

EDUC 684
 Gebhard
 Spring 2004
 Springfield Public Schools: Cohort I

Week/ Date	Topic	In class activities	Readings due	Assignments due
Week1 April 7, 2004	Introduction: Definitions of literacy	Data analysis: Sara's text: Introduction to heuristic <ul style="list-style-type: none"> • Research workshop: Data collection plan and working with your PA Workshop: Planning case study work (Dyson, pg. 24 and handout) • Technology training 	None	Log 1: Inventory of Permissions E-memo 1: Revisit your research projects and questions from the fall. In individual memos based on your group's discussion, send a memo to ME, YOUR PA, and Dong shin in which you: - Revise your questions as needed - Brainstorm the kinds of data you will need to collect to answer your questions (see agenda and Dyson pp 22-29 for ideas) - Submit a data collection plan (see Dyson's 22-24 for an example). *** Note ememos will form the basis of your final paper
Week 2 April 14, 2004 (AERA) * April 21 school closed	Teachers as discourse analysts	<ul style="list-style-type: none"> • Reading pairs: Terms • Guest speaker • Research workshop: Inventory of writing practices students engage in and the social functions and roles these practices afford • Technology training 	Gebhard, Demurs, & Castillo Dyson: Intro & Ch1 Skim P&B 1, 2, and 3 for review. NOTE definition of scaffolding if this is still unclear	Log 2: Record key terms, quotes, or ideas you would like to discuss (e.g., text, "literacy," "genre," "self." E-memo 2: Inventory the kinds of reading and writing practices your focus student(s) engage in their L1 and L2 and in and out of school. Analyze the functions and social roles these writing practices afford in a table (see example). Collect as many samples as possible. Begin establishing a portfolio of student writing samples--include samples from earlier in the year if you have access to them. Work with colleagues and your PA to get this information (e.g. interviewing focus student and his or her care givers if possible, making a home visit).

<p>Week 3 April 28, 2004</p>	<p>Def of literacy and curriculum permeability</p>	<ul style="list-style-type: none"> • Reading pairs • Discussion/lecture: Introduce Kern's model and analyze Pa Huas's • Workshop: Analyzing the permeability of school curriculum vis a vis your focus student • Technology training 	<p>Dyson 2 and 3</p> <p>Gutierrez, Larson, & Krueter (1995)</p> <p>Kern Ch 1 16-40</p>	<p>Log 3: Record key terms, quotes, or ideas from the reading you would like to discuss (e.g. different def of literacy, sociocultural, linguistic and cognitive dimensions of literacy, see Kern page 38). What are the definitions of literacy at work in your school? Is it more "dialogic" (Dyson) or "monologic" (Gutierrez) in nature? How so (give examples). Does this definition construct you as more of "a Diane" or as "a Louise?" From the perspective of your focus student(s), does this definition positioned them more like "Nora" or like the students in Louise's class? What challenges/obstacles make it difficult for you to make the curriculum more "permeable" or "dialogic" as opposed to "scripted" and "monologic?"</p> <p>Ememo 3: Continue inventorying the kinds of reading and writing practices your focus student(s) engage in their L1 and L2 and in and out of school. Analyze the functions and social roles these writing practices afford in a table (see example). Collect as many samples as possible. Continue establishing a portfolio of student writing samples include samples from earlier in the year and self sponsored writing if you have access to these. Work with colleagues and your PA to get this information (e.g. interviewing focus student and his or her care givers if possible, making a home visit).</p>
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<p>Week 4 May 5, 2004</p>	<p>Genre analysis and literacy as design</p>	<ul style="list-style-type: none"> • Reading pairs • Discussion/lecture: Review Kern’s model and the genre of case study teacher research paper • Research workshop: In pairs, using Kern’s model on page 63, brainstorm a preliminary analysis of a student text • Technology training <p>*** Presentation sign ups</p>	<p>Kern 2 and 3</p> <p>** Bring student texts and other research documents to each class from now on (paper files, videos, and CD) **</p> <p>Recommended as a reference: Kamberelis (1999)</p> <p>Recommended (Paltridge, 2001) Ch 1, 93, 120-128. Read this is concept of “genre” is unclear</p>	<p>Log 4: Record key terms, quotes, or ideas from the reading you would like to discuss (e.g., literacy and the “container” metaphor; literacy as “designing,” what are meaning making “tools” with which we “design”). Do a quick inventory of YOUR literacy practices. How do these literacy practices “design” you? How are you using the literacy practices in this class to design (or resist!) the role of teacher as researcher? Or teacher as discourse analyst?</p> <p>E-memo 4: Select a genre that is “high stakes” for your focus student (e.g., one they must learn how to use if they are to be successful in school). Using Kern’s model on page 63, brainstorm a comprehensive list of the key features if this genre. Use Kamberelis pp 415- 421 as an additional reference. For those of you looking at genres in math and science, skim recommended readings for week 8.</p>
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<p>Week 5 May 12, 2004</p>	<p>Emergent Literacy Practices</p>	<ul style="list-style-type: none"> • Reading pairs • Discussion/lecture: Oral and written genres and issues of permeability • Group 1: Work in progress presentations • Research workshop • Technology training 	<p>Dyson 4</p> <p>B&P Skim 4. Read chapter 5</p> <p>Paltridge page 93</p> <p>Skim Delpit</p> <p>Skim Benesch</p>	<p>Log 5: Record key terms, quotes, or ideas you would like to discuss (e.g. reading readiness versus emergent literacy; oral versus written language development; functions of literacy events; home/school connections; implications for practice). Which of the kinds of activities described in P& B have you used? How have they worked with your focus student? Which do you think you would like to try?</p> <p>Ememo 5: As a group, brainstorm ways of teaching a “high stakes” genre to your focus student in ways that teach what Delpit calls the “genres of power” while doing so in ways that Dyson would call “permeable.” See handout on curriculum design for ELLs as well as ideas from P&B. Skim P&B chapter 7, 8, and 9 for more ideas as well as getting ideas from your group about what has worked for them. Look at Benesch to get a sense of how to teach genres critically.</p>
<p>Week 6 May 19, 2003</p>	<p>ELLs and the writing process</p>	<ul style="list-style-type: none"> • Reading pairs • Discussion/lecture: SIOP video • Group 2: Work in progress presentations • Research workshop • Technology training 	<p>Dyson 5</p> <p>B&P 6</p> <p>Recommended: SIOP</p>	<p>Log 6: Record key terms, quotes, or ideas you would like to discuss. How is Jameel “designing” and “being designed” through his use of literacy practices? In what ways does Louise use aspects of the writing process as described by P & B to create opportunities for Jameel to use reading and writing for his own purposes while also learning important literacy skills?</p> <p>Ememo 6: With input from your group, submit a curriculum plan for teaching high stakes genre features to focus student(s) in ways that are “permeable” from your focus students’ perspective (e.g., taps into his or her interests, cultural knowledge, and ways of knowing or being). To do this review the literacy practices that afford your focus student social roles that he or she cares to invest in.</p>

<p>Week 7 May 26, 2003</p>	<p>Language Arts instruction for ELLs</p>	<ul style="list-style-type: none"> • Reading pairs • Discussion/lecture: TBA • Group 3: Work in progress presentations • Research workshop • Technology training 	<p>Dyson 6: <i>Pay close attention to 151-154</i></p> <p>P&B 7</p>	<p>Log 7: Record key terms, quotes, or ideas you would like to discuss. Which of the activities described in P&B do you regularly use? How effective are they with your focus student(s)? How could the activities P & B describe be made more “permeable?”</p> <p>Ememo 7: With your group, input from me, and your PA, develop a way of tracking how your focus student(s) response to of your curriculum intervention (e.g. transcripts that show greater/less investment in literacy activities, changes or lack of change in writing samples) Use Dyson pp. 151-154 as model to reflect on the literacy practices of your focus student since the Fall when you began this case study. What changes can you document (command of various genre features and skills)? What social roles have evolved or stayed the same based on your review of the data (fieldnotes, transcripts, writing sample, interviews)? What kinds of “inroads,” “cross roads,” or “dead-ends” have been created through classroom literacy practices?</p>
<p>Week 8 June 2, 2003</p> <p>OPEN HOUSE Invite feature teachers and principals</p>	<p>Content literacy</p>	<ul style="list-style-type: none"> • Reading pairs • Discussion/lecture: TBA • Group 4: Work in progress presentations • Research workshop • Technology training 	<p>Dyson 7</p> <p>P&B 8</p> <p>Recommended: SCIENCE: Merino & Hammond</p> <p>Math: Spanos et al</p>	<p>Log 8 What happened to Lamar and Eugenie’s investments in literacy activities in their 1-2 classroom? How do you account for this change? Do you agree with Dyson’s analysis? As teachers (as opposed to university researchers), what do you think Dyson misses in her analysis?</p> <p>Ememo 8: Submit an expanded, updated, version of ememo 7 that gets closer to what Dyson describes in pages 151-154.</p>

<p>Week 9 June 9, 2003</p> <p>OPEN HOUSE</p>	<p>Content literacy</p>	<ul style="list-style-type: none"> • Reading pairs • Discussion/lecture: Moving past the narrative: Atlantic Middle School's <i>Secret</i> • Group 5: Work in progress presentations • Research workshop • Technology training 	<p>Dyson 8</p> <p>Caswell & Duke</p> <p>Skim P&B 9</p>	<p>Log 9: How specifically can we move kids like William beyond story telling and develop and interest in other kinds of genres required in school?</p> <p>Ememo 9: Account for WHY certain social roles and related literacy skills have evolved or stayed the same based on your review of your focus student's literacy practices. Account for WHY certain kinds of "inroads," "cross roads," or "dead-ends" evolved through classroom literacy practices. Do this kind of analysis with input from your group, me, and your PA</p>
<p>Week 10 June 16</p> <p>OPEN HOUSE</p>	<p>Assessment</p>	<ul style="list-style-type: none"> • Reading pairs • Discussion/lecture: Feedback versus Evaluation • Group 6: Work in progress presentations • Research workshop • Technology training 	<p>Dyson 9</p> <p>P&B 10</p>	<p>Log 10: How do you assess/evaluate and give feedback on student writing? How do focus students experience these methods?</p> <p>Ememo 10: Submit first draft of your paper</p>
<p>Week 11 June 23, 2003</p>	<p>Presentations</p>	<ul style="list-style-type: none"> • Reading pairs • Discussion/lecture • Group 7: Work in progress presentation • Research workshop • Technology training • Course evaluation 	<p>None</p>	<p>If you have not submitted a draft of your paper for feedback, please do so.</p>
<p>Week 12 June 30, 2004</p>	<p>Wrap-up</p>	<p>Portfolios due on CD</p> <p>Final papers in hardcopy</p>	<p>None</p>	<p>Final papers due</p> <p>Portfolios due:</p> <ul style="list-style-type: none"> - Logs 1-10 - Ememos 1-10 - Work in progress presentation slides - Data set on CD with cover memo - Final paper