

STATE UNIVERSITY OF NEW YORK, COLLEGE AT POTSDAM
EDLS 307: Literacy Education in the Arts Disciplines Fa 2011 T/Th 2-3:15 Flagg 235

Instructor: Dr. Marta Albert, Dept of Literacy Ed.
Phone: 267-4881
Email: albertmk@potsdam.edu

Office: SAT 202H
Office Hrs: M, 2-4; W 11-12; by appt

Course Description

Designed for pre-service teachers of music, theater, and fine arts in grades PK-12, this course examines the historical, cultural, political and social foundations of literacy and their implications for teaching and acquiring literacy in U.S. schools. In addition, students are prepared to apply techniques of literacy instruction to support the learning of arts content by students from diverse linguistic and cultural backgrounds. Finally, students explore how diverse forms of text (print, electronic, digital) produce a range of reading, writing, and interpretive demands, challenging traditional definitions of literacy, notions of literacy skill, and students' literate identities.

In alignment with the SUNY-Potsdam Education Unit Conceptual Framework, EDLS 307 supports the development of pre-service teachers to become well-educated citizens, reflective practitioners, and principled educators (see <http://www.potsdam.edu/EDUC/framework/>). In compliance with the Association for Childhood Education International (ACEI), the International Reading Association (IRA), Standards for Reading Professionals (2010), and the New York State Standards for English Language Arts, this course is aligned with professionally recognized standards of teaching and language arts to develop intellectual capacities and professional dispositions for teaching in grades B-6.

Required Texts

1. Cunningham, P. & Allington, R. (2007). *Classrooms that work: They can all read and write. (5th ed.)* New York: Allyn & Bacon. [referred to as "C&A" on calendar]
2. Kabuto, B. (2011). *Becoming biliterate: Identity, ideology, and learning to read and write in two languages.* NY: Routledge. ["Kabuto" on calendar]
3. Richardson, W. (2010). *Blogs, wikis, podcasts, and other powerful web tools for classrooms.* Thousand Oaks, CA: Corwin. ["Richardson" on calendar]
4. Articles: Available on Moodle course website, as indicated on syllabus.

Assignments

1. Literacy & Arts Autobiography (25% total): "Consider Your Roots and Your Teaching Future"

In two installments, describe and analyze the roots of your literacy & language development, and "think forward" about your future teaching. Draw from course readings/activities to sharpen your understanding of your experiences.

- **Part I (10%; due 9/20):** Use exercises from class and question lists to organize your thoughts about the topic. Consider your earliest, home/family-based experiences and memories; school as a resource for/against your literate growth; and the recreational, social, and personal uses of literacy you have engaged in over time. If particular texts and/or people stand out as you reflect on these experiences, discuss them and their significance for your literate identity. Make one explicit connection to initial course readings. Length: 4-pg. min.
- **Part II (15%; due 11/15):** Extend the analytic reflection in your first paper through discussion of new perspectives you have gained about children's and youths' literacy and language development, and your role in that development as an arts educator. Follow assignment handout (forthcoming) to integrate analysis of course readings in your second installment. Length: 3-pg min.

2) ‘*Becoming Biliterate*’ Literature Circle and Analysis (20%): Explore the intersections of ethnicity, language, identity, and literacy development in a literature circle with colleagues in our course. You’ll meet in a small group as you read Kabuto’s *Becoming Biliterate*. Each group member will be responsible once for facilitating her/his group by posing questions, fostering substantive discussion, and helping others to make connections between Kabuto and course themes. Facilitators will be assigned a brief, additional reading to add context to the section of the text they will guide. All group members must: (a) document individual responses to each session’s worth of reading; (b) participate actively in small group discussion; (c) write an analysis of the text and literature circle as a strategy to foster critical and collaborative thinking. **DUE: Lit Circles Begin 10/4; Portfolio of chapter responses; analysis of text & lit circle due: 10/25**

3) Lesson Demonstration (15%): In a team of 3 students, design and teach a 30- min. lesson that uses instructional techniques and strategies from C&A to teach arts concepts & skills. These lessons will be presented in-class. A lesson plan template will be provided, and time for planning will be provided during class (see calendar). Each student will submit a 1-pg teaching reflection by the class session following your lesson presentation. **Form groups and determine focus on 10/20; lesson demos begin 11/17.**

4) “New Media & Children’s Literature for Arts/Literacy Learning” Final Presentation (20%): Extend your lesson demonstration (#3 above) in two ways: a) By integrating a new media tool (pod- or videocast, blog, Web 2.0 resource such as Flickr, use of social network tool, etc.); b) By integrating high-quality children’s literature as a resource for arts instruction and deeper literacy learning. Your work will be used as part of a newly-launched Arts/Literacy Wiki or Ning, and so will be available to you and other arts/literacy educators. Time for exploring books and planning lessons will be given during class. During our scheduled final examination, share your lesson extension in a roundtable format. Details forthcoming. **DUE: 12/15**

5) Reading Quizzes (10%): There will be four (4) unannounced quizzes related to the C&A text.

6) Participation (10%): The participation grade is based on adherence to general policies outlined below, as well as completion of all in-class assignments and demonstration of the SOEPS dispositions criteria.

General Policies

Plagiarism: Any student who submits another person's work or ideas (including lesson plans, ideas, and units from websites) in his/her name will be subject to a failing grade in this course and any disciplinary action pursuant to the SUNY Potsdam *Code of Conduct*. Always credit the sources of your ideas. When in doubt, see your professor.

Attendance: Students are expected to be present for every class, on time, and ready to participate. Frequent absences, tardiness, early departure, and/or lack of preparation will affect the participation grade. Only documented absences will be excused. In the event of an absence, students are responsible for material, assignments, and announcements for each class missed. If you attend class but are unprepared for discussion/activity, or you do not add your voice to the conversation on a regular basis, your final grade for the course will be lowered.

Assignments: **Rubrics for assignments will be posted on Moodle.** Assignments must be turned in on the due dates. Late assignments will affect the participation grade. Assignments will not be accepted via email. Evaluation of all written assignments will include spelling, grammar, and mechanics as well as content. Students are advised to refer to a writing style guide prior to submitting written work. Unless otherwise directed, all assignments must be typed or word-processed, double-spaced, 12 point Times font, and in APA citation format. Students are encouraged to visit the College Writing Center, Carson 106, cwc@potsgdam.edu, x3059, for assistance and support for writing assignments.

Documented Disabilities: Any student who believes that he/she may need academic adjustments or accommodations based on a documented disability should make an appointment with the professor. Students needing an Accommodation Plan should see Sharon House, Coordinator of Accommodative Services in Sisson Hall 112 (x3267).

Final Grade Submission: To receive a final grade, students must complete all assignments. An *Incomplete* will not be given without prior consultation with the professor.

Calendar of Readings & Assignments

Wk	Date	Readings (due for class)	Assignments
1	T, 8/30	Defining Literacy	Course overview & introductions
	Th, 9/1	Views of Literacy Learning --J. Turbill (2003). " Learning about Teaching Literacy from Children " <i>Reading Online</i> [online article—see below] --C. Goering (2004). "Music and the Personal Narrative: The Dual Track to Meaningful Writing." <i>The Quarterly Archives</i> (National Writing Project), Vol 26(4). [online article—see below] FOR ONLINE ARTICLES: a) Turbill: Go to http://www.readingonline.org/ Click "Indexes" in left box > then "Author Index" in right box. Scroll for "Turbill." b) Goering: Go to http://www.nwp.org Click "Resources" on top bar > then "The Quarterly Archives." Scroll to find Vol 26, No. 4...Goering article.	1) Based on the readings, be ready to discuss these questions: * How is literacy learned? * What types of teaching conversations and activities promote literate development?
2	T, 9/6	Social Worlds and Literacy Development --Blair & Sanford (2004), "Morphing Literacy: Boys Reshaping their School-Based Literacy Practices" [online & Moodle]	
	Th, 9/8	Effective Literacy Instruction 1) C&A, Chs 1 & 2 2) Richardson, Ch 1	
3	T, 9/13	Literacy Across the Curriculum C&A, Ch 9	-- Bring to class: DRAFT literacy autobiography for peer feedback
	Th, 9/15	New Media & Arts/Literacy Development Richardson, Chs 2 -4 (blogs & wikis)	-- LOCATE a school-based blog related to your arts field; explore it; share details in class (refer to assignment)
4	T, 9/20	Literacy: Foundations - Emergent Lang/Literacy --C&A, Chs 3 & 12	-- DUE: Literacy Autobiography Part I
	Th, 9/22	Literacy: Foundations – Decoding & Spelling --C&A, Ch 5	
5	T, 9/27	Literacy: Foundations - Decoding & Spelling/arts connections --Readings TBA	
	Th, 9/29	NO CLASS: Prof. attending conference	
6	T, 10/4	Biliteracy: Foundations - Kabuto: Foreword, Preface, Chs 1 & 2	Literature Circle Mtg 1
	Th, 10/6	Multiple Writing Systems --Kabuto, Ch 3	Lit Circle Mtg 2

Wk	Date	Readings (due for class)	Assignments
7	T, 10/11	NO CLASS: Fall Break	
8	T, 10/18	Writing & Reading as Social Practices --Kabuto, Chs 5 & 6	Lit Circle Mtg 4
	Th, 10/20	Schooling, Identity, and Biliteracy --Kabuto, Chs 7 & 8	1) Lit Circle Mtg 5 2) Select & meet with partners for lesson demonstration assignment
9	T, 10/25	Developing Fluency in Reading --C&A, Ch 4	-- DUE: Portfolio w/ chapter responses to Kabuto; 3-4 pg analysis of Kabuto in light of your teaching role; reflection on literature circle
	Th, 10/27	Word Knowledge --C&A, Chs 5 (phonics - review) & 6 (vocabulary)	
10	T, 11/1	Comprehension --C&A, Ch 7	
	Th, 11/3	WORK WITH GROUP on lesson demonstration development; consult with prof.	--By the end of class, turn-in a brief statement of your lesson idea
11	T, 11/8	Writing Workshop --C&A, Ch 8	--In-Class: view ECRW clips
	Th, 11/10	WORK WITH GROUP on lesson demonstration development; consult with prof.	
12	T, 11/15	Lesson Demonstrations: Applying C&A core concepts for arts instruction	<u>DUE: Literacy Autobiography Pt 2</u>
	Th, 11/17	Lesson Demonstrations: Applying C&A core concepts for arts instruction	
13	T, 11/22	Lesson Demonstrations: Applying C&A core concepts for arts instruction	
	Th, 11/24	NO CLASS: Thanksgiving Break	
14	T, 11/29	Lesson Demonstrations: Applying C&A core concepts for arts instruction	

Wk	Date	Readings (due for class)	Assignments
	Th, 12/1	Integrating New Media in Arts/Literacy Instruction 1) Richardson, Chs 7 & 8 2) *Recommended: Ch 6 (skim)	-- WORK WITH GROUP from lesson demo – extend your lesson idea by integrating a new media tool & children’s literature. Present during scheduled final.
15	T, 12/6	Integrating New Media & Children’s Literature... *READING TBA	* MEET IN CRANE LIBRARY to explore children’s literature; continue work with group
	Th, 12/8	* LAST CLASS : Review and Refresh—Course Themes and Your Learning	-- CONTINUE WORK WITH GROUP on final presentation
16	Th, 12/15	<i>Roundtable Presentations (during scheduled final):</i> “New Media & Children’s Literature for Arts/Literacy Learning & Teaching”	-- DUE: Group’s Lesson Plan & Individual Analysis