

English 408: Section 002
Socio-Psycholinguistic
Approaches to Reading in the
Disciplines

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Professor Ellen Cushman
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TTh 12:40- 2:30 pm
Classroom: 107 Bessey Hall

Offices: 277 EBH and
308 Linton

Office hours: W 3 to 4:30 in office
and on facebook chat by apt.

<http://msuenglished.wikispaces.com>
username: msu
password: englished

Goals

This course introduces you to theories of literacies from across the disciplines. Special emphasis is placed on understanding, facilitating, and sustaining students' reading processes and practices as culturally situated and value laden.

Key Questions

Within this general framework, the course considers the following more specific questions within each unit.

1. How do reading practices develop in culturally sustaining ways?

What are the cognitive, social, and cultural practices that facilitate the development of literacies? Given our cultural identities and social relations, what do we read and why? What types of readings best encourage students' engagement and cultivate an appreciation of multilingualism, multiculturalism, and World Englishes? In this section of the class, we'll explore the internal and external influences that sustain our students' reading and writing practices.

2. How can we understand multiculturalism and multilingualism by investigating students' language, culture, and place?

We work from an asset-based presumption that seeks to understand students' reading abilities by exploring, characterizing, and sustaining students' rich literacy assets and practices. We will do this by creating activities and assignments that help us and our students investigate language, culture, and place.

3. How do we become flexible teachers of reading to all our students?

More and more, teachers do their work with various groups of students in complex learning environments that are increasingly multicultural and multilingual. What kind of teacher do you aspire to be? How do you envision yourself as an effective teacher of reading? With what types of meaning making activities will you engage your students? How can you ensure that all of your students' are independent, engaged readers of multiple texts important to them, their families and communities, and wider society?

We'll consider these questions from the perspective of your experiences as readers, from your observations in placement in preparation for college writing classrooms, from cases of students in our PCW class and that we've read about, and from your teaching and learning experiences.

Objectives

By the end of this course you will be able to:

- Articulate a reading philosophy based on one or more well-researched literacy and learning theories.
- Identify activities that engage all students in the development of lifelong reading practices
- Sustain students' cultural and linguistic practices through in-class reading assignments and activities
- Synthesize literacy theories in light of classroom practices
- Identify processes of meaning making including inferencing, spelling conventions, site word recognition, read aloud strategies, and student learning confidences.
- Experiment with several formal assessments of reading comprehension
- Showcase an online teaching portfolio that includes your scholarship on teaching and learning

Required Textbooks and Meetings

- Kinloch, Valerie. *Harlem on Our Minds*. NY: Teachers College Press, 2010. 978-0-8077-5023-0
- Kinloch, Valerie, Ed. *Urban Literacies: Critical Perspectives on Language, Learning, and Community*. NY: Teachers College Press, 2011. 978-0-8077-5182-4
- Beers, Kylene. *When Kids Can't Read*. NY: Heinemann, 2002. 0867095199
- Alsup, Janet. *Young Adult Literature and Adolescent Identity Across Cultures and Classrooms: Contexts for the Literary Lives of Teens*. 05/2010. Ebook available online through MSU libraries. Also in pdf on D2L
- Several readings on D2L
- Attend the [MCTE conference](http://mcte.info/page/mcte-fall-conference-2011) Friday 10/04/2013 at the Kellogg Center.
<http://mcte.info/page/mcte-fall-conference-2011>

Note: All books were ordered through the MSU instructor systems and should be available at local bookstores, though all can be ordered online. Please bring your books to class with you on the days readings are assigned from them.

Participation and Ground Rules

In this class you are respected and challenged as future colleagues in the teaching profession. As such, we'll run class together, engaging in the types of professional development activities professional teachers do as a matter of course. Your continued, respectful participation ensures the best learning experience for us all. Participation includes types of activities and ground rules for working together (weighted 20% of your final grade):

1. Come to class well prepared to discuss the readings, pair with a peer, work in small groups, and lead discussions/activities/demonstrations when asked to do so.
2. Please bring your books to class on the days readings are assigned from them. I note when you've not brought your book in the attendance record.
3. Attend the MCTE conference, because it's an introduction to your future professional organization and a good chance to meet and work with potential colleagues.
4. Keep an ongoing activity log that will act as a place to connect readings to your observations in our preparation for college writing classes. PCW instructors have been and continue to be trained in many of the theories we're reading for this class. These will also serve as the basis for class discussion and activities and will be checked for completion daily.

5. Listen carefully to each other and respond to each other with respect. Talk with each other about the topics and readings at hand.
6. Agree not to blame ourselves or others for misinformation we have learned, but accept responsibility for not repeating this information after we have learned otherwise.
7. Assume that people are always doing their best, want to be treated with respect, and want to learn.
8. Actively try to get to know each other, ourselves, and the learners we're working with.
9. Share information about our groups with other members of the class and we will never demean, devalue, or in any way "put down" people for their experiences.
10. Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
11. Be patient as people try to integrate what they're learning—it may take several tries to learn new ways, habits of thought, and routines.
12. Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request and the class will agree not to repeat the remarks.
13. Synthesize ideas, readings, and materials across (y)our classes into fresh, innovative teaching practices. While university policy on academic honesty (see: <https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html>) stipulates work created for one course cannot be turned in for credit in another, we do hope that ideas, practices, and materials from our courses will be mutually informative and made to speak to each other in new ways.

Six Assignments

These assignments are intended to increase your reflective practice and to offer you a set of tools and materials to bring to your classroom. All of these assignments have as their potential audiences: classmates, your future colleagues, parents, future students, your mentor teachers, and me. All of them have the purpose of asking you to integrate the course content into your future teaching and identity as a teacher. Assignments include: a project of your choice, a learner case study, creating a reading library, a reflective paper, an online portfolio, and a presentation.

Project of Your Choice (weighted 10% of your final grade **Due 9/14**)

Photovoice Project: Another popular assignment teachers use to engage students in research about their lives and communities, teachers also use photovoice projects to learn about their students' lives and issues of social justice important to students.

- Create a literacy narrative of your life showing the languages, cultures, relationships, home, and places you were raised.
- Gather several images and select 15 most illuminating of your topic.
- Write captions for the images that include a description of what we're seeing and why it's significant.
- Include relevant quotes from our readings, either on separate slides or with the images.
- Bring these together using powerpoint, flickr, or slide show features in weebly and tumblr.

Perform a Reading or Describe your Favorite Books: Useful for helping students see you as a reader and the kinds of questions, intonations, thoughts you might have as you read. A terrific assignment to help us and our students think about texts important to them and explaining why.

- <http://paigefouty.weebly.com/personal-writing.html>

Biopic of a literacy sponsor important to you: Profile a teacher, mentor, friend, or family member who sponsored your reading and writing. The pic should show through the questions you ask of him/her what types of things are significant to you and why. This sample was created by teens in a Native American Film camp I run over summer 2012.

- <http://www.youtube.com/watch?v=CmncsSpaQd8&feature=plcp>

Digital Story: Tell a story using imovie, your iphone, or other time-lapse photography. This story should be one your students might potentially relate to, one that helps them understand more about you, and that can serve as a model for future assignments. It should draw upon themes, readings, or literatures you would like to teach. Here we see how McKenna uses readings to prompt her writings and how she reads her own writing to help her become a better reader and writer.

- <http://domalski.weebly.com/personal.html>

Poetry Slam: Write a poem or rap around any of the ideas we've discussed in class and perform it.

- <http://www.youtube.com/watch?v=RxsOVK4syxU> Taylor Mali
- <http://www.youtube.com/watch?v=jzY2-GRDIPM> Saul Williams
- <http://www.adamfalknerarts.com/mp3player/published/audio.html> Adam Falkner, "Passing"
- <http://soundcloud.com/hydraxianwaterlords/who-am-i> Eric Bowers
- <http://www.ellencushman.com/struggles.html> - / Andrew Catterall

Pitch a project: I'm flexible, let me know what types of projects will help you do your work as a teacher that also focus on your own literacy narrative. Include a form of assessment with your proposal.

Learner Case Study (weighted 20% of your final grade **Final Due 10/21**)

Adapting the method for operationalizing discovery about our students outlined in Halbritter and Lindquist's *College English* essay, discover the literacy sponsors and learn deeply about a student in your PCW class. We'll complete phases 1 and 2 of their method to develop mini-video profiles of the students selected. Our goals are both to better understand the types of literacy sponsorship in this student's life and to educate audiences about the students in our placement. The videos you produce introduce you to a method of discovery you engage can both serve you as teachers as you attempt to get to know your students, understand their lives, and see places where you can begin to sustain and support their learning. **Phase 1 video due in class 9/26; Phase 2 video due in class on 10/10; Final uploaded to D2L on 10/21.**

Reading Library (100 words per entry, 25 books) (weighted 10% of your grade **Due 11/2**) These should reflect the types of reading practices you've had in the past, a kind of literacy narrative. These are terrific resources for future teachers and you'll see many teachers and librarians using these sites already. They're also a good model, assignment or resource for your future students (Library thing: Add me as a friend/user cushmane. <http://www.librarything.com/>)

- Create a library thing, mybooks, goodreads, pinterest, or shelfari site and give me the link to them.
- In 100 words or less overview the book (50% of the grade):
 - Summarize the content of the book in a sentence or two.
 - Tell to us what this book meant to you
 - Indicate why it might be useful/appropriate for your students.

- Include a wide-ranging selection of books to reach a plurality of learners (e.g. the classics, YAL, readings drawn from Troy Johnson, Debbie Reese, Sergio Tronscosco or Jose B. Gonzalez’s recommended lists). (50% of the grade)

Reflective Paper of 10-12 pages (weighted 25% of your final grade) **Paper proposal to be submitted on 10/26. Final Reflective paper due 11/23.**

Drawing upon your observations in placements, write a paper in which you explore any of the questions listed at the top of this syllabus or a related one of your own. In your paper, synthesize the readings done in this class and 6 additional sources from scholarly books or journals to explore your question (MLA or APA works cited). The quotes you choose should shed light on the ‘data’ you’re presenting and lead you to an initial answer of your research question. Your goal is to demonstrate your thinking about a topic, issue, or question important to you for an audience of future teachers and colleagues.

Online Portfolio (weighted 20% of your final grade) **Due 12/7**

The portfolio requirement for this class asks you to reflect upon and showcase your best writing as one part of a larger professional portfolio that demonstrates who you are as a teacher. This larger portfolio will include all the course work you’ve taken for your teacher training in your TE classes and English classes, as well as you minor and language classes (if relevant to what you want to teach). Assignment handed out in class..

Presentations (weighted 15% of your final grade) **Due 12/3 and 12/5**

The end of the semester asks you to present us with ideas and learning strategies that we can then use as resources for our teaching. Excellent power points included text from which speakers developed their ideas; activities illustrated the theories and provided additional resources and a works cited. Examples will be provided..

Policies and Procedures

1. Regular participation in class is required to succeed in English 408. Failing to participate in class in any way more than 2 times will lower your final participation grade by 5 points for each instance after the two. Example: you’ve failed to bring books to class 2 times, complete activity logs 2 times, and lead a discussion once, earning you 5 NPs on days you’ve attended. Your final participation grade for class was 100, but is now an 80.
2. Regular attendance is required to succeed in English 408. Missing class more than 3 times total **will lower your final grade for the class by .5 grade points for each time missed beyond the 3 allowed—** unless you have a documented medical or family crisis. Example: you’ve missed four classes for the semester and your final grade would have been a 3.5; because you’ve missed one meeting time beyond the allowed, your final grade for the class will be a 3.0.
3. Class time will be used to facilitate everyone’s learning; we will be courteous and respectful to our colleagues.
4. Every activity and assignment in class is designed to model for you one you might do in your own classroom. There is always a method to this madness: if you don’t understand the goal for class or objective of an activity, make sure to ask.
5. Readings must be read before the class on which they’re assigned. Bring the readings to class.
6. Written projects are due online in the drop box on the day they’re assigned. Assignments must be uploaded to D2L in the appropriate drop box with attachments and links accordingly.

7. If you have a valid reason for not meeting requirements or attending class, let me know. I am flexible when the excuse is legit.
8. Your professional portfolios can and should reflect coursework from both your TE and EE classes. They're designed to be living documents that can be developed during your internship year, continually updated in light of classes you've taught, used to engage your students and communicate with their parents.
9. Your teacher and English education professors encourage you to synthesize ideas, readings, and materials across (y)our classes into fresh, innovative teaching practices. While university policy on academic honesty (see: <https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html>) stipulates work created for one course cannot be turned in for credit in another, we do hope that ideas, practices, and materials from our courses will be mutually informative and made to speak to each other in new ways. For students in this class, the activity log will count for both TE 407 and Eng. 408.
10. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees are required to report suspected child abuse/neglect and allegations of sexual assault to the appropriate campus authorities when they become aware of such matters in the course of their employment. Sexual assault survivors are encouraged to meet with the Sexual Assault Program at the MSU Counseling Center for confidential counseling and advocacy services.

Grading and Assignments

Participation: 10% (100 points)
 Project of your choice: 10% (100 points)
 Case Study of a Learner: 20% (100 points)
 Reading Library: 10% (100 points)
 Reflective paper: 25% (100 points)
 Online portfolio: 15% (100 points)
 Presentations: 10% (100 points)

Grade point conversions:

94 – 100 = 4.0
85 – 93 = 3.5
79 – 84 = 3.0
74 – 78 = 2.5
69 – 73 = 2.0
64 – 68 = 1.5
59 – 63 = 1.0

Schedule and Units Key to readings: B (Beers); KU (Kinloch *Urban Literacies*); KH (Kinloch *Harlem on Our Minds*); O (online @ D2L>lessons>readings); A (Alsup). This schedule is subject to change as needed and by mutual consent.

Week/Unit	What's due/ Agenda/ Homework
Week 1: How do reading practices develop in culturally sustaining ways?	Th: 8/29 Introductions, course overview, intro & sign up to lead Innovation Intersections (II), placements in PCW Homework 1. Do readings 2. Set mtg. time with your PCW mentor instructor 3. Activity Log 4. Take online survey D2L>Lessons>Readings>week2
Week 2: How do reading practices develop in culturally sustaining ways?	T: 9/3 Perceptions of adolescents O (Petrone, Johnson), B Chps 1-3 pps 1-72, II: Ellen Assign groups for II work next week Th: 9/5 Perceptions of culture and literacies O (Paris, Cushman, Fraiberg, New London Group) II: Ellen Homework 1. Do readings 2. Begin assignment 1 3. Prep II 4. Activity Log
Week 3: How do reading practices develop in culturally sustaining ways?	T: 9/10 B: 6-8 O (<i>RTE</i> issue 48.1.3 Aug 2013) II: TBD x 2 Th: 9/12 B: 6-8 O (Gutierrez and <i>RTE</i> issue Aug 2013) II: TBD x 2 Homework 1. Do readings 2. Continue assignment 1 3. Prep II 4. Activity Log
Week 4: How do reading practices develop in culturally sustaining ways?	T: 9/17 O: Halbritter and Lindquist; Rodriguez; II: TBD x 2 Introduce Learner Case Study Activity Log Reports Th: 9/19 KU Part 1 11-52 II: TBD x 2 Activity Log Reports Assignment updates Q & A Homework 1. Do readings 2. Begin assignment 2 Phase 1 3. Prep II 4. Activity Log

Week/Unit	What's due/ agenda/ Homework
<p>Week 5: How do reading practices develop in culturally sustaining ways?</p>	<p>T: 9/24 KU Part 1 53-90 II: TBD x 2 Activity Log Reports</p> <p>Th: 9/26 KU Part 2 91-110 II: TBD x 2 → Phase #1 case study video due in class 9/26</p> <p>Homework 1. Do readings 2. Begin assignment 2 3. Activity Log 4. Prep II</p>
<p>Week 6: How do reading practices develop in culturally sustaining ways? & How can we understand M&M by investigating students' language, culture, and place?</p>	<p>T: 10/1 KU Part 2 111-142 II: TBD x 2 Activity Log Reports</p> <p>Th: 10/3 KU Part 3 143-190 II: TBD x 2 Activity Log Reports</p> <p>F: MCTE conference Kellogg Center!</p> <p>Homework 1. Do readings 2. Continue assignment 2 3. Prep II 4. Activity Log</p>
<p>Week 7: How can we understand M&M by investigating students' language, culture, and place?</p>	<p>T: 10/8 O: Kirkland; KU, Allen afterward; II: TBD x 2 Activity Log Reports</p> <p>Th: O: Salazar 10/10 II: TBD x 2 Assignment updates Q & A</p> <p>→ Phase #2 case study video due in class 10/10</p> <p>Homework 1. Do readings 2. Finish assignment 2 3. Prep II 4. Activity Log</p>
<p>Week 8: How can we understand M&M by investigating students' language, culture, and place?</p>	<p>T: 10/15 A Chaps 1-3, pps 17-46 II: TBD x 2 Activity Log Reports</p> <p>Th: 10/17 A Chaps 4, 5, 6 pps. 47-99 Introduce Reading Library and Reflective paper</p>

Week/Unit	What's due/ agenda/ Homework
	<p>Homework for Tues 10/22</p> <ol style="list-style-type: none"> 1. Do readings 2. Begin reading library 3. Propose final paper & drop in Reflective paper drop box 4. Activity Log <p style="text-align: center;">→ Learner Case Study Final Due Online SU 10/21 by 5pm</p>
<p>Week 9: How can we understand M&M by investigating students' language, culture, and place?</p>	<p>T: 10/22 A Chaps 7,8, 9 pages 99-149 Activity Log Reports</p> <p>Th: 10/24 A Chaps 10, 11, 12 pages 149-204 II: TBD x 2 Activity Log Reports</p> <p style="text-align: center;">→ Reflective Paper proposal due online Tu 10/26 by 5pm</p> <p>Homework</p> <ol style="list-style-type: none"> 1. Do readings 2. Begin reflective paper: Research additional 3 sources 3. Prep II 4. Activity Log: add 3 sources as well to Activity Log
<p>Week 10: How can we understand M&M by investigating students' language, culture, and place?</p>	<p>T: 10/29 A Chap 13 205- end, report on research II: TBD x 2 Activity Log Reports on sources</p> <p>Th: 10/31 KH 1-117 II: TBD x 2 Activity Log Reports</p> <p>Homework</p> <ol style="list-style-type: none"> 1. Do readings 2. Research additional 3 sources 3. Prep II 4. Activity Log <p style="text-align: center;">→ Reading Library Final due online SU 11/2 by 5pm</p>
<p>Week 11: How do we become flexible teachers of reading to all our students?</p>	<p>T: 11/5 KH 117-190 II: TBD x 2</p> <p>Th: 11/7 B Chaps 4-6 Report on research II: TBD x 2 Activity Log Reports on sources</p> <p>Homework</p> <ol style="list-style-type: none"> 1. Do readings 2. Draft reflective paper 3. Prep II 4. Activity Log

Week/Unit	What's due/ agenda/ Homework
Week 12 How do we become flexible teachers of reading to all our students?	T: 11/12 B: chaps 6-8; O (Kucer) II: TBD x 2 Th: 11/14 B chaps 9-10 II: TBD x 2 Introduce Portfolios, Sign up for creativity suite II → Reflective Paper Due in class on TH. for peer review Homework for T 11/20 1. Do readings 2. Begin portfolio 3. Prep II 4. Activity Log
Week 13 How do we become flexible teachers of reading to all our students?	T: 11/19 B chaps 11-12 pps 102-203 II: TBD x all Software demo if needed Final activity log reports Th: 11/21 Instructor @ NCTE. No class → Reflective Paper Final due online Sa 11/23 by 5pm Homework 1. Do readings 2. Continue portfolio 3. Prep II
Week 14 How do we become flexible teachers of reading to all our students?	T: 11/26 B chaps 12-end Workshop Presentations/ 121 on portfolios TH: 11/28 Fall Break No class Homework 1. Finalize presentations 2. Finalize portfolios → Final Presentations due online Su 12/3 10 pm
Week15 How do we become flexible teachers of reading to all our students?	T: 12/3 Presentations Th: 12/5 Presentations & Evals → Final Portfolio due online Fr 12/5 by 5pm