



# MORAVIAN COLLEGE

A S M A L L N A T I O N A L T R E A S U R E

1742

**COURSE: MEDU 660: Urban Issues: Literacy and Resistance in Secondary Schools**  
Spring 2016  
Thursday, 4:00-7:00 pm

**INSTRUCTOR:** Elizabeth H. Conard, Ed.D.  
Phone: 610-625-7714 (office) or 610-905-5475 (cell)  
FAX: 610-861-1696  
Email: conarde@moravian.edu  
Office Hours: Before or after class or by appointment

**COURSE DESCRIPTION:** What can intermediate and secondary school teachers do when students in their classrooms can't or won't read? How do learning disabilities and language issues affect students' reading skills? Participants will examine specific strategies to help adolescents and young adults develop reading comprehension, vocabulary, fluency, and word recognition skills. Participants will also explore the research base on issues of particular interest to urban literacy educators, including social class, language use, and oppositional identity. A clinical component will provide students with an opportunity to diagnose and remediate reading difficulties in older students.

**CORE OBJECTIVES** from the PDE Guidelines for Reading Specialist Certification that must be met with evidence from assignments completed in this course are:

1. Identify historical perspective, methodologies and theories of language and reading acquisition and development including:
  - literacy in secondary schools,
  - process reading and writing,
  - causes and characteristics of reading and writing difficulties,
  - alignment of the various goals, standards, instruction and assessment,
  - variety of goals, standards, instruction and assessment. (RS IA)
2. Utilize classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums. (RS IC)
3. Manage the instructional environment effectively, incorporating research-based best practices for literacy development. (RS IIA)
4. Plan instruction in collaboration with other professionals to promote comprehensive literacy growth in all learners. (RS IIB)

5. Select, implement, and adapt effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners, including students with disabilities and English Language Learners, in an inclusive setting. (RS IIC)

**CANDIDATE COMPETENCIES** from the PDE Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting (SWD), and English Language Learners (ELL) must be met with evidence from assignments completed in this course, as follows:

- Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices. (SWD IB2)
- Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent-child, caregiving, peer, friend, sibling), and attachment models and their effects on learning. (SWD IB3a)
- Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning. (SWD IB3b)
- Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning. (SWD IB4)
- Provide positive environments for learning for students with disabilities (SWD ID)
- Collaborate and communicate effectively with multiple stakeholders to effectively meet the needs of learners with disabilities (IE)
- Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs (SWD II1)
- Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities:
  - Phonological Awareness & Phonics
  - Fluency
  - Vocabulary
  - Comprehension
  - Language
  - Word Study (Phonological Awareness & Phonics) (SWD II2)
- Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities:
  - text production
  - spelling
  - composition for different types of writing (SWD II3)

- Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels (SWD II4)
- Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy (SWD II8)
- Demonstrate instructional strategies to enhance comprehension of material (SWD II9)
- Demonstrate an understanding of the evidence-based connection between literacy and behavior (SWD II10)
- Utilize effective instructional strategies for students with disabilities in inclusive settings (SWD III)

### **Texts:**

Beers, K. (2003). *When kids can't read: What teachers can do*. Portsmouth, NH: Heinemann.

Daniels, H. & Steineke, N. (2011). *Texts and Lessons for Content-Area Reading*. Heinemann.

Finn, P. (2009). *Literacy with an attitude: Educating working-class children in their own self-interest*. (2<sup>nd</sup> ed.) Albany: State University of New York Press.

Gallagher, K. (2009). *Readicide: How schools are killing reading and what you can do about it*. Portland, ME: Stenhouse.

### **Additional Resources (Book Club Suggestions):**

Allington, R. (2001). *What really matters for struggling readers: Designing research-based programs*. New York: Longman.

Atwell, N. (2007). *The reading zone: How to help kids become skilled, passionate, habitual, critical readers*. New York: Scholastic.

Atwell, N. (1998). *In the middle: New understandings about writing, reading, and learning*. Portsmouth, NH: Heinemann.

Broun, L. & Oelwein, P. (2007) *Literacy Skill Development for Students with Special Learning Needs*, Port Chester, NY: Dude

Chen, L. & Mora-Flores, E. (2006). *Balanced Literacy for English Language Learners, K-2*. Portsmouth, NH: Heinemann

Daniels, H. (1994). *Literature circles: Voice and choice in the student-centered classroom*. York, Maine: Stenhouse.

Downing, J. (2005). *Teaching Literacy to Students With Significant Disabilities: Strategies for the K-12 Inclusive Classroom*. Corwin Press.

Gallagher, K. (2003). *Reading reasons: Motivational mini-lessons for middle and high school*. Portland, Maine: Stenhouse.

Lee, S. (2005). *Up against whiteness: Race, school, and immigrant youth*. New York: Teachers College.

Meeks, L & Austin, C. (2003). *Literacy in the secondary English classroom: Strategies for teaching the way kids learn*. Boston: Allyn and Bacon.

Miller, D. (2009). *The Book Whisperer*. San Francisco, CA: Jossey-Bass.

Ohler, J. (2008). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity*. Thousand Oaks, CA: Corwin Press.

Pirie, B. (1997). *Reshaping high school English*. Urbana: National Council of Teachers of English.

Reiss, J. (2012). *120 Content strategies for English language learners: Teaching for academic success in secondary school*. Pearson.

Rothstein-Fisch, C., & Trumbukk, E. (2008). *Managing diverse classrooms: How to build on students' cultural strengths*. Alexandria, VA: ASCD.

Smith, M., & Wilhelm, J. (2002). *Reading don't fix no chevys: Literacy in the lives of young men*. Portsmouth, NH: Heinemann.

Smith, M., & Wilhelm, J. (2006). *Going with the flow: How to engage boys (and girls) in their literacy learning*. Portsmouth, NH: Heinemann.

Tatum, A. (2005). *Teaching reading to black adolescent males: Closing the achievement gap*. Portland, ME: Stenhouse.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers*. Portland, Maine: Stenhouse.

## **COURSE REQUIREMENTS AND GRADING**

**Attendance:** Regular and punctual attendance is required of all graduate students. Since class participation will be considered in determining the final grade, absences and excessive tardiness may impact the points given for participation. If you must miss a session for personal or professional reasons, please contact the instructor to explain. Students are responsible for all work missed during an absence.

**Assignments and Grading:** Assignments are due as indicated in the course schedule. Please note that unless a mutually agreeable revised due date is negotiated with the instructor, late assignments will not be accepted. It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course. Comenius Center students who believe that they may need accommodations in this class are encouraged to contact the Dean of the Comenius Center as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

**Class and Participation (20%):** Students are expected to read assigned materials and attend all scheduled classes prepared to participate in class discussions and activities.

**Book Club Participation (20%):** Students will be participating in a professional book club for a portion of several class periods during the semester. Working with a minimum of one (and a maximum of three) other colleague(s) in the class, you will read and discuss one of the books listed in the Additional Resources section above. You will be setting your expectations for your book club and your reading schedule in class. The purpose of this assignment is for you to critique and discuss a professional book of interest to you to enhance your learning in the area of literacy strategies for secondary students. Each group will read and discuss the selected book and will present a 20 - 30 minute lesson on key information to the class. Each lesson must include at least one class participation activity. Each student will submit a reflection paper (not more than 2 pages, double-spaced) on the book and will complete a Book Club Evaluation Form on the process. (RS IIA, RS IIB, RS IIC, SWD IE, SWD IJ2, SWD IJ8)

**Literacy Attitudes Interview (20%):** Each student will conduct an interview with one middle or high school student about his or her literacy behaviors and opinions and attitudes about school and reading. A common set of questions will be used and will be generated in class. A summary of responses will be submitted in writing along with a brief reflection on the interview. Interviews will also be shared in class. Be sure to address special needs of the student, specifically for students with disabilities and English language learners, if applicable. (RS IA, SWD IB2, SWD IB3b, SWD IJ2, SWD IJ3, SWD IJ10)

**Young Adult Literature Author Book Talk (20%):** Select an author of young adult literature for study and presentation during an in-class Book Talk. Read a minimum of two works by this author and provide an original one or two page author fact-sheet that includes biographical information along with an annotated bibliography of the author's key works and links to any relevant web sites. Make enough copies of your fact sheet to share with the class when you lead us in a 20-30 minute review of your author's literary accomplishments. Explain how and why you might use specific strategies that Kylene Beers shares to support student reading of this author both inside and outside of the secondary school classroom. Include suggestions for accommodations/adaptations for students with disabilities and English language learners. (RS IC, SWD IB3a, SWD ID, SWD IJ, SWD IJ2, SWD IJ9, SWD IJ)

**Suggested Authors:**

- |                          |                        |
|--------------------------|------------------------|
| 1. Laurie Halse Anderson | 11. Scott O'Dell       |
| 2. Avi                   | 12. Gary Paulsen       |
| 3. Sandra Cisneros       | 13. Richard Peck       |
| 4. Suzanne Collins       | 14. Rodman Philbrick   |
| 5. Robert Cormier        | 15. Brent Runyon       |
| 6. Lois Duncan           | 16. Louis Sachar       |
| 7. Russell Freedman      | 17. Lemony Snicket     |
| 8. Lois Lowry            | 18. Gary Soto          |
| 9. Stephenie Meyer       | 19. Jerry Spinelli     |
| 10. Walter Dean Myers    | 20. Jacqueline Woodson |

**You're the Expert (20%):** Each student (or pair of students) will present one or more sample activities and lead the class discussion on a portion of the Beers text, *When Kids Can't Read What Teachers Can Do*. More specific details and expectations for this assignment will be discussed in class. (RS IC, RS IIA, RS IIC, SWD IB4, SWD ID, SWD III, SWD I13, SWD I14)

**NOTES ON SCHOLARLY WRITING:**

All students are to submit their work, typed, double-spaced on 8 1/2" x 11" paper, with a basic cover page listing course, instructor, paper topic, name and date. Papers should also contain a reference page at the end with all citations entered according to APA format. Avoid plastic folders or covers, stapling in upper left-hand corner only. Work on organizing your thoughts and each paragraph with the beginning, middle and end concept. Check your spelling carefully! Errors in writing reflect poorly on the writer and his or her organization. Therefore, revise, proofread, and edit until your writing is flawless.

**ACADEMIC INTEGRITY:**

The policy of the college on Academic Honesty is detailed in the student handbook and should be reviewed by all students participating in this course. Nonetheless, please be reminded that all assignments in this course must be the exclusive work of the individual student and as such, any and all citations used should be properly identified using the appropriate APA format.

**Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.**

## SYLLABUS

Date	Topics	Assignments for Next Class
1/21	Course Overview & Introductions	Finn – Jigsaw Chapters 1-5
1/28	Systemic Problems in Public Education and their Impact on Students	Finn – Jigsaw Chapters 6-10 Gallagher – Chapters 1 & 2
2/4	What are we really teaching in school? Determine Interview Questions	Finn – Jigsaw Chapters 11-15 Gallagher – Chapters 3-5
2/11	Literacy with an Attitude Assign Beers Chapters for Experts	Finn – Chapters 16-20
2/18	Readicide Prevention Book Club Selections	Interviews due 2/25
2/25	Student Voices – What are they saying? Interview Presentations Book Club Meeting	Beers – Ch. 1-3 Article: <i>Did They Get It? The Role of Fidelity in Teaching English Learners</i>
3/3	Creating Independent Readers Book Club Meeting	Beers – Ch. 4 & 5 Article: <i>Bridging Two Worlds: Reading Comprehension, Figurative Language Instruction, and the English-Language Learner</i>
3/10	No Class – Spring Break	
3/17	Comprehension and Inference Strategies, Book Club Meeting	Beers – Ch. 6-8 Reflection/Evaluation Due 3/31
3/24	Before/During/After Reading Strategies, Book Club Presentations	Beers – Ch. 9
3/31	Vocabulary Strategies Book Club Presentations	Beers – Ch. 10-12 Article: <i>Building Reading Fluency in a Learning-Disabled Middle School Reader</i>
4/7	Fluency, Word Attack and Spelling Strategies	Beers – Chapters 13 - 15
4/14	Finding Right Words, Books, Path	Book Talk Fact Sheet Due 4/28
4/21	Book Talks	
4/28	Book Talks	

MEDU 660  
BOOK CLUB EVALUATION FORM

Your name:

Title of book:

Names of book club members:

Were all members prepared and present for all meetings of your book club? If no, please explain how absent members “made up” for not being present.

Did all book club members participate thoughtfully and professionally, following the guidelines and expectations that you set for yourself at the beginning of your book club? If no, please explain.

Did all book club members take responsibility for their own learning? If no, please explain.

What was ONE major understanding that you gained from your book club participation?

Please feel free to share any other relevant information about your book club that you would like for me to take into account when assigning your participation grade or the participation grade of other members of your book club.

TOTAL NUMBER OF POINTS YOU THINK YOU SHOULD EARN (out of a possible 20 points):