This course is designed to refine the lesson planning, curricular design skills, and assessment implementation for Single Subject candidates as they take their last methods course for this program. The various assignments all cohere around the construction of a 4-week curriculum unit project in candidates’ subject areas. Various readings are selected for this course, most of which can be found by searching through Armacost Library’s Education Research Complete link according to the first few words of the title of the article.

**Semester Two**

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| MALT 611 Foundations of Literacies | MALT 611 Foundations of Literacies |
| MALT 606: Single Subject Methods III: Content Area Teaching | MALT 608: Single Subject Literacy Methods IV: Content Area Literacy and Assessment |

**Note: A total of 40 hours of early fieldwork experiences are to be completed within this program across the first two semesters. Five hours of fieldwork will be completed in this MALT 608 methods course and ten hours will be completed in the Foundations of Literacies course.**

**The Objectives.** There are eight objectives outlined for this course. They largely focus on candidates’ abilities to appreciate the refined nature of literacy processing in the various content areas and are supported through the assignments set forth for the course. One of the key objectives for the course is that candidates learn a range of formative and summative assessments and embed a range of them appropriately within their 4-week curriculum unit projects. It is essential that this objective be repeatedly and rigorously supported. This is because candidates will encounter a Learning Cycle Assessment in their subsequent semester of student teaching. They must be facile in their recognition of how assessment is integrally related to a learning cycle on the part of adolescent students.

**The Assignments**. All of the assignments are integrally related to the design of the 4-week curriculum unit project in candidates’ respective subject areas. 1st, The readings support a general appreciation for content literacy processing and strategies, a social justice mindset, and assessment principles and practices. 2nd, The second outlined assignment asks candidates to present the rudiments of a lesson that is being planned within their 4-week curriculum unit project. They are encouraged to set up and model pre-reading, reading and engagement, and post-reading or post-engagement strategies relative to a particular segment of the text being used for the 4-week curriculum unit project. These presentations should last no longer than about 20 minutes; thus all segments of a lesson may not be presented. For example, pre-reading or pre-engagement strategies may be fully modeled and implemented with colleagues while the post-reading or post-engagement strategies may be only briefly described due to time constraints. Candidates may present these lessons as a pair or trio, given that small-group collaboration is encouraged for the construction of the 4-week curriculum unit plan. 3rd, The assigned web-site reviews can be completed by accessing Just Read Now web-site: <http://www.readingeducator.com/strategies/index.htm>

There are a range of discussion, active reading and vocabulary development strategies outlined on this site that can be implemented within the 4-week curriculum unit project. Thus, having students review at least 5 of the strategies outlined for each one of the discussion, active reading and vocabulary development activities is a good idea. It familiarizes candidates with these resources and allows them to explore possible implementations of the strategies within their 4-week curriculum unit projects. 4th, the Content Literacy Curriculum Project is the most encompassing and demanding of the assignments. Please contact me (Alayne Sullivan) for a sample project. Candidates will be setting up one-page, weekly “time-maps” (see sample project) that outline a range of content-literacy focused strategies for about an hour a day for Monday through Friday. They should choose a text (or range of texts) that middle or high school students would encounter in a school year and arrange a series of coherent activities that support students’ engagement with this text(s). The range of activities or strategies will be gleaned from the web-site reviews, the texts, and other web-sites provided. It is imperative that candidates embed about two assessments a week ranging from formative to summative, and that they design an overall conclusive or “synthesis” assignment for their students for this 4-week curriculum unit. Given the candidates’ Learning Cycle assessments that take place during student teaching, they must gain a refined appreciation for assessment principles and practices during this MALT 608 course. The Content Literacy Curriculum Project is to be accompanied by about a ten-page written text. This text should articulate (a) goals, (b) a rationale and brief description of activities/strategies for each week, and (c) specific assessments, including a summative assessment for the unit. 5th, Professional Engagement elements are outlined in a rubric at the end of this brief document.

**The Course Schedule.**  The course schedule outlines activities that range from assigned readings to a reading and writing workshop related to candidates’ written responses to reading material. The reading and writing workshop is meant to be supportive of candidates’ written syntheses of the core reading. The first of these 2 to 3-page synthesis texts (based on the readings) is due for class five. These reading and writing workshops are meant to guide and support student’s written synthesis of core reading materials. They should learn to present their ideas cogently and by forwarding core themes that are explicitly aligned with specific textual elements using APA citation style. This style of academic writing may represent a learning curve for students whose academic writing backgrounds are inexperienced. As professors come to know the strengths and limitations of students’ written syntheses, it may be feasible to model stronger papers (based on submissions) to show specific elements related to word usage, phraseology, organization, quality of ideas, and academically voiced texts. Pedagogical judgement should prevail as how to proceed with this reading and writing workshop aspect of the course. As students proceed to MALT 610, they will appreciate the supportive work done in earlier courses to address their written language skills; in that MALT 610 course, the writing expectations are stringent.

Professional Engagement - (20 points)

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| Major Criteria ForProfessional Engagement | **A Range**: Work in this category is exemplary, often surpassing standards and outlined criteria. A | **B Range**: Work in this category is very good, fulfilling most outlined criteria. One or two elements of each major criteria may not be present or are inexactly fulfilled.B | **C/D Range**: Work in this category reflects inconsistent attention to outlined criteria as well as class explanations. Two or more elements of each major criterion are omitted or fulfilled incompletely or inexactly. C  |
| **Attendance & Notes** | - candidates are cognitively, aesthetically, and physically “present” for elements of class activities, readings, and work on core journals analysis, case-study profile, leadership project, and theoretical synthesis model ;- candidates’ class work reflects sensitive listening and respect for professor and colleagues’ presentations, questions, and discussion;- notes are taken in each class relative to presentations, assignment explanations, strategies, and leadership dimensions. |  |  |
| **Preparation** | - Candidates complete assigned readings, class activities, and work toward range of projects in accordance with Course Calendar details & rubric elements;- Candidates’ presentations are made in accordance with outlined criteria and class discussions/suggestions;- Various assigned responses to range of texts, are completed with conscientious attention to assigned details and in-class guidelines. |  |  |
| **Professionalism** | - Candidates’ interact with one another in class, throughout collaborative meetings out of class, and via any web-site postings with respect;- Disagreements and varying viewpoints are expressed with respect for positions of others;- In-class decorum is maintained;- Cell phones, I-Pods, and other devices do not intrude on respectful attention and engagement of candidates. |  |  |