

ED 334S Language & Literacy in Content Areas Assignments

Meeting	Date	Topic/Activity	Assignment
1	9/11	Introduction/Syllabus Autobiographies/Good Reader List Book Sales/Charting the Reading Process	Reading #1 (in class) Readence Ch 1, 2 Jensen, vii-xvi
<p><i>** Contemplate: What is literacy? What constitutes a good/great book? What defines a good reader? How does one's cultural, ethnic, etc. background affect the reading process?</i></p>			
2	9/18	Reading Assessment/Questions Informal/formal Measures Readability Formulas, Textbook Analysis	Reading #2; Research Assign. (R). Readence Ch 3,4 Peregoy pp 88-94 (OPT)
<p><i>** Choose a content area textbook that you presently use or might use with your students. Identify several potential problems and potential adaptations. Discover the readability level of a textbook or other resource material in either your major/minor field; suggest ways to adapt/introduce/use the information for students whose reading levels, due to diverse backgrounds, are below the text's or resource material's level.</i></p>			
3	9/25	Reading Assessment cont. CLOZE Procedures Assessing Prior Knowledge	Reading #3; Readence Ch 5 Jensen Ch 1; Field Exp. Log (EC) Peregoy pp 88-94, 264-275 (OPT)
<p><i>** Participate in a cloze test based on our main required text. Interpret your findings and recommend adjustments.</i></p> <p><i>** Test your knowledge about cultural diversity. Be prepared to brainstorm methods/tools/mechanisms to help diverse students learn your content. Apply one technique/strategy gained through discussion to an upcoming lesson in your content area.</i></p>			
4	10/2	Miscue Analysis At-risk Students-Case Studies	Readence Ch 7; Research Assign. (R) MID-TERM ASSIGNED
<p><i>**As a preface to the midterm, be prepared to simulate appropriate testing procedures (i.e., administer a miscue analysis) via video or a peer partner. Be ready to devise/discuss "contact procedures", "background data", and "creative strategies" for assuring rapid acquisition of reading and writing skills.</i></p>			
5	10/9	Vocabulary, Second Language Acquisition Cognitive Process/Memory	Readence Ch 8; Field Exp. Log (EC) Jensen Ch 2; Peregoy Ch 1,2,4 (OPT)
<p><i>** Bring a list of "isolated" and "specialized" vocabulary from your content area. Be ready to brainstorm/suggest ways to teach these words to students with varying backgrounds, abilities, skills, language levels, etc.</i></p>			
6	10/16	Reading Strategies Comprehension Strategies Study Skill Techniques Brain-based SL Acquisition/Principles	Readence Ch 9 & 10; Jensen Ch 3; Peregoy Ch 5,7,8 (OPT) Research Assign. (R)
<p><i>** Be prepared to create/design a graphic organizer in your field that will help students organize/comprehend/retain material presented. What elements must be incorporated or eliminated to intensify success for multiple types of students?</i></p>			
7	10/23	Good Writer List, Charting Writing Process, Writing Assessment Writing for Different Purposes	Readence Ch 11; Jensen Ch 4 Peregoy Ch 6,9 (OPT) MID-TERM EXAM DUE

*** Be prepared to participate in a variety of writing activities that can be adapted for use in your content area. Devise methods of incorporation. Brainstorm a list of appropriate writing projects for your students utilizing their prior knowledge.*

8	10/30	Writing Diagnosis Simulation SAT Essay/Scoring Formula	Readence Ch 12; A Guide to the New SAT Essay (Reserve in Library) www.collegeboard.com/newsat
<i>**What contribution does the SAT Essay make to the improvement of student writing? Is the scoring guide inclusive? As a content-area teacher, what can you do to help your students successfully complete/pass the SAT?</i>			
9	11/6	Thematic Introduction Samples	Readence Ch 6; Field Exp Log (EC) Jensen Ch 5; Peregoy Ch 3 (OPT)
<i>** Working with either a partner or small group (different discipline(s)), begin to develop a content area unit (integrated/thematic) that incorporates appropriate resources (i.e., materials and technology) and focuses on stimulating vocabulary/comprehension/discussion/writing skills for multiple/diverse learners.</i>			
10	11/13	Music for the Brain/Classroom	Jensen Ch 6&7; Peregoy Ch 6 & 9 (OPT) Research Assign (R)
<i>** Find/brainstorm several different musical selections which can complement classroom instruction/independent work and produce a variety of moods: energizing, focusing, uplifting, creating, cleansing, healing, and relaxing. Be ready to discuss how your students' backgrounds might affect your choices/selections.</i>			
11 OR	11/20	Independent Study (no class meeting) Bully Proofing	
<i>** What are the characteristics of a bully? What are appropriate techniques for handling bullies? Brainstorm consequences for a variety of bullies within different contexts.</i>			
12	11/27	Thematic Unit Presentations (2 groups)	Jensen Ch 8; Peregoy Ch 10 (OPT) Field Exp. Log (EC) Note: Bring unit copies for all.
<i>** Participate as if intended recipients of the unit. Be prepared to offer feedback (positive/constructive). Make one suggestion that will speak to the needs of diverse learners.</i>			
13	12/4	Thematic Unit Presentations (2 groups)	Jensen Ch 9, 10, pp 161-166 Research Assign. (R) NOTE: Bring unit copies for all
<i>** Participate as if intended recipients of the unit. Be prepared to offer feedback (positive/constructive). Make one suggestion that will speak to the needs of diverse learners.</i>			
14	12/11	Celebration/Closure	FINAL EXAM DUE
<i>** Contemplate: What did I learn during the semester? What can I use or adapt? What would I want more or less of? What have I learned about myself? What have I learned about my students?</i>			

Research Assign. (R) = Required
Peregoy (OPT) = Optional
Field Exp Log (EC) = Extra Credit

****In-class assignments**

*Guest speakers (scheduled twice/three times) may contribute to readjustment of the schedule.

Other topic possibilities: Gifted Challenges, Discipline/Management Issues, Motivation, Brain-based Principles