

**Teaching Subject Matter to Diverse Learners  
TE 402, Sections 10 and 11  
Spring 2004**

**Instructor:**

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**Course Meetings**

Tues-Thurs 9:10 – 12:00  
Section 10 – 107 Erickson Hall  
Section 11 – g011 Holden Hall  
13/15 January – 5 May 2004

**Course Overview**

Welcome to TE 402 with the Team 3 Teacher Education Program. Each of the TE Methods classes that you take in your program is intended to help and support you as you become a Teacher. TE 402 is designed to help you develop diverse approaches to teaching and learning that support optimum learning for your students. To this end, the course discusses processes involved in reading, writing and oral language; the relationships among the literacy areas; the relationships with other subject areas; and the development of thinking strategies within all subjects. TE 402 stresses direct practical application of the concepts, strategies, disposition, positive attitudes, and curriculum developed in the course for each participant's current field placement and future classrooms. This course helps to create reflective practitioners who can cultivate more deeply principled, research-based, professional stances toward literacy teaching and learning.

**Course goals**

- To Develop a Stance Toward Teaching: You will be supported in developing and articulating a research-based, principled stance toward teaching in the English Language Arts.
- To Build a Teaching Repertoire: You will begin to build a repertoire of teaching strategies and resources that are consistent with your stance. You will learn to make analyses and reflection – of student learning and your own learning – a regular and ongoing part of your professional teaching practice.
- To Develop Knowledge of Curriculum and Planning: You will develop your knowledge about the language arts curriculum and begin to learn how to select and organize content, skills, materials and strategies for teaching to facilitate student learning.

- To Understand Students as Learners: You will observe and work with students as readers, writers, speakers, listeners and learners of the English language. The field work in the classroom will help you think about how knowledge, skills and teaching stances develop over time.

### **Course Policies**

Your final grade for the semester will be based on field experiences, written assignments and your school and class attendance and participation.

- Class Attendance: Your attendance and class participation are vital to your development as a teacher. Your colleagues depend on you to share ideas, experiences, classroom observations, etc. **Tardiness and early departure from class will be noted and documented. This is a dynamic learning environment. You need to be here and actively participate.**
- Field Attendance: During the semester, you will be working as a teacher candidate in an assigned classroom. Regular, on-time attendance and full participation twice a week for a minimum of 2.5 hours a day, twice a week is expected (required). You will be creating and teaching lessons in small and whole group situations. (Remember that half of the five hour total is Social Studies activities.)
- Absences: One unexcused absence in this course is allowed for unexpected occurrences. After the one absence, each unexcused absence will reduce your final grade by 0.5 points on a 4.0 scale. **If you are unable to attend a class session, (whether excused or unexcused) - you MUST call or e-mail me in advance. IF you absolutely must be absent in the field, you must notify your collaborating teacher in advance.** You attendance and participation in the field are vital to your learning and reflect strongly on you as a professional. (Remember that at the end of each semester, your Field CT will be filling out an evaluation of your classroom participation, and other aspects of your professionalism.) **It is the responsibility of each student to obtain class notes, handouts and assignments from a fellow student in the event of an absence.**
- Team Three Attendance Policy: In accordance with the Teacher Preparation Program's Professional conduct Policy, attendance and punctuality in class meetings and field experiences are critical to your success in this course and the program. It is your responsibility to familiarize yourself with the policy in your Student Handbook. In the case of reoccurring absences or tardiness, we will notify the Team Coordinator and you may be required to attend a meeting regarding your attendance. More than a total of 2 unexcused absences (e.g., absences with timely communications with the instructor and/or collaborating

teacher, absences with inadequate reasons), in class or in your field placement will affect your grade and may result in a grade of 0.0 for the course.

**The following can be found on the Spartan Life Web Site –**

<http://www.vps.msu.edu/SpLife?index.htm>

**Integrity of Scholarship and Grades** – The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing protect the validity of University grades. This means that all academic work will be done **BY** the students to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning supervision of academic work, so that honest effort will be positively encouraged.

**Protection of Scholarship and Grades** – The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University: therefore, no student shall:

- claim or submit the academic work of another as one's own.
  - procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
  - complete or attempt to complete any assignment or examination for another individual without proper authorization.
  - allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
  - alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
  - fabricate or falsify data or results.
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- Final TE 402 Grade: Your final grade in TE 402 will be based on both Language Arts AND the Social Studies portion of the course. You **MUST** pass **ALL** parts of **BOTH** Social Studies and Language Arts in order to pass the course. **An incomplete or failing grade for either of the two components OR your field placement means an incomplete or failing grade for the course.**
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- **CELL PHONES AND PAGERS FOR NON EMERGENCY OR ON-CALL USE MUST BE TURNED OFF AND NOT USED DURING THE CLASS SESSION. IF IT IS NECESSARY FOR THE USE OF THE ABOVE FOR EMERGENCY OR ON-CALL USE, PRIOR TO THE TIME THEY WILL BE NEEDED, A WRITTEN STATEMENT AS TO NEED AND DURATION MUST BE SUBMITTED TO THE INSTRUCTOR FOR EVALUATION AND APPROVAL. IF APPROVED, THE PHONE OR PAGER MUST BE IN VIBRATION OR PRIVATE ALERT MODE DURING THE CLASS SESSION, AND ALL CALLS MUST BE TAKEN OUTSIDE OF THE CLASSROOM.**

**Incompletes (University Policy):** When special or unusual circumstances occur, the instructor may postpone assignment of the student's final grade in a course by use of an I-incomplete. The I-incomplete may be given only when: The student (a) has complete at least 12 weeks of the semester (6 weeks in the summer session), but is unable to complete the class work and/or take the final examination because of illness or other compelling reasons; and (b) has done satisfactory work in the course; and (c) in the instructor's judgment, can complete the required work without repeating the course.

**(Teacher Education Policy):** Teacher candidates may not enter TE 402 without having successfully completed TE 301.

**Additional Policies that Teacher Candidates should know:** The Team Three Web Site gives additional information the following topics: Professional Conduct Policy, Criteria for Progression to the Internship, Technology Requirement, Rights and Responsibilities of Students, and The Michigan Test for Teacher Certification. <http://ed-web3educ.msu.edu/TE/team3/default.htm>.

**Regarding Disabilities:** Students who have special needs and require accommodations in testing or other aspects of course-taking should speak to the instructor and call the Office of Programs for Handicapper Students at 353-9642. The OPHS website is at <http://www.msu.edu/unit/ophs/>

**Counseling Center.** Even normal, capable, intelligent, and reasonable persons like the members of this class sometimes face situations and problems that they find difficult to deal with by themselves. Team Three's instructors or Cluster Leaders might be able to help. Also, MSU has an Office of Student Affairs and Services, with a Counseling Center, for which the phone number is 355-8270. The Center is at 207 Student Services Building.

**Writing Center.** Teachers are models and coaches of writing for their students, and must communicate effectively in writing with colleagues, parents, and others. For those reasons, teacher candidates are expected to write effectively and conventionally. If you need more help in meeting those expectations than you can get from your instructors and other teacher candidates, try the Writing Center at 300 Bessey Hall, 432-3610. Grammar Hotline: 432-1370.

### **Required Texts**

Cooper, J. David (2002). *Literacy –Helping Children Construct Meaning*. Houghton Mifflin Company: New York.

Weinstein, Carol Simon, and Mignano Jr. , Andrew J. *Elementary Classroom Management*. 3<sup>rd</sup>. Ed. McGraw-Hill

Packet of additional Readings – Budget Printing – Trowbridge Rd.

Taylor, Mildred D. *Roll of Thunder, Hear My Cry*.

Choice of Trade Book. Reeder, Carolyn, *Shades of Gray*; Beatty, Patricia, *Turn Homeward Hannalee*; or Hunt, Irene, *Across Five Aprils*. (Instructor will be identifying, FOR YOU, which of these books you will be assigned.)

### **Session Organization**

Sessions will often begin with activation of knowledge for the topics of discussion.

Receptive activities will be the means of sharing new information about methods and materials of teaching developmental and content area literacy.

Expressive activities will be the means for internalization of new information about methods and materials of developmental and content area literacy's.

Sessions may also have time for choice activities.

### **Explanation of Course Requirements**

1. Active participation in class discussion and small group learning conversations. Since learning is a social process, all participants are expected to contribute and help others contribute. Behaviors include questions and comment generations that support and challenge learning, the use of oral discourse strategies and self and group assessments. Dispositions include the valuing of self and others, the respecting of self and others, and being responsible for self and others.
2. Critical reactions and reflections about growth in literacy assessment. Each person will keep a journal for the course. Each participant will write at LEAST two entries a week. Entries will be shared two times with instructor.
3. Reading Record Assignment. This assignment will help you become familiar with a variety of Children's Books that will help you introduce difficult to understand concepts or further your ability to help children understand social studies concepts or further their ability to work with certain concepts.
4. Reading Reflections. For each week of assigned readings, you will submit a Reflection Card. On a **5"x 8" index card**, please briefly reflect on what the

week's readings mean for you as a teacher candidate by answering these questions:

- What do you understand the 'big idea' of the reading to be?
  - What don't you understand from the readings?
  - How do the week's readings relate to what you are observing in your field experience?
5. Taking Stock. This written assignment will be completed at mid-semester, and will include reflections about what has been learned, what questions remain, what additional learning opportunities are needed, and what is needed to further help learning.
6. Field Experiences. You are expected to shape your learning around the elementary students in your classrooms. Teaching small and possibly whole group lessons includes creating lesson plans that informs both the CT and your instructor what and how these lessons will be taught. This means information shared during TE 402 learning should be internalized according to the interests and needs of your current students. Adaptations for Special Needs will also need to be identified. (You will be audio taping one of the lessons you teach. You will then be submitting a written analysis of this lesson according to the format you will receive in class.) This will include exploring/using computer software that engages and instructs children.

AT THE END OF YOUR FIELD WORK, YOU WILL WRITE A 3-5 PAGE FIELD EXPERIENCE PAPER, EXPLAINING AND REFLECTING ON WHAT YOU HAVE EXPERIENCED AND LEARNED DURING YOUR TIME IN THE CLASSROOM THIS SEMESTER.

7. Conceptual framework/Philosophy Statement. This artifact is a visual representation of the framework you use to represent your understandings in literacy. From self-selected concepts, create a visual that best portrays the big picture of literacy acquisition. Your conceptual framework could be a concept map, a metaphor, an illustration, or ordered tree or a semantic map. You will then use this Framework to develop a Philosophy of Teaching in the Language Arts.
8. Investigation of and use for Educational Software. You will explore, use and create a lesson for use of a piece of educational software that would be useful for instruction of a literacy-related topic. (Any of the following formats may be used: vocabulary, comprehension strategies, content or critical thinking.)
9. Literature/Writing Presentation. Individually or in pairs, each student will present a Literature based writing activity that engages your peers in the activity. Presentations will be graded on clarity of purpose, instructions, application and the interactive nature of the activity.

10. Knowledge checks. Periodically, throughout the course, you will be asked to complete knowledge checks in the form of quickwrites, knowledge maps, KWLs, etc. Some of these will be announced and some unannounced, some will be individual and some group oriented.
11. Portfolio of growth in course knowledge. This portfolio will contain required artifacts of conceptual frameworks, taking stock, inquiry project, and instruction folder and choice artifacts that illustrate growth in literacy in the outcome areas of knowledge, skills/strategies, and dispositions. Criteria for the Portfolio will be given ahead of time. Each portfolio will be assessed by peers, the author, and the instructor.

**The grading point scale will be as follows:**

94-- 100	4.0
88-- 93	3.5
82-- 87	3.0
77-- 81	2.5
70-- 76	2.0

**Assignments and Point Values**

10 Points	Class participation: Discussions, questions, in class assignments, Analysis of Software, Quickwrites, Literature Circle and Book Club reading/response, Writers' Workshop, Writing/Literature Presentation.
5 Points	Reading Record Assignment Due – 30 March/ 1 April
10 Points	Conceptual Framework/Philosophy Due 20/22 April
10 Points	Narrative Literacy Lesson Plan to be handed in for review PRIOR to teaching the lesson
10 Points	Expository Literacy Lesson Plan to be handed in for review PRIOR to teaching the lesson
10 Points	Analysis of Instruction Due one week after teaching this lesson
10 Points	Reading Reflections/Text Chapters Due weekly
10 Points	Reading Response Journal(due two times)
10 Points	Taking Stock (MidTerm)
15 Points	Final Portfolio /Presentation