

MGSE 3196: Teaching and Learning Literacy in the Middle Grades**MGSE 5196: Reading and Writing in the Middle Grades**

Semester:	Spring 2021
Type:	Undergraduate & Graduate (3 credits)
Class Location:	Blended (synchronous/asynchronous)
Meeting Days/Time:	Wed. 5:30 - 8:00 pm
Instructor:	XX
Phone:	xx
Office Hours:	3-4 pm Wed., after class or by appointment
E-mail:	xx@temple.edu

"The meaning of our work is found in the lives it enables others to lead." (Eisner, 1993)

COURSE OVERVIEW

Course Description

The purpose of this (writing-intensive) course is to prepare pre-service teachers to teach reading and English/language arts in the upper elementary and middle level settings. Students will be introduced to theories and current views of practice in the literacy field. The areas of language, listening, reading, and writing are presented throughout this course as interrelated and integrated processes. Emphasis will be on providing pre-service teachers with the competencies to implement engaging literacy instructional practices while providing ongoing assessment for a diverse middle grades population.

Because good teaching depends on the context, the central aim of the course is not to provide you with easy answers or instructional techniques to use in all circumstances. Rather, it is to help you develop the necessary tools for thinking and working as an educator who can articulate the reasons for teaching decisions and make informed choices about how and what to teach. These tools include ways to examine content, assess your students' understanding on an ongoing basis, and analyze your teaching.

Course Goals

Through course readings, active participation in class discussions and activities, analysis of case studies and video teaching vignettes, independent and group assignments, as well as field based observations and activities, students will develop knowledge, skills, and attitudes about:

1. The nature of reading and writing development and processes.
2. Literacies developed both in school and outside of school.
3. The construction of a literate environment that motivates and fosters engaged reading and writing development.
4. A wide range of instructional methods and curriculum materials to support differentiated literacy instruction for all students (4th-8th) including those from diverse cultural, linguistic, and ability backgrounds.

5. The use of a variety of assessment tools and practices to evaluate and plan effective whole, small group, and one-to-one strategic instruction in reading.
6. Literacy instruction in the disciplines (Math, Science, English, Social Studies).
7. The integration of instructional technology within literacy instruction and assessment.
8. The use and evaluation of instructional materials such as children's or YA diverse literature, commercial reading series or anthologies, and technology-based reading programs.
9. The identification and interpretation of current research and professional resources on literacy teaching and learning.
10. The identification and application of asset based versus deficit-based thinking and discrimination in regards to Language Arts/Literacy teaching.

Writing Goals

Through course readings and active participation in the writing process, students will develop knowledge, skills, and attitudes about:

1. Incorporating the use of planning, drafting, revising, editing, giving/accepting peer feedback, and sharing within one's writing process.
2. Gaining knowledge about written communication to apply both as a writer in this course and a future teacher of writing.
3. Crafting lesson plans that are consistent with genre expectations in the education field.

Curricular Note

This course content and the field experiences are purposefully aligned with and augmented by Sped 3187 and ENES 3338 (UG) or Sped 5106 and TESOL 5631 (Grad). These courses also address issues related to language and literacy development, instruction and assessment across varied groups (i.e., English Language Learners and Students with Special Needs).

Required Text and Readings

1. Tompkins, G. (2017, 7th edition). *Literacy for the 21st Century: A Balanced Literacy Approach*. New York, NY: Pearson.
2. Canvas site with selected readings.

Temple Teaching Standards

We define caring and skillful teaching as teaching for all students as manifested in lesson plans that incorporate the six Temple Teaching Standards as follows: Deep Content Understanding, Coherence and Continuity, Real World Connections, Active Learning, Critical and Creative Thinking, and Teacher's Reflective Thinking. For detailed descriptions of all Temple Teaching Standards, please see the Temple Teaching Standards document in the Information section on Canvas.

Professionalism

We define professionalism not only as knowing and meeting institutional standards for attendance, punctuality, dress, demeanor and the like, but also as demonstrating awareness of individual and cultural diversity, employing the best technological tools available to teachers and students, and making data-based decisions informed by the field's leading-edge understandings.

Professional Organization Websites

www.ncte.org (National Council of Teachers of English)

www.lraonline.org (Literacy Research Association Conference)

www.nmsa.org (National Middle School Association)

Student Success Center

Teachers are models and coaches of writing for their students and must communicate effectively in writing with colleagues, parents, and others. For these reasons, during this course you are expected to write effectively and conventionally. If you need more help in meeting the writing expectations than you can get from your colleagues or me, try the Student Success Center at: <http://www.temple.edu/writingctr/> Writing Center.

Temple's Student Success Center (SSC) offers tutoring for writing at the Writing Center. Writing Center tutors can help you understand and get started on your assignments, and they can also provide you with engaged, kind, and critical feedback on drafts of your work. The tutors are graduate and undergraduate students who are successful writers and experienced readers; all tutors have completed training in effective methods of coaching writers. Tutoring is free of charge and available by same-day session or pre-scheduled appointment. More information about the Writing Center, as well as other resources offered by the SSC, is available at studentsuccess.temple.edu, by calling 215-204-0702, or visiting our "Front Desk" Zoom room via the Meeting ID at 929-916-654.

The Student Success Center (SSC) also offers support to help you develop your proficiency and fluency in English through Conversation Partners and the Writing Center. You can work with a conversation partner to practice speaking, listening, and reading in English, and you can also meet with a writing tutor to get support on essays and other texts written in English. Both services are free and available by pre-scheduled appointment or same-day session. More information about Conversation Partners and the Writing Center, as well as other services offered by the SSC, is available at studentsuccess.temple.edu, by calling 215-204-0702, or by visiting our "Front Desk" Zoom room via the Meeting ID at 929-916-654.

TEMPLE UNIVERSITY & COLLEGE WIDE POLICIES

Academic Rights and Responsibilities - Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on *Student and Faculty Academic Rights and Responsibilities* (Policy # 03.70.02) which can be accessed through the following link:
http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Disability - Any student who has a need for accommodations based on the impact of a documented disability or medical condition should contact Disability Resources and Services (DRS) in 100 Ritter Annex (drs@temple.edu; 215-204-1280) to request accommodations and learn more about the resources available to you. If you have a DRS accommodation letter to share with me, or you would like to discuss your accommodations, please contact me as soon as practical. I will work with you and with DRS to coordinate reasonable accommodations for all students with documented disabilities. All discussions related to your accommodations will be confidential.

Student Behavioral Expectations and the Conduct Code - The College of Education at Temple University promotes education as a primary mechanism for social mobility and social justice for all learners. Our mission

is to prepare all of our students to be ethical and effective professionals who will employ leading-edge understandings and evidence-based practices in whatever setting they work. In order for us to achieve that mission, we have to have high expectations for our students from the onset of their studies. The Temple University Student Code of Conduct sets forth enforceable rules for conduct, articulates those standards and delineates the process employed when standards are not met. You are expected to become familiar with this document and comply with it. Note that these standards are not exhaustive and you should be aware that your specific program, professional organizations you may join, licensing and/or local, state and/or federal statutory bodies may also set forth additional enforceable rules of conduct.

- (1) Temple University Student Conduct Code

<https://studentaffairs.temple.edu/student-conduct-and-community-standards>

- (2) Pennsylvania's Code of Professional Practice and Conduct for Educators, Chapter 235

<https://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

<http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/default.aspx>

Academic Integrity - By enrolling in this course, each student assumes the responsibility of an active participant in Temple's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. "Academic dishonesty and impropriety, including plagiarism and academic cheating" are unacceptable. In addition, "interfering or attempting to interfere or disrupt the conduct of classes or any other normal or regular activity at the University" is a form of academic dishonesty. Academic misconduct could result in disciplinary action that may include suspension or dismissal. (Excerpted and adapted from the *Student Code of Conduct Bulletin*)

Plagiarism - Temple University has guidelines for plagiarism. Please go to the university website: www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm that discusses plagiarism. Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, or another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media --, these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

System of Appeals - It is in the best interest of the College to foster a spirit of justice and fairness among students, faculty, and administrators. Toward this end, the College has established a system of appeals. This system is intended to afford students an adequate opportunity to appeal academic decisions or academic actions of faculty, administrators, or other College employees on either procedural or substantive grounds. If you would like to appeal an academic decision you should consult the policy (<http://education.temple.edu/sites/education/files/uploads/coe/Student-Grade-Appeals-System-05212008Vd.pdf>) and the College's ombudsperson (education.ombudsperson@temple.edu). Appeals of

academic decisions must begin with the ombudsperson and should not be directed to the College's administration.

Sustainable Printing - The College of Education supports Temple University's efforts to create a sustainable environment. To conserve paper, we ask that you print only when necessary. When you must print assignments, notes, handouts, or other class materials, we ask that you print on *both sides of the paper*. Each printer in the Ritter Hall computer labs is equipped with a two-sided printing capability. Please see the computer lab staff for assistance with printing on both sides. For more information on Temple University's sustainability initiatives, visit <http://www.temple.edu/sustainability/>.

COURSE EXPECTATIONS AND POLICIES

Attendance - Regular attendance is expected for class as well as the field site. Unless the absence is excused (medical note, family emergency, or religious holiday), points will be deducted for not attending, arriving late or leaving early (one point deducted for not attending, 1/4 point for arriving late or leaving early). Notify me in advance of any absences due to religious observances.

Incomplete Grades – Incompletes must be initiated by the student and prearranged prior to April 16, 2021. Incompletes will be granted only on rare occasions.

Syllabus – This syllabus is a contractual agreement between the professor (me) and the students enrolled in the course and represents a binding contract. I reserve the right to make changes to this document if needed. When changes are made, I will be responsible for informing each of you. Please record all changes on your own personal syllabi.

Assignment Submission - Any assignment submitted after the due date (at 11:59 pm) will receive a letter grade reduction for each *day* it is late. Contact me in person, by phone or e-mail (*before* it is due) about a late submission. If I have not been contacted, a late assignment will not be accepted.

Reading - It is assumed that the texts and/or articles will be read as assigned prior to a class meeting. From time to time, additional readings will be provided in class or made electronically accessible. You will be responsible for these materials.

UNDERGRADUATE COURSE ASSIGNMENTS AND EVALUATION

Attendance and Participation

Weekly attendance and participation is expected (see policy above). There are many ways to participate during class. Your participation includes whole-class and small-group activities, asking questions, commenting on the thoughts of others, or discussing tentative, speculative ideas. Appropriate participation in all activities (e.g. reflective responses, activities based on assigned readings, and discussions on specific topics) is expected. Students should engage in class activities in courteous, cooperative, and meaningful ways.

Literacy Autobiography

Write a brief autobiography that describes your memories of developing as a reader or writer. When does this timeline begin, how does it form and when might it end? To what extent do you think of yourself as a reader or writer? Focus on experiences inside and outside of schooling across your lifespan (and particularly during

your middle grade years). Reflect on the ways that cultural, familial, economic, gendered, or political influences shaped your experiences. Write not just about what you've done or experienced but *why* those actions and events are significant and *how* they've affected you. Possible questions include: In what ways is reading or writing a part of your identity? What sorts of books or other texts significantly influenced your development? How have the literacy practices of current and preceding generations of your family affected you as a reader? How has literacy figured into your relationships with friends at various stages of your life? (approximately 3-4 double spaced pages). Excerpts from autobiography will be shared with classroom audience.

Lesson Plans (with Peer Review)

Students will design and develop two lessons. The first lesson will address the teaching of word recognition or vocabulary. The second lesson will address some aspect of teaching comprehension, literary understanding or an aspect of writing. To construct these lessons, a format will be distributed. Lesson plans must reflect our Temple Teaching Standards, demonstrate professionalism, and be supported by three different types of outside professional resources (i.e. website, journal article, book, etc.). A strong draft of the lesson should be submitted two weeks prior to the due date. The lessons will then be revised (per my comments/suggestions and those of your peers). Email document to me for feedback. Google docs will be used to peer review with an assigned partner.

Literature Collection

Read at least 5-7 well-regarded children's (upper elementary) or YA diverse novels. (These texts can include picture books for read alouds appropriate to the age group with some differentiation evident across the collection). Keep a response log, in which you list the title, author, publishing information, brief summary, standard(s), readability/level/complexity as well as plan/hopes/concerns about teaching this text and a reader response entry for each novel. Use Wilhelm's reader response prompts for your entries (found in the Wilhelm appendix on Canvas) or another approach approved by me (i.e., text to text; text to self; text to world). Try to incorporate as many different prompts as possible. The novels may be on the same theme or by the same author or you may choose a variety of authors or genres that answer a guiding/inquiry question. Provide a rationale for your collection (including what makes them diverse, reading levels, student interests, etc.). Brainstorming/Pre-writing and an informal presentation of Log will take place in class.

You will also be able to locate books through the Charles Library, public libraries, Tree House Books, and Open Source options such as: http://www.openculture.com/free_k-12_educational_resources or <https://multiculturalchildrensbookday.com/tag/kidlittv-read-alouds/> or: <http://en.childrenslibrary.org/>. These books can be borrowed, viewed online at no cost or listened to as free audio downloads.

Course Assignments:

Assessment Value:

1) Attendance/Participation =	15 points
2) Literacy Autobiography =	15 points
3) Lesson Plan #1 =	20 points
4) Lesson Plan #2 =	20 points
5) Peer Review =	5 points
6) Literature Collection =	25 points
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Total	100 points

Evaluation: Grades will be based upon a student's performance as evidenced by the following course requirements: 1) class attendance/participation and the 2) timely completion and quality of assignments.

The course grade will be based upon the following scale:

<u>94-100 points =</u>	<u>A</u>	<u>Excellent Work!!!</u>	<u>Exceeds Most Expectations</u>
<u>90-93 points =</u>	<u>A -</u>	<u>Excellent Work!!!</u>	<u>Exceeds Many Expectations</u>
<u>88-89 points =</u>	<u>B +</u>	<u>Good Work!!</u>	<u>Meets All Expectations</u>
<u>83-87 points =</u>	<u>B</u>	<u>Good Work!!</u>	<u>Meets Most Expectations</u>
<u>80-82 points =</u>	<u>B -</u>	<u>Good Work!!</u>	<u>Meets Many Expectations</u>
<u>78-79 points =</u>	<u>C +</u>	<u>Satisfactory Work!</u>	<u>Meets Some Expectations</u>
<u>73-77 points =</u>	<u>C</u>	<u>Satisfactory Work!</u>	<u>Meets Minimal Expectations</u>
<u>70-72 points =</u>	<u>C -</u>	<u>Satisfactory Work!</u>	<u>Meets Bare Minimal Expectations</u>
<u>68-69 points =</u>	<u>D +</u>	<u>Unsatisfactory Work</u>	<u>Meets Few Expectations</u>
<u>63-67 points =</u>	<u>D</u>	<u>Unsatisfactory Work</u>	<u>Meets a Couple of Expectations</u>
<u>60-62 points =</u>	<u>D -</u>	<u>Unsatisfactory Work</u>	<u>Meets Almost No Expectations</u>
<u>Below 60 Points =</u>	<u>F</u>	<u>Failing Work...</u>	<u>Meets No Expectations</u>

GRADUATE COURSE ASSIGNMENTS AND EVALUATION

Attendance and Participation

Weekly attendance and participation is expected (see policy above). There are many ways to participate during class. Your participation includes whole-class and small-group activities, asking questions, commenting on the thoughts of others, and discussing tentative, speculative ideas. Appropriate participation in all activities (e.g., reflective responses, activities based on assigned readings, and discussions on specific topics) is expected. Students should engage in class activities in courteous, cooperative, and meaningful ways.

Regular attendance and participation is also required (virtually) at your field site. The specific nature of the field experience varies depending on the learning needs of students enrolled in the class. The following are typical field experience activities that you will likely engage in:

- Observations;
- Reviewing curriculum material and conferring with your teacher about the nature of the curriculum;
- Preparing instructional materials/lesson plans that integrate strategies for teaching literacy skills specific to a content area;
- Administering an informal reading inventory, graded word list, or cloze activity;
- Tutoring for individual or small group instruction, projects or enrichment activities;
- Checking assessments, assignments and follow-up activities;
- Facilitating guided reading groups or literature circles;
- Editing or revising student written work

Literacy Autobiography

Write a brief autobiography that describes your memories of developing as a reader or writer. When does this timeline begin, how does it form and when might it end? To what extent do you think of yourself as a reader or writer? Focus on experiences inside and outside of schooling across your lifespan (and particularly during your middle grade years). Reflect on the ways that cultural, familial, economic, gendered, or political influences shaped your experiences. Write not just about what you've done or experienced but *why* those

actions and events are significant and *how* they've affected you. Possible questions include: In what ways is reading or writing a part of your identity? What sorts of books or other texts significantly influenced your development? How have the literacy practices of current and preceding generations of your family affected you as a reader? How has literacy figured into your relationships with friends at various stages of your life? (approximately 3-4 double spaced pages). Excerpts from autobiography will be shared with classroom audience.

Reading Program Model Comparison

The issue of what reading program model is best for reading instruction has been debated with intense heat in recent years. After familiarizing yourself with the reading program enacted in your field site, examine whether the instruction is consistent with the basic principles and descriptions of programs articulated in Tompkins' text (primarily chapters 2 & 10). Be sure to provide an overview of the two models or approaches as well as *specific examples* from your observations. What can you say about the models provided in the Tompkins' text? What model and/or approach resonates with your current understanding of the reading process? What model and/or approach might you be more inclined to implement? Justify. (Approximately 4-5 pages).

Disciplinary Literacy Lesson Plan

TTR students will develop and teach one lesson on disciplinary literacy in their residency classroom. Non residency students will teach in their field experience school. To construct this lesson, a format will be distributed. Lesson plans must reflect our Temple Teaching Standards, demonstrate professionalism, and be supported by three different types of outside professional resources (i.e. website, journal article, book, etc.). A strong draft of the lesson should be submitted two weeks prior to the day it will be taught. Email document to me for feedback. Once the lesson is taught, a reflection will be added along with student work.

Literature Collection

Read at least 5-7 well-regarded children's (upper elementary) or YA diverse novels. (These texts can include picture books for read alouds appropriate to the age group with some differentiation evident across the collection). Keep a response log, in which you list the title, author, publishing information, brief summary, standard(s), readability/level/complexity as well as plans/hopes/concerns about teaching this text and a reader response entry for each novel. Use Wilhelm's reader response prompts for your entries (found in the Wilhelm appendix on Canvas) or another approach approved by me (i.e., text to text; text to self; text to world). Try to incorporate as many different prompts as possible. The novels may be on the same theme or by the same author or you may choose a variety of authors or genres that answer a guiding/inquiry question. Provide a rationale for your collection (including what makes them diverse, reading levels, student interests, etc.). Brainstorming/Pre-writing and an informal presentation of Log will take place in class.

You will also be able to locate books for your response papers and final project through the Charles Library, public libraries, Tree House Books, and Open Source options such as: http://www.openculture.com/free_k-12_educational_resources or <https://multiculturalchildrensbookday.com/tag/kidlittv-read-alouds/> or: <http://en.childrenslibrary.org/>. These books can be borrowed, viewed online at no cost or listened to as free audio downloads.

Course Assignments:	Assessment Value:
1) Class & Field Participation and Attendance =	15 points
2) Literacy Autobiography =	15 points
3) Reading Program Model Comparison =	25 points
4) Disciplinary Literacy Lesson Plan =	20 points
<u>5) Literature Collection Log =</u>	<u>25 points</u>
Total =	100 points

Evaluation: Grades will be based upon a student's performance as evidenced by the following course requirements: 1) class and field based participation/attendance and the 2) timely completion and quality of assignments. The course grade will be based upon the following scale:

<u>95-100 points =</u>	<u>A</u>	<u>Excellent Work!!!</u>	<u>Exceeds Most Expectations</u>
<u>90-94 points =</u>	<u>A -</u>	<u>Excellent Work!!!</u>	<u>Exceeds Many Expectations</u>
<u>88-89 points =</u>	<u>B +</u>	<u>Good Work!!</u>	<u>Meets All Expectations</u>
<u>85-87 points =</u>	<u>B</u>	<u>Good Work!!</u>	<u>Meets Most Expectations</u>
<u>80-84 points =</u>	<u>B -</u>	<u>Good Work!!</u>	<u>Meets Many Expectations</u>
<u>78-79 points =</u>	<u>C +</u>	<u>Satisfactory Work!</u>	<u>Meets Some Expectations</u>
<u>75-77 points =</u>	<u>C</u>	<u>Satisfactory Work!</u>	<u>Meets Minimal Expectations</u>
<u>70-74 points =</u>	<u>C -</u>	<u>Satisfactory Work!</u>	<u>Meets Bare Minimal Expectations</u>
<u>68-69 points =</u>	<u>D +</u>	<u>Unsatisfactory Work</u>	<u>Meets Few Expectations</u>
<u>65-67 points =</u>	<u>D</u>	<u>Unsatisfactory Work</u>	<u>Meets a Couple of Expectations</u>
<u>60-64 points =</u>	<u>D -</u>	<u>Unsatisfactory Work</u>	<u>Meets Almost No Expectations</u>
<u>Below 60 Points =</u>	<u>F</u>	<u>Failing Work...</u>	<u>Meets No Expectations</u>

Course Calendar					
<u>Class Dates</u>	<u>Type</u>	<u>Discussion Topic(s)</u>	<u>Readings</u>	<u>Assignment Due</u>	<u>Virtual Field Dates (Graduate Students)</u>
Jan 20th	Synchronous	<ul style="list-style-type: none"> ▶ Course overview ▶ What does literacy mean to you? What influences literacy? ▶ Characteristics of Capable, Engaged, and Striving Pre/Adolescent Readers and Writers 	<ul style="list-style-type: none"> ▶ PDE.SAS website (Locate PA Core ELA standards – prek-5 and 6-12, Reading and Writing for Other Subjects 6-12)		
Jan 27th	Synchronous	<ul style="list-style-type: none"> ▶ Reading and Writing Processes and Multiliteracies ▶ Theoretical Frameworks Supporting Literacy Instruction ▶ Asset Based Views of Readers 	<ul style="list-style-type: none"> ▶ Tompkins (Ch 1-2) 		
Feb. 3rd	A-Synchronous	<ul style="list-style-type: none"> ▶ Organizing & Creating Motivating Instruction ▶ Culturally Sustaining and Humanizing Pedagogy 	<ul style="list-style-type: none"> ▶ Tompkins (Ch 10) ▶ Bergman (on Canvas) ▶ Machado et al. (on Canvas) 		Feb. 5 th - Mifflin School (8:45 - 10:30 am)
Feb. 10th	Synchronous	<ul style="list-style-type: none"> ▶ Disciplinary Literacy ▶ Academic Vocabulary 	<ul style="list-style-type: none"> ▶ Tompkins (Ch 7) ▶ Moje (on Canvas) 	Literacy Autobiography	
Feb. 17th	A-Synchronous	<ul style="list-style-type: none"> ▶ Promoting Comprehension/Meaning (Reader Factors) 	<ul style="list-style-type: none"> ▶ Tompkins (Ch 8) ▶ Belfatti 		Feb. 19 th - Mifflin School (8:45 - 10:30 am)
Feb. 24 th	Synchronous	<ul style="list-style-type: none"> ▶ Promoting Comprehension/Meaning (Text Factors) 	<ul style="list-style-type: none"> ▶ Tompkins (Ch 9) ▶ Have access to a current textbook chapter from discipline (math, social studies, English or science) 		

March 3rd	A-Synchronous	<ul style="list-style-type: none"> ▶ Close Reading, Literary Interpretation & Response 	<ul style="list-style-type: none"> ▶ Wilhelm (Appendix, Chapters 2 & 3 - on Canvas) ▶ Ivy & Johnston (on Canvas) 	Lesson Plan # 1 Draft (UG Only)	March 5 th - Mifflin School (8:45 - 10:30 am)
March 10th	Synchronous	<ul style="list-style-type: none"> ▶ Diverse Children's/Young Adult Literature ▶ Text Sets & Collections 	<ul style="list-style-type: none"> ▶ Short (on Canvas) ▶ Turner (on Canvas) ▶ http://weneeddiversebooks.org 	Lesson Plan Draft (GRAD Only)	
March 17th	A-Synchronous	<ul style="list-style-type: none"> ▶ Assessment ▶ Text Dependent Analysis (TDAs) 	<ul style="list-style-type: none"> ▶ Tompkins (Ch 3) 	Lesson Plan # 1 Final (UG Only) Begin Reading Books for Lit Collection	March 19 th - Mifflin School (8:45 - 10:30 am)
March 24th	Wellness Day		<ul style="list-style-type: none"> ▶ Optional (Tompkins Ch 4, 5 & 6) - overlaps with other courses on foundational literacy skills, language development, fluency for younger children 	Reading Program Comparison (GRAD Only)	
March 31st	A-Synchronous	<ul style="list-style-type: none"> ▶ Differentiating Instruction & Strategic Intervention 	<ul style="list-style-type: none"> ▶ Tompkins (Ch 11) ▶ Groenke & Savitz (On Canvas) 	Lesson Plan # 2 Draft (UG Only)	
April 7th	Synchronous	<ul style="list-style-type: none"> ▶ Writing Workshop ▶ Writing to Learn Across the Curriculum 	<ul style="list-style-type: none"> ▶ Tompkins (pp. 48-61 & pp. 359-363, Reread) ▶ Tompkins (Ch 12) 	Lesson Plan Final (Grad Only)	
April 14th	A-Synchronous	<ul style="list-style-type: none"> ▶ Writing and Multimodality ▶ Critical Literacy 	<ul style="list-style-type: none"> ▶ Dallaqua (on Canvas) 	Lesson Plan # 2	

			<ul style="list-style-type: none"> ▶ Miyazawa (on Canvas) ▶ Heffernan et al. (on Canvas) 	<i>(UG Final Only)</i>	
<i>April 21st (final class)</i>	<i>Synchronous</i>	▶ Review & Next Steps		<i>Literature Collection Sharing</i>	
<i>April 28th</i>				<i>Literature Collection Due</i>	

Student Support Services - The following academic support services are available to support you:

Student Success Center

University Libraries

Undergraduate Research Support

Career Center

Tuttleman Counseling Services

Disability Resources and Services

If you are experiencing food insecurity or financial struggles, Temple provides resources and support. Notably, the Temple University Cherry Pantry and the Temple University Emergency Student Aid Program are in operation as well as a variety of resources from the Office of Student Affairs.

Technology specifications for this course – Access to Canvas, Zoom and Google Docs are required.

Limited resources are available for students who do not have the technology they need for class. Students with educational technology needs, including no computer or camera or insufficient Wifi-access, should submit a request outlining their needs using the Student Emergency Aid Fund form. The University will endeavor to meet needs, such as with a long-term loan of a laptop or Mifi device, a refurbished computer, or subsidized internet access.

Classes will not be recorded or distributed.

Virtual Interactions

Please treat your classmates and instructor with respect in all communication, class activities, and meetings. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Profanity should be avoided as should the use of all capital letters when composing responses in chat or discussion threads, which can be construed as “shouting” online. Remember to be careful with your own and others’ privacy. In general, have your behavior mirror how you would like to be treated by others.