuality is embraced and celebrated. The story focuses on Paul, a gay high schooler trying to navigate his relationships, both platonic and romantic.

- Lichtman, W. (2007). *Do the Math: Secrets, Lies, and Algebra*. Tess loves math because it’s the one subject she can trust—there’s always just one right answer, and it never changes. But then she starts algebra and is introduced to those pesky and mysterious variables, which seem to be everywhere in eighth grade.

- Myers, B. (1999). *Monster*. Accused of involvement in a violent crime, 16-year-old Steve is on trial for his life. *Monster* is written in the form of a movie script, with Steve acting as the screenwriter, adding to the story as the events unfold. This is a disturbing novel about the justice system, and what it means to be young and black in America.

- Myers, B. (1996). *Slam!* Seventeen-year-old Greg "Slam" Harris can do it all on the basketball court. He's seen...

- Orwell, G. (2010). *Animal Farm*. As ferociously fresh as it was more than a half century ago, this remarkable allegory of a downtrodden society of overworked, mistreated animals and their quest to create a paradise of progress, justice, and equality is one of the most scathing satires ever published. As readers witness the rise and bloody fall of the revolutionary animals, they begin to recognize the seeds of totalitarianism in the most idealistic organization—and in the most charismatic leaders, the souls of the cruelest oppressors.

- Paulsen, G. (2010). *Woods Runner*. Samuel, 13, spends his days in the forest, hunting for food for his family. He has grown up on the frontier of a British colony, America. Far from any town, or...
news of the war against the King that American patriots have begun near Boston. But the war comes to them. British ...


- Ryan, P. M. (2000). *Esperanza rising*. Esperanza thought she'd always live with her family on their ranch in Mexico—she'd always have fancy dresses, a beautiful home, and servants. But a sudden tragedy forces Esperanza and Mama to flee to California during the Great Depression, and to settle in a camp for Mexican farm workers. Esperanza isn't ready for the hard labor, financial struggles, or lack of acceptance she now faces. When their new life is threatened, Esperanza must find a way to rise above her difficult circumstances—Mama’s life, and her own, depend on it.

- Saenz, B.A. *Aristotle and Dante Discover the Secrets of the Universe*. When Aristotle and Dante meet, in the summer of 1987, they are 15-year-olds existing in “the universe between boys and men.” The two are opposites in most ways: Dante is sure of his place in the world, while Ari feels he may never know who he is or what he wants. But both are thoughtful about their feelings and interactions with others, and this title is primarily focused on the back-and-forth in their relationship over the course of a year. Family issues take center stage, as well as issues of Mexican identity, but the heart of the novel is Dante’s openness about his homosexuality and Ari’s suppression of his.

- Szpiro, G. G. (2006). *The Secret Life of Numbers*. Most of us picture mathematicians laboring before a chalkboard, scribbling numbers and obscure symbols as they mutter unintelligibly. This lighthearted (but realistic) sneak-peak into the everyday world of mathematicians turns that stereotype on its head. Chock full of stories, anecdotes, and entertaining vignettes, ‘The Secret Life of Numbers’ shows us how mathematics really does affect almost every aspect of life - from the law to geography, elections to botany - and we come to appreciate the delight and gratification that mathematics holds for all of us.

- Taylor, M. D. (2003). *Roll of Thunder, Hear My Cry*. Set in Mississippi at the height of the Depression, this is the story of one family's struggle to maintain their integrity, pride, and independence in the face of racism and social injustice. And it is also Cassie’s story—Cassie Logan, an independent girl who discovers over the course of an important year why having land of their own is so crucial to the Logan family, even as she learns to draw strength from her own sense of dignity and self-respect.

- Vonnegut, K. (2014). *Slaughterhouse-Five*. Kurt Vonnegut’s absurdist classic Slaughterhouse-Five introduces us to Billy Pilgrim, a man who becomes unstuck in time after he is abducted by aliens from the planet Tralfamadore. In a plot-scrambling display of virtuosity, we follow Pilgrim simultaneously through all phases of his life, concentrating on his (and Vonnegut’s) shattering experience as an American prisoner of war who witnesses the firebombing of Dresden.


- Wein, E. E. (2012). *Code Name Verity*. Code Name Verity is a compelling, emotionally rich story with universal themes of friendship and loyalty, heroism and bravery. Two young women from
totally different backgrounds are thrown together during World War II: one a working-class girl from Manchester, the other a...

- Yang, G. L. (2007). *American Born Chinese*. A tour-de-force by rising indy comics star Gene Yang, American Born Chinese tells the story of three apparently unrelated characters: Jin Wang, who moves to a new neighborhood with his family only to discover that he's the only Chinese-American student at his new school; ...

- Yuki, H. (2011). *Math Girls*. Currently in its eighteenth printing in Japan, this best-selling novel is available in English at last. Combining mathematical rigor with light romance, Math Girls is a unique introduction to advanced mathematics, delivered through the eyes of three students as they learn to deal with problems seldom found in textbooks. Math Girls has something for everyone, from advanced high school students to math majors and educators.

- Zusak, M. (2005). *The Book Thief*. It is 1939. Nazi Germany. The country is holding its breath. Death has never been busier, and will become busier still. Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can’t resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.

### Evaluation and Assignments

The following percentage scale will apply for your end-of-course grade:

- 93 - 100% = A
- 84 - 86% = B
- 74 - 76% = C
- 64 - 66% = D
- 90 – 92% = A-
- 80 - 83% = B-
- 70 - 73% = C-
- 60 - 63% = D-
- 87 - 89% = B+
- 77 - 79% = C+
- 67 - 69% = D+
- 0 - 59% = E

### Course Policies

**Grade**: Your grade for the course will be determined through your completion of the course assignments and your participation. All of the assignments will develop your teaching abilities, deepen your understanding of yourself and your future students, and broaden your marketability. You can work on assignments ahead of time. Any adjustments or questions about assignments must be communicated before the due date.

**Commitment to Success**: My overall goal is for everyone to complete this class with a broader and deeper understanding of content area literacy. Please don’t hesitate to contact me or to make an appointment if you have any questions or concerns regarding any aspect of the class. I want you to be successful, and I want to help you along your path to teaching, especially by helping you to be a high quality, well prepared, knowledgeable, and professional educator.

**Late Assignments**: Late assignments will not be accepted, unless you communicate with me via e-mail before the due date and we come to an agreement. An alternative deadline can be arranged in advance if I determine the circumstances warrant it.

**Turning in Assignments**: All work that is turned into Dropbox for evaluation or grading should be typewritten and should employ 1-inch margins on all sides. Please use a 12-point, legible typeface with single spacing. When submitting electronic copies, be sure to format your file so that it can be opened in MS Word and that the file is titled with your name and assignment name. When you are asked to cite sources, please use APA or MLA format.
All reading responses in the Discussion section of Carmen should be typed directly into Carmen and not attached (unless directions ask for an attachment). You may want to draft your comments in Microsoft Word, etc. to make sure you don’t lose your work in Carmen logs you out, but please copy and paste into the Discussion box.

**Asking Questions:** If you have general questions, please post them on the “Questions” discussion board. When I am at my computer, I will answer these questions first since the responses might benefit everyone. Also, please feel free to chime-in if you can assist a classmate. Sometimes, you might be able to respond faster than I can. For questions of a personal nature, such as feedback or grades, please email me directly. I will try to respond to all questions within 24 hours, and I will typically work on the course in the morning hours. If 48 hours has passed and you have not had a response, feel free to check in and make sure that I noticed your question/received your email.

**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:** Scholastic honesty is expected and required. All work submitted for this course must be your own. Copying or representing the work of anyone else (in print or from another student) is plagiarism and cheating. This includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas. All cases of suspected plagiarism, in accordance with university rules, may be reported to the Committee on Academic Misconduct. For information on plagiarism, see [http://cstw.osu.edu/](http://cstw.osu.edu/), especially [http://cstw.osu.edu/writing_center/handouts/index.htm](http://cstw.osu.edu/writing_center/handouts/index.htm)

**Respect for Diversity:** This course is designed, implemented, and evaluated in a manner that acknowledges how different teaching and learning styles are shaped by cultural and other influences. This diversity enhances the academic experience of both the students and the instructor. Individual differences in this class will be honored by (a) listening and respectfully responding to all comments by classroom colleagues, and (b) discussing alternative viewpoints in a calm and respectful manner.

**Statement of Student Rights:** Students who feel a need for an accommodation based on the impact of a disability should contact me privately to discuss their specific need. In addition, please contact the Office of Disability Services at 614-292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations that are available for students with documented disabilities.

**Guidelines for Carmen Postings**

These are the standards for the expected etiquette in our online conversations:

- Ensure that your messages / responses are comprehensive and thoughtfully address EACH component of the discussion board questions or prompts. Be polite and treat others as you would wish to be treated. If someone is offensive, even unintentionally, I reserve the right to remove that post.
- Demonstrate that you have carefully read considered each weekly reading assignment. Provide examples from the text(s) to support your statements on the discussion board.
- Use correct spelling and grammar. While abbreviated English is often acceptable while texting and chatting with friends, the expectation in this course is to use Academic English, even in our posts.
- Please feel free to disagree with ideas but do not attack people for their ideas. Additionally, please attempt to provide reasonable evidence to back up why you disagree rather than simply saying that you disagree.
- Please be careful with sarcasm; without non-verbal cues this is sometimes difficult to interpret online and may be taken seriously.
- Please give people the benefit of the doubt; chances are they did not mean the worst possible interpretation of their words.

Please avoid:

- Using ALL CAPITAL LETTERS; this is typically interpreted as yelling.
Using all lower case letters; this is too informal for this course.
Using terms like "lol," "brb," and "rofl" and emoticons- not everyone may be familiar with these acronyms.

Online Spaces in Carmen

Discussion Board:
This is where we will meet as a whole class to write about our scholarly reading and to respond to each others’ ideas.

Literacy Circle Group:
You will each be a part of a reading/writing group, called a Literacy Circle Group. This group will be comprised of others from your own content area (or similar to it). As a group, you will choose a book to read and develop a unit plan to teach this book. See literacy circle group assignment sheet for more details.

Dropbox:
This is where you will submit final versions of assignments (unless otherwise indicated) for me to evaluate and give a final grade.

Assignments

<table>
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<tr>
<th>Wk</th>
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<th>Readings/Project Title</th>
<th>Assignment and/or Reading Response</th>
<th>Points</th>
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<tr>
<td>1</td>
<td>01/16</td>
<td><strong>Literacy Narrative</strong></td>
<td>1. You will write a narrative about your literacy history and current ideas about literacy in and out of school. Please upload your literacy narrative to Dropbox in Carmen; see literacy narrative assignment sheet for more details.</td>
<td>20</td>
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<tr>
<td>2</td>
<td>01/21</td>
<td>1. Ch. 1 in Fisher &amp; Frey (from hereon on, FF): Read, Write, Think 2. Math &amp; Literacy (Draper) 3. Math &amp; Science Literacy (Worley) 4. Task, Text, Literacy (McConachi) 5. Young Adult (YA) Literature in the Content Areas (Bean) 6. Begin reading Outside Book</td>
<td>You are to summarize/synthesize these articles by briefly introducing them, summarizing the main ideas present, compare and contrast across the five articles/chapters, and finally, briefly discuss their implications on your own (future) teaching. Length of response is less important than your ability to exhibit comprehension of the material and its implications. Two to three paragraphs is plenty. <strong>7pts</strong> You are also required to respond to three classmates' postings (or responses to responses). These can range from questions about the post, extensions to particular lines of thinking, etc. At least 1-2 full sentences are required per response, although I'm more concerned with the depth of conversations being had. <strong>3pts</strong></td>
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1 See Literature Narrative Assignment Sheet for detailed description and due dates; in a similar fashion, all project titles in italics will have a corresponding Assignment Sheet in Carmen’s content under “Syllabus & Assignment Sheets”.

EDUTL 5442 – Spring15 - Heggestad
Like last week, please write synthesis of your readings in 1 paragraph. Your second paragraph should overview your outside reading book and present a few ideas on how you might teach your outside reading book. Think of this as a lesson plan sketch or a brainstorming activity. Your third paragraph must explain how your lesson plan addresses the four keys to engagement discussed in the Motivation Matters article. 8pts

You are also required to respond to two classmates' postings (or responses to responses). These can range from questions about the post, extensions to particular lines of thinking, etc. At least 1-2 full sentences are required per response, although I'm more concerned with the depth of conversations being had. 2pts

Using some of the questioning strategies in FF and Clark article, and making sure to include at least two higher-order questions on Bloom’s taxonomy (FF, 83), please post on the discussion board a set of 5 to 10 questions about your reading of your book; think of these questions almost as a “pop” reading quiz. As best you can, please attempt to formulate questions that pertain to your subject area. 5pts

To complete this assignment, you must additionally respond to one of your classmates’ questions about one of their books (ideally, the book you are reading or a book that you’ve read). Contact me if this is not possible. 5pts

Research, discuss, and select an outside book that your group will read. Email the instructor the title of this book and the members of your group.

Using all of these sources at least once (unless you didn't watch the video, then minus Pink Floyd), you must answer these reading response questions: 1) Explain, in your own words, Freire's concept of banking education; 2) How does cultural relevancy play a part in activating students’ prior knowledge? 3) What is the difference between compliance and engagement? Please provide an example from your classroom or your own educational experience to highlight the differences between the two; 4) Briefly summarize and analyze the strengths/weaknesses of your content area article. 8pts

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2 I will be collecting Content Area articles related to reading and writing instruction across the disciplines throughout the course of the semester. These articles will be in a folder in the Content section of Carmen titled “Content Area Articles”. Please note that you are always welcome to search for more relevant articles when you are assigned a content area article; however, you must first run the article past me. Assuming I give you the go-ahead, I will (likely) also post it under the relevant content area folder for your classmates.

3 Although I suspect most of you have already seen this video, or at least heard the song, please note that this can be somewhat disturbing (not to mention heretical in an education class), but I am not implying that education is bad, nor that we don't need it - I believe strongly in both its practical and emancipatory power. However, the images are striking and serve an important purpose, at least for myself, in that it makes me realize how damaging our educational system can sometimes be. Again, this is optional, but it corresponds well with Freire's concept of the "banking educator."

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<th>Due Date</th>
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<tr>
<td>6</td>
<td>02/18</td>
<td>Develop 4 writing to learn or vocabulary activities/assignments designed to integrate your outside reading book and your content area. 8pts&lt;br&gt;Respond to 2 classmates’ activities, practicing constructive criticism in each: i.e. offer praise on an aspect(s) of their activity you found excellent and provide suggestions for improving it. 2pts</td>
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<td>7</td>
<td>02/25</td>
<td>Using some of the strategies provided in chapter 4 and using the exemplar Tom Sawyer Lesson Plan (PDF in content as well) as a guide, you will plan a 1-day lesson. Your (real or imagined) students are currently reading your outside reading book (in your classroom or in another). You decide to bring in another complementary/supplementary text and use it for this lesson. Please post the article you found (either attach a pdf or link to article) and provide a brief (paragraph length) lesson plan detailing how you would teach this article, what reading activities/strategies you would use, etc. If its and how it relates to your book. 8pts&lt;br&gt;Respond to 2 classmates’ lesson plans, practicing constructive criticism in each: i.e. offer praise on an aspect(s) of their activity you found excellent and provide suggestions for improving it. 2pts</td>
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<td>8</td>
<td>03/04</td>
<td>Reading Response questions: 1) Why emphasize writing to learn in content areas? How might you create occasions for students read and to write? 2) In your own words, what is backwards design? 3) Provide an example from your own educational experience contrasting a unit/class centered around a big idea(s) and a class focused on standards coverage; 4) Looking at your future (or current) job, sketch out/imagine what your classroom might be doing at this time next year using the general ideas espoused in the Understanding by Design excerpt. 8 pts</td>
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4 Feel free to search through the OSU library system as I'm more concerned with engagement and culturally relevant pedagogy than with reading and writing instruction.
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<th>Date</th>
<th>Activity</th>
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<td>03/1</td>
<td>SPRING BREAK</td>
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<tr>
<td>03/2</td>
<td>1. FF Ch. 6: Graphic Organizers</td>
<td>Similar to week 7, you are to bring in a supplementary text that is discipline-specific but related to your Literacy Circle book. In addition to attaching the pdf or supplying the link to this text, you are to develop a graphic organizer that your students (future or present) would use to read this text; additionally, you must fill out the graphic organizer as if you were the student. If necessary, you may take a picture of the completed project and attach.</td>
<td>10</td>
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<td>2. 75% of Literacy Circle book</td>
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<td>3. Outside Article/ Supplementary classroom text →</td>
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<tr>
<td>04/0</td>
<td>1. FF Ch. 7: Note Taking</td>
<td>Utilizing at least two (but feel free to try out more) of the note-taking strategies discussed in chapter 7, take one set of “notes” on your content area article and a second set of notes on your Literacy Circle book, upload these as attachments in the discussion thread. Additionally, explain the rationale behind your choice of note taking strategies and how you would modify the strategy to better suit yourself/your students.</td>
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<td>2. 100% of Literacy Circle book</td>
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<td>3. Choose 1 content area articles</td>
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<td><em>Due by 11:59.</em> Each member of your group is required to upload the plans to Dropbox. Additionally, 1 member of your group must also upload your plans to the Discussion Board, as we will be reading each others’ plans next week. Grades will be given through Dropbox.</td>
<td>75</td>
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<td>04/1</td>
<td>1. FF Ch. 9: Standards &amp; Assessments</td>
<td>On the discussion board, you are to respond to two (10 points per response; each one is technically considered 1 Reading response) of the lesson plans. Please include at least two comments about what the plan did well, two suggestions on how they might improve it, and 1 paragraph assessing their assessments. Additionally, I strongly urge all of you to download (as you see fit) your classmates’ plans as this is intended to be a site of sharing/collaboration.</td>
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<td>2. Formative &amp; Summative Assessments (pdf)</td>
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<td>3. Read all of your classmates’ Literacy Circle Lesson plans</td>
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<td>04/2</td>
<td><em>Literacy Unit Plan: Rough Draft &amp; Writing Conference</em></td>
<td>Schedule an online (Google Hangout or Skype) or face-to-face meeting with me to discuss your progress on the literacy unit plan. The rough draft is due the night before your meeting. I will send a Doodle scheduler out a few weeks prior to the 8th.</td>
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<td>04/9</td>
<td><em>Literacy Unit Plan</em></td>
<td>Due at 11:59 p.m.</td>
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<td><em>Literacy Reflection</em></td>
<td>Due at 11:59 p.m.</td>
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<td><strong>Total Points:</strong> 500</td>
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