

L500 Instructional Issues in Language Learning  
Spring semester, 2002  
Wednesday 5:45- 8:25, ES 1116  
Instructor: Dr. Chris Leland

Contact information for instructor:

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Course description:

The master's program in Language Education at Indiana University, IUPUI, is built on the National Board for Professional Teaching Standards (NBPTS) and the English/Language Arts content standards identified by NCTE (National Council of Teachers of English) and IRA (International Reading Association). All candidates are required to document their progress in addressing these standards in a "master's portfolio" that is developed and expanded as they move through the program. This portfolio serves as a measure of performance assessment and is evaluated at several points in the program. L500 provides opportunities for students to extend their knowledge of the reading process and literacy acquisition while analyzing their own growth and development in the areas addressed by the standards.

Course objectives:

Participants will demonstrate

- their understanding of the NBPTS. (See attachment.)
- their understanding of the IPSB content standards
- their knowledge of the reading process and literacy acquisition more generally.
- their knowledge of important current issues in the field of literacy education.
- their ability to consider multiple perspectives and to reflect on their own learning
- their ability to use technology as a vehicle for their own and others' continued learning.

Grading:

Literacy Inquiry	25%
Response to Readings	25%
Portfolio Development	25%
Literature Circles (2)	10%
Attendance/Participation	15%

DIRECTIONS FOR L500 ASSIGNMENTS

Literacy Inquiry (Due April 17)

- 1) Choose an area of literacy learning that you would like to know more about. Submit a one-page proposal to acquaint the instructor and other class members with your proposed topic and its relevance as a literacy issue. (Proposal is due on Feb. 13<sup>th</sup>.)
- 2) Using professional journals, locate at least 5 articles dealing with your topic. Use ERIC or other databases to accomplish your search. Up to 2 references may be from Internet sites, but these must be well documented.
- 3) On 5 separate index cards, write a full bibliographic entry for the article in APA style on the front of the card and a summary of the article on the back.

- 4) Construct a graphic organizer that synthesizes findings from all of the articles you read. This organizer should identify themes and patterns that emerged as well as anomalies and new questions.
- 5) Share your findings with the class in a 10-15 minute Power Point presentation that includes the highlights of your research and you own opinions regarding the implications for you as an educator. (ADDRESSES NBPTS STANDARDS 1, 2 & 3)

#### Response to Readings (Due weekly)

- 1) In order to promote a reflective attitude and an appreciation for multiple perspectives, class members should prepare a typed response to each of the reading assignments as listed in the “CALENDAR.” Read ALL of the articles and/or chapters listed each week, but when there are several readings, respond to one or more of your choice. The written piece should NOT be a summary of the reading, but rather your response to it. How did the article or chapter inform you? How did it challenge or change your thinking? What perspectives were offered that you agreed with or disagreed with? Why? (See p. 48 in Christensen text for other response suggestions.)
- 2) Please note that the assignments for Feb. 13 and 20 are different.
- 3) Submit your weekly response in a pocket folder—NOT a binder. Three times during the semester, entries will be posted on Oncourse instead of being submitted to the instructor and students will respond to each other in a “Discussion” format. The entire set of responses (10 of them) should be turned in on April 10. (You will receive a single grade for this assignment.) (ADDRESSES NBPTS STANDARDS 4 & 5)

#### Master’s Portfolio (Due April 24)

Document your growth in each area defined by the five NBPTS core propositions. Provide specific examples of how your thinking has changed as a result of your work in this course. How has your teaching improved? Include artifacts that demonstrate some of the new things you and your students are doing. Be sure to provide a description of the context for each artifact. (ADDRESSES NBPTS STANDARDS 1-5)

#### Literature Circles (Due Feb. 6 and March 27)

- 1) Select a text from the list provided.
- 2) Be prepared to participate in a Literature Circle each week
- 3) With your group, prepare a 10-minute presentation for this text using an alternate sign system (i.e. art, music, drama, mathematics) to convey the essence of the book. You might want to try the “tea party” strategy in the Christensen text, p. 115. (ADDRESSES NBPTS STANDARDS 1, 3 & 5)

#### Attendance/Participation

Since much of our learning will be collaborative, your lack of preparation and/or absence will impede both your own progress and that of the entire group. You will be expected to make up any class activities that you miss as a result of being absent. Please notify the instructor PRIOR to any absence. (ADDRESSES NBPTS STANDARD 5)

#### Texts:

- Christensen, L. (2000). *Reading, Writing, and Rising Up*. Milwaukee, WI: Rethinking Schools.
- 2 books of choice for literature circles
- Collection of articles dealing with literacy issues (Purchase from Curriculum Resource Center).

## CALENDAR

Jan. 9

Overview of course activities and products  
Choose books for first literature circle  
The Reading Process  
    Easy as falling off a bicycle  
    The case of the missing title  
    The case of the missing Mom  
    The case of the torn page

Jan 16

**Reading Assignment:**

    Editorials from The Star  
    “Phonics Teaching and Learning in Whole Language Classrooms”  
Literature circles (20 minutes)  
Critical literacy  
Deconstructing the news and pop culture  
Taking a critical look at children’s books  
    *Piggybook; The Giving Tree*  
Transmediation

Jan. 23

**Reading Assignment:**

    “Charting a New Course”  
    “Why systematic phonics and phonemic awareness instruction constitute an educational hazard”  
    “The Canary in the Mine”  
Literature circles (20 minutes)  
The Reading Wars  
    *Dan the Flying Man*

Jan. 30

**Reading Assignment: POST YOUR RESPONSE ON ONCOURSE (DISCUSSION FORMAT). GIVE FEEDBACK TO YOUR PEERS.**

    “Not in my classroom”  
    “Exploring critical literacy: You can hear a pin drop”  
Literature circles (20 minutes)  
Addressing tough social issues  
*Making Up Megaboy* dramatization  
*Voices in the Park* dramatization  
*Whitewash* video

Feb. 6

**Reading Assignment:**

    Christensen, chapter 1  
    “Critical literacy: Enlarging the space of the possible”  
**DUE TODAY:** First book sharing and transmediation  
Organize groups for second book

Authoring cycle/Building community  
Memoirs

Feb. 13

**Reading Assignment:**

FOR YOUR RESPONSE THIS WEEK, DRAFT A MEMOIR. WE WILL SHARE THEM IN CLASS.

Christensen, chapter 2

“Imposters in whole language clothing”

**DUE TODAY: Proposal for the Literacy Inquiry Project (1 page)**

Literature circles (20 minutes)

Authors’ circles for memoirs

Authors’ circles for research proposals

Feb. 20

**Reading Assignment:**

Christensen, chapter 3

FOR YOUR RESPONSE THIS WEEK, DRAFT AN “ESSAY WITH AN ATTITUDE” AS DESCRIBED ON PAGE 79. POST IT ON ONCOURSE. GIVE FEEDBACK IN CLASS.

Literature circles (20 minutes)

Authors’ circles for essays

March 6

**Reading Assignment:**

Christensen, chapter 4

“The de-democratization of schools”

Literature circles (20 minutes)

Political perspectives of literacy

*Little Red Riding Hood*

March 13 (IUPUI Spring Break—No class)

March 20

**Reading Assignment:**

FOR YOUR RESPONSE THIS WEEK, REVISE BOTH YOUR MEMOIR AND YOUR ESSAY

Christensen, chapter 5

Literature circles (20 minutes)

**Authors’ circles for REVISED memoirs and essays**

March 27

**Reading Assignment:** POST YOUR RESPONSE ON ONCOURSE. GIVE FEEDBACK TO YOUR PEERS.

Christensen, chapters 6 and 9

**DUE TODAY: Second book sharing and transmediation**

Immigration/ESL issues

April 3 (School vacation week—No class)

Use class time for research.

April 10

**Reading Assignment:**

“It’s time to close the factory”

**DUE TODAY: Last entry plus all others with comments from instructor and peers.**

Inquiry-based education  
Discuss portfolio pieces

April 17

**DUE TODAY: Power point presentation of Literacy Inquiry**

**Pass in index cards and copy of slides.**

Research presentations  
Author’s circles for drafts of portfolio sections.

April 24

**DUE TODAY: Master’s Portfolio**

Gallery Walk of portfolio pieces (identify patterns and anomalies)  
Myths of American education

### **GETTING ON-LINE**

In preparation for the electronic discussions, please activate your e-mail account by taking the following steps:

- Go to: <http://www.iupui.edu/~support/email.html>
- Select "Create Your Network ID"
- Select "Activating an IUPUI Student Network ID. This is available only 8:00 am - 9:00 pm. Mon - Fri, and 8:00 am - 2:00 pm Sat.
- Enter your ss# and your pin number. If you don't know your pin number, it is your birth month and day unless you have changed it
- The computer system will then give you your network id and ask you to identify your password. Make sure you follow the "rules" for creating passwords.
- If you already have an active e-mail account but haven't used it in a while and have forgotten your password, please go to the help desk located on the 2nd floor of the School of Education with a photo ID to verify your identity. The analyst at the desk window will then be able to override your previous passwords. Call 274-HELP for directions to their offices.
- To test your userid and password, log into <http://oncourse.iupui.edu> and enter your username and password. This is the online environment that we will be using for the class.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS (NBPTS)  
Policy Position (Five Core Propositions)

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

1. Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own.

Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

4. Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students -- curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences -- and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

5. Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

FOR MORE DETAILED DESCRIPTIONS OF EACH STANDARD, GO TO <http://www.nbpts.org/> Click on the "Standards" link and then go to "Five Core Propositions."