Teaching Reading and Writing in the Middle Grades
CI 460
Spring 2014
Hybrid
Online with Campus Meetings as Needed

Instructor: Dr. Crystal Caffey
Wham 322N
Telephone: 618.453.4215
E-mail: ccaffey@siu.edu

Office hours: By appointment. Available via email, Google Hangout, text, phone.

Required Text/Media: Additional required readings will be posted on D2L
Lapp, D., & Moss, B. (Eds.). (2012). Exemplary instruction in the middle grades: Teaching that

Required Internet Access: It is your responsibility to ensure that you have account access to
the site.

1. D2L (access via a tab at the top/bottom of the SIUC main page using dawgtag login) and
other (free) sites as required throughout the semester

Course Description: CI 460 includes study about the teaching of developmental reading and
writing at the middle school level. Emphasis is placed on the understanding of the continued
reading and writing instruction with current methods and materials. This course includes class
lecture, class discussion, and participation with selective writing assignments, review of “work
samplings”, and some observation and modeling activities. There is a strong emphasis on literacy
in the content areas as well as valuing and encouraging new literacies within classroom contexts.

<table>
<thead>
<tr>
<th>Course Objectives:</th>
<th>IPTS Eff. 2013</th>
<th>IRA</th>
<th>NETS T</th>
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</thead>
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<tr>
<td>Nature of the reading process, reading as a language art and a literacy process</td>
<td>1, 2, 5</td>
<td>1, 6</td>
<td>1, 2</td>
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<tr>
<td>Strategies to create independent, critical, and strategic readers and writers</td>
<td>1, 2, 3, 4, 7</td>
<td>1, 2, 5</td>
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<tr>
<td>Literature as a vehicle for reading instruction</td>
<td>1, 6</td>
<td>2, 4, 5</td>
<td>1-5</td>
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<td>Strategies for teaching and assessing vocabulary development</td>
<td>1, 6</td>
<td>1, 2, 3</td>
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<tr>
<td>Strategies for promoting comprehension</td>
<td>1, 6</td>
<td>1, 2</td>
<td></td>
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<tr>
<td>Integration of the literacy processes with content area instruction</td>
<td>1, 2, 6, 7</td>
<td>2, 5</td>
<td>1, 2, 3</td>
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<td>Development of independent recreational leisure reading</td>
<td>1, 2, 5</td>
<td>5</td>
<td>1, 2</td>
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<td>Inclusive of age, gender, race, ethnicity, and class in literacy instruction</td>
<td>1, 3</td>
<td>2, 4</td>
<td>4</td>
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<td>Assessment of learning in the literacy processes</td>
<td>1, 2, 3, 8, 9</td>
<td>2, 3, 6</td>
<td>2</td>
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<tr>
<td>English Language Arts Common Core Standards</td>
<td>1, 4, 5, 6, 8</td>
<td>6</td>
<td>5</td>
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<tr>
<td>Incorporation of new literacies into instruction</td>
<td>10, 11</td>
<td>2, 5</td>
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If literacy educators continue to define literacy in terms of alphabetic practice only, in ways that ignore, exclude
or devalue new-media texts, they not only abdicate a professional responsibility to describe the ways in which
humans are now communicating and making meaning, but they also run the risk of the curriculum no longer
holding relevance for students who are communicating in increasingly expansive networked environments
**Course Requirements/Expectations** (subject to revision due to student and/or instructor needs):

**The instructor would like to presume that each participant comes with a desire to develop scholarly attitudes and expertise as an educator. Although assignments are given points to determine grades, the instructor would like to believe that each participant endeavors to acquire knowledge beyond a concern about a transcript grade. Students in this course are expected to:**

1. **Gain access to various sites:** We will delve heavily into technology use. All assignments will be submitted via D2L or an alternate site as noted during class. Some assignments may require both paper and online submission. However, paper copies of assignments will only be accepted as specified by the instructor. Therefore, you must have access to your D2L account no later than the 2nd class meeting.

2. **Participate actively and regularly in class discussions and activities:** In order to fully participate, you must join the discussion having read all of the assigned materials, completed homework, and prepared to use the information in discussions and activities. Participation will be evaluated on the basis of quality as well as quantity. You must be willing to engage in hand-on learning and assess your own practices and behaviors as well as the practices and behaviors of your colleagues.

3. **Exhibit professional behavior & civility (Netiquette):** Students are expected to assist in maintaining an environment which is conducive to learning. Evidence of professional tone, demeanor/disposition is expected throughout all communications. Exhibit sensitivity to diversity (cultural and otherwise) and respect for colleagues’ opinions.

4. **Demonstrate professional ethics (including honesty and trustworthiness) and work ethic:**
   - All work that is to be turned in for an evaluation is expected to be the student’s own, prepared specifically for CI 460, and have appropriate APA 6th edition citations where needed. Acts of academic dishonesty, including but not limited to cheating and plagiarism, will not be tolerated! Minimally, in instances where academic dishonesty is suspected, no credit will be given for the work. Additional recourses may be taken following the university policies.
   - All work submitted must be submitted via D2L or other sites as noted during class. You will be given formats to use for various assignments that are to be submitted. It is expected that you will follow these formats as you prepare the assignments. Failure to do so will result in the grade being lowered significantly.
   - Assignments posted on the syllabus are due by 11:30 p.m. on the specified date unless you are told differently by the instructor. In extreme circumstances where it may be necessary for you to turn in an assignment late, arrangements must be made in advance. Otherwise, late assignments will not be accepted or graded.
   - Safeguards: It is highly recommended that you back up every piece of work that you do on a flash drive and make a hard copy. Keep screen shots showing submission of online assignments.
   - Deadlines: Odd thing happen in cyberspace: emails get lost; servers disconnect temporarily, logins are impossible, websites freeze up, etc. Do not wait until the last minute to complete your assignments. Allow time to meet deadlines. Be sure to check your D2L course mail and announcements often for important messages.

5. **Netiquette:** Netiquette is basically using good manners in cyberspace. Since all of your work is submitted over the net, and you may be communicating with your instructor and colleagues online, be sure your written words are not offensive to the receiver. Remember email, chat logs, discussion threads, texts, and are documents, and can be read by those other than the intended audience. Flaming or making personal attacks on a person is unacceptable. Whether you are in a chat room, using email, posting to a discussion area, or using other technology, remember to show respect for others. Make sure that your work and words portray the image of a professional.

6. **Exhibit appropriate written and oral language facility:** It is important that teachers who are responsible for children’s literacy development (as all teachers are) serve as models for students.
Therefore, standard written and oral English are valued highly in this class; students who anticipate difficulty with either are encouraged to speak with the instructor as soon as possible. The S.I.U. Writing Center is an asset to those who may need the assistance.

SPECIAL ACCOMMODATIONS: Special accommodations will be made for any student who has a documented need. Students requesting special accommodations must inform the instructor during the first week of class.

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Assignment Expectations: Plagiarism will not be tolerated. All work that is to be turned in for an evaluation is expected to be the student’s own, prepared specifically for this course, using appropriate APA 6th edition citations when needed. University policies will be followed if plagiarism occurs. All work completed outside of class must be typed or word-processed. You will be given formats and rubrics to use for assignments that are to be turned in. If assistance is needed, please seek help through the university Writing Center. It is expected that you will follow these formats as you prepare the assignments. Failure to do so will result in a lowered grade. Assignments are due at the beginning of the class period. A 10% penalty will be assessed and strictly enforced for each day assignments are late and will only be accepted up to two days beyond the due date. Team projects and presentations must provide evidence of equal participation among all members.

Course Grade Determination (subject to revision due to time constraints and/or needs):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
</tr>
<tr>
<td>B</td>
<td>83-91%</td>
</tr>
<tr>
<td>C</td>
<td>70-82%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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Please note the other criteria listed in this syllabus that might affect your grade such as attendance, attitude, class participation, and on-time assignments.

As educators, we constantly strive to keep our students connected and interested in the material. In order to do this, it is necessary to find creative approaches to enliven instruction and to integrate the multitude of literacies in which students engage. The assignments that follow are meant to provide an opportunity for you to explore the course content while simultaneously exposing you to resources for your 21st century educator’s toolbox!
Exit Slip Responses (20%) – Exit Slips are designed to provide an opportunity for you to analyze the readings and videos while demonstrating your level of comprehension. Identify and summarize or synthesize the main points of the reading while elaborating on ideas presented. Make it personal by discussing your experiences, what you have seen in other classrooms, or the impact of the content on your ideas and actions. Responses should be meaningful, reflective, and exhibit critical analysis of the content.

(Re)Examining History

- **His-Story Artifact Box (20%)** - Brainstorm critical events that have occurred during the lifetimes of students currently in grades 4-8. Consider how these events are retold, portrayed, and narrated across several kinds of texts (modes). Locate no fewer than ten texts (artifacts/modes) that each tells one perspective of the event while possibly leaving others untold. It is important to choose an interesting event that lends itself to texts/modes that have a strong story line, interesting characters, conflict, plot/action that can be used to create dialogue as you will be upon this for the Tweeter’s Theater. Using Blendspace (www.blendspace.com), you will create a representation of the event using the selected artifacts. The goal is to use the artifacts to artfully provide enough information about the events as they were portrayed when they occurred. This is an opportunity for you to be creative in the ways that you source and relay information. The chosen event topic must be appropriate for students in grades (4-8).

- **This Day in Tweets-Tweeter’s Theater (20%)** - “Readers Theater is an integrated approach for involving students in reading, writing, listening, and speaking activities. It involves children in: sharing literature, reading aloud, writing scripts, performing with a purpose, and working collaboratively... It requires no sets, costumes, props, or memorized lines. Instead of acting out literature as in a play, the performer’s goal is to read a script aloud effectively, enabling the audience to visualize the action. Performers bring the text alive by using voice, facial expressions, and some gestures (Cornwell, n.d.).” Reexamine the event selected for your Artifact Box. Consider that many of the technologies that exist today didn’t exist when some adolescents were born. How might the coverage of the event look today? You will blend traditional and new literacy practices as you create the script for a Reader’s Theater that captures the essence of the chosen event. The twist is that your script will unfold as a series of historical tweets. Together, with a group of adolescents, you will record your Tweeter’s Theater to share with colleagues.

**Text Set (20%)** - Select a particular grade level (grades 4-8) and think of a content area topic that you would teach as the teacher responsible for science, social studies, or history. This project calls for you to consider the materials that you would use to involve students in learning about that topic. “Texts sets are generally multi-genre collections that focus on one them or topic. They may include fiction books, pamphlets, poetry, songs, photographs, maps, encyclopedias, non-fiction books, charts, almanacs, web sites, and other information. The **reading levels of the material are diverse**. Using text sets is one way to provide for the diverse readers in the classroom (Bader, 2006).”

Using Padlet (www.padlet.com) as your creative canvas, you will develop an annotated bibliography (text set) of no fewer than 30 texts/resources (varied genres and modalities) that compliment the chosen theme/topic. The text set must include material suitable for the different reading levels that may be present in a middle level classroom. Some texts should be suitable for struggling readers while others may suit advanced learners as well as those at grade level. In addition, you will want to choose some texts that also address the needs of linguistically and culturally diverse learners.

**Genius Hour Remix (20%)** - “Genius hour is a movement that allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school (Kesler, 2013).” You will have an opportunity to explore a topic of your choosing related to adolescent literacy. The project begins with the
identification of a question that you wish to research. Choose a topic in which you have a strong
interest. A wide range of possibilities exists for the topic as well as for the final presentation.
After researching the topic, you will design a remix that illustrates your learning. “The term remix
refers to the use, combination, and manipulation of cultural artifacts to create something new (Knobel &
Lankshear, 2008) and was most commonly associated with music until recently (Gainer & Lapp, 2010).”
You will use elements from pop culture, literature/texts, and technology to manipulate and recreate a
traditional text(s) that reflects upon and speaks to your experiences and learning in the course. This final
piece provides an opportunity for you to analyze and make connections to the materials and its
implications for you as a literacy teacher of middle school students. This piece should be grounded in the
knowledge that you have gained about adolescents and literacy during your research as well as during the
course. See http://www.youtube.com/watch?v=jiXyqcx-mYY for an example of remix and,
http://www.geniushour.com/ for an explanation of genius hour.

Useful Sites:
http://historicaltweets.com/
https://www.biblionasium.com/#tab/all-books

www.padlet.com Padlet, formerly called Wallwisher, makes posting things on the Internet as easy
as pinning notes on a bulletin board. Using the idea of a blank piece of paper, you can put
whatever you want on your wall by dragging and dropping documents and images from your
desktop, copying and pasting links to websites or videos or just typing notes on your page. When
you finish posting things to your wall you will be able to collaborate with others using a unique
URL as well as through a variety of social networks. Grades 4-12.

https://www.blendspace.com/ A connected space where students and adults can organize, present
and share information. Gather, annotate and share presentations easily by dragging and dropping images,
movies, maps, audio and text and embedding hyperlinks onto a blank canvas. Use
multiple frames on each canvas to pre-teach a topic, provide 1:1 and differentiated instruction,
and share pathfinders and explore connections. Use your own content or searching on the
Internet, without leaving the Edcanvas page to create collaborative projects. Older elementary
and secondary students can create collaborative projects by copying individual canvases to make
a complete dynamic canvas. Grades 6-12.

http://www.marqueed.com/ Marqueed is an easy-to-use, collaborative, web-based platform for annotating images. Simply
drag-and-drop images from the Web or add from your computer. PDF files can also be added.
Type or draw annotations. Collections of annotated images can be created and shared publicly or
kept privately. Best of all, multiple students can collaboratively annotate an image. Grades 3-12.

Descriptions courtesy of (http://blog.historians.org/2010/07/top-25-web-sites-for-teaching-and-learning/)
| Week | Week of | Topic: Readings  
(Videos are not listed but available in D2L) | Assignment (Due) |
|------|---------|-------------------------------------------------|-----------------|
| 1    | 1/13    | *IRA Adolescent Literacy Position Statement  
* Graham & Perin-Writing Next  
*Reading Next  
*Moje, et. al-Reinventing Adolescent Literacy  
*Snow & Moje-Why is Everyone Talking about Adolescent Literacy?  
*Jacobs-Putting the Crisis into Context | Introduction Post  
1/18  
Exit Slip (2/4) |
| 2    | 1/20    | *Effective Literacy Instruction  
*Bean & Harper-Literacy Education in New Times  
*Blair, et. al-The Effective Teacher of Reading  
*Brown-It’s the Curriculum Stupid  
*Marchand-Martella et al-Key Areas of Effective Adolescent Literacy Programs  
*Tatum-Discussing Text in Culturally Responsive Ways  
*Xu-Rethinking Literacy Learning and Teaching | Exit Slip (2/5) |
| 3    | 1/27    | *Developing Literacy Strategies for Multiple Contexts  
*Ch 1: If They Can’t Read Their Science Books…  
*Ch 2: If they Can’t Read Their Social Studies Books…  
*Ch 4: If You Want to Move Beyond the Text…  
*Ch 9: If you want to Take the Ho-Hum Out of History…  
*Shanahan-Reading and Writing Across Multiple Texts  
*Boyd and Thompson-Multimodality and Literacy Learning  
*Critical Literacy  
*Ch.7: If you Want Students to Evaluate Online Resources & Other New Media…  
*Ch. 8:-If You Think Students Should Be Critically Literate…  
*Long-The Full Circling Process  
*Maples & Groenke-Who is an American? | Text Set  
Exit Slip (3/17) |
| 4    | 2/3     | *Supporting Adolescents’ Literacy Development  
*Ch. 12: If You Want Students to Learn Academic English…  
*Ch. 13-If You Want Students to Learn Vocabulary  
*IRA-Literacy Implementation Guidance for the ELA Common Core State Standards  
*Johnston-An Instructional Framework for RtI  
*RtI in Middle Schools  
*Sheridan-Thomas-Assisting Struggling Readers  
*Thomas & Wexler-10 Ways to Teach and Support Adolescent Readers | Tweeter’s Theater  
Exit Slip (3/29) |
| 5    | 2/10    | *Multi-Literacies in the Middle Level Classroom  
*Ch 6: If you Want Students to Use New Literacies  
*Ch:15-If You Think Book Clubs Matter…  
*Boss & Kraus-Power of Mashup  
*Grisham & Wolsey-Remcentering the Middle School Classroom  
*Knobel and Lanshear-Remix  
*Reilly & Robinson-Extending Media Literacy  
*Simmons-Class on Fire  
*Sweeny-Writing for an Instant Messaging Generation  
*Tarasiuk-Combining Traditional and Contemporary Text  
*Turner-Digitalk: A New Literacy for a New Generation  
*Walsh-Creativity as Capital  
*Wolsey-Remcentering The Middle | Exit Slip (4/19) |
| 6    | 2/17    | *Special Topics Genius Hour Research & Planning  
Genius Hour Remix Due Thursday, May 9, 2014 | |
| 7    | 2/24    | *Special Topics Genius Hour Research & Planning  
Genius Hour Remix Due Thursday, May 9, 2014 | |
| 8    | 3/3     | *Critical Literacy  
*Ch.7: If you Want Students to Evaluate Online Resources & Other New Media…  
*Ch. 8:-If You Think Students Should Be Critically Literate…  
*Long-The Full Circling Process  
*Maples & Groenke-Who is an American? | |
| 9    | 3/10    | *Developing Literacy Strategies for Multiple Contexts  
*Ch 1: If They Can’t Read Their Science Books…  
*Ch 2: If they Can’t Read Their Social Studies Books…  
*Ch 4: If You Want to Move Beyond the Text…  
*Ch 9: If you want to Take the Ho-Hum Out of History…  
*Shanahan-Reading and Writing Across Multiple Texts  
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*Ch. 8:-If You Think Students Should Be Critically Literate…  
*Long-The Full Circling Process  
*Maples & Groenke-Who is an American? | Text Set  
Exit Slip (3/17) |
| 10   | 3/17    | *Perspectives on Adolescent Literacy  
*Graham & Perin-Writing Next  
*Reading Next  
*Moje, et. al-Reinventing Adolescent Literacy  
*Snow & Moje-Why is Everyone Talking about Adolescent Literacy?  
*Jacobs-Putting the Crisis into Context | |
| 11   | 3/24    | *Developing Literacy Strategies for Multiple Contexts  
*Ch 1: If They Can’t Read Their Science Books…  
*Ch 2: If they Can’t Read Their Social Studies Books…  
*Ch 4: If You Want to Move Beyond the Text…  
*Ch 9: If you want to Take the Ho-Hum Out of History…  
*Shanahan-Reading and Writing Across Multiple Texts  
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*Ch. 8:-If You Think Students Should Be Critically Literate…  
*Long-The Full Circling Process  
*Maples & Groenke-Who is an American? | |
| 12   | 3/31    | *Effective Literacy Instruction  
*Bean & Harper-Literacy Education in New Times  
*Blair, et. al-The Effective Teacher of Reading  
*Brown-It’s the Curriculum Stupid  
*Marchand-Martella et al-Key Areas of Effective Adolescent Literacy Programs  
*Tatum-Discussing Text in Culturally Responsive Ways  
*Xu-Rethinking Literacy Learning and Teaching | |
| 13   | 4/7     | *Developing Literacy Strategies for Multiple Contexts  
*Ch 1: If They Can’t Read Their Science Books…  
*Ch 2: If they Can’t Read Their Social Studies Books…  
*Ch 4: If You Want to Move Beyond the Text…  
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*Ch. 8:-If You Think Students Should Be Critically Literate…  
*Long-The Full Circling Process  
*Maples & Groenke-Who is an American? | |
| 14   | 4/14    | *Developing Literacy Strategies for Multiple Contexts  
*Ch 1: If They Can’t Read Their Science Books…  
*Ch 2: If they Can’t Read Their Social Studies Books…  
*Ch 4: If You Want to Move Beyond the Text…  
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*Long-The Full Circling Process  
*Maples & Groenke-Who is an American? | |
| 15   | 4/21    | *Special Topics Genius Hour Research & Planning  
Genius Hour Remenix Due Thursday, May 9, 2014 | |
| 16   | 4/28    | *Special Topics Genius Hour Research & Planning  
Genius Hour Remenix Due Thursday, May 9, 2014 | |
| 17   | 5/5     | *Special Topics Genius Hour Research & Planning  
Genius Hour Remenix Due Thursday, May 9, 2014 | |