

Developing Literacy through MST
GMST 525
Fall 2009
St. John Fisher College

Instructors:

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Course Description:

The focus of this course is to immerse teachers in the process of developing reading skills through MST activities. Literacy and writing strategies will be targeted to specific content area materials and implemented in conjunction with NYS learning standards. Comprehension strategies, vocabulary development, text selection, and study skills such as note taking and graphic organizers will be a focus. Building a classroom climate that promotes content understandings through literary experiences is a main component of the coursework as well as using technology to develop a personal learning network.

Guiding Questions:

- What is successful content-area reading?
- What specific literacy strategies can promote deeper content understandings?
- How can using literacy strategies help to promote a community of learners?
- How can content area teachers support struggling readers and writers in their classroom?
- What considerations need to be made for supporting readers in an on-line environment?

Required Texts:

Daniels, H., & Zemelman, S. (2004). Subjects matter: every teacher's guide to content-area reading. Portsmouth, NH: Heinemann.

We will also be using the New York State Learning Standards and the Core Curricula. Students need to access copies of the New York State Learning Standards publications if they do not have them. Downloadable versions are available at <http://www.emsc.nysed.gov/ciai/ela.html>

Recommended Texts:

Allen, J. (1999). Words, words, words: teaching vocabulary in grades 4-12. Portland, ME: Stenhouse.

Barton, M. & Jordan, D. (2002). Teaching reading in mathematics. Aurora, CO: McREL.

Barton, M. & Jordan, D. (2001). Teaching reading in science. Aurora, CO: McREL.

Burke, J. (2000). Reading reminders: tools, tips, and techniques. Portsmouth, NH: Boynton/Cook.

Marzano, R. (2004). Building background knowledge for academic achievement. Alexandria, VA: ASCD.

Richardson, W. (2006). Blogs, wikis, podcasts, and other powerful web tools for classrooms. Thousand Oaks, CA: Corwin Press.

Robb, L. (2003). Teaching reading in social studies, science, and math. New York, NY: Scholastic.

Scherer, M. (Ed.). (2002). Reading and writing in the content areas. Educational Leadership, 60 (3).

Sprenger, M. (2005). How to teach so students remember. Alexandria, VA: ASCD.

Topping, D. & McManus, R. (2002). Real reading, real writing: content-area strategies. Portsmouth, NH: Heinemann.

Wormeli, R. (2005). Summarization in any subject. Alexandria, VA: ASCD.

Web Resources:

<http://mstliteracy.wordpress.com>
class blog

<http://mstliteracy.wikispaces.com>
class wiki

<http://www.ncte.org>
National Council of Teachers of English site

<http://www.reading.org>
International Reading Assoc. site

Evidence of Understanding:

Evidence	Points
Class participation	10
Binder	50
Blogging	25
Group Project	15

All written work must be typed. Excessive typographical and/or grammatical errors will render the assignment unacceptable.

St. John Fisher Policies:

Incomplete Grades – At the discretion of the faculty member, incomplete grades may be assigned in cases of serious need. Students may request “I” grades, however, the decision rests with the faculty member.

Attendance and Homework – You are expected to attend every class. Failure to do so will affect your grade. All assignments are to be handed in on time. Late assignments will be reduced a letter grade.

ADA Policy – In compliance with St. John Fisher policy and applicable laws, appropriate academic accommodations are available to you if you are a student with a disability. All requests for accommodations must be supported by appropriate documentation/diagnosis and determined reasonable by St. John Fisher College. Students with documented disabilities (physical, learning, psychological) who may need academic accommodations are advised to make an appointment with the coordinator of services for students with disabilities in the student development center, K211. Late notification will delay requested accommodations.

Course Schedule:

Date	Topics	Assignments
Session 1 Friday 9/11	<ul style="list-style-type: none">▪ Introductions▪ Course Overview▪ Exploring Content Area Literacy▪ ELA standards	<ul style="list-style-type: none">▪ Choose a book for your book talk. Due Session 7▪ Buy a three-ring binder with dividers (sheet protectors optional) and set it up following the Binder Checklist sheet
Session 2 Saturday 9/12	AM <ul style="list-style-type: none">▪ Textbooks PM <ul style="list-style-type: none">▪ Introduction to blogs, wikis, and other Web 2.0 tools	<ul style="list-style-type: none">▪ Chapters 1, 2, 3, & 6: <i>Subjects Matter</i>▪ Blog Post #1: Comment completed in class▪ Write a Blog Post. Due Session 5▪ Comment on two student posts. Due Session 7

Session 3 Friday 9/25	<ul style="list-style-type: none"> ▪ Alternative Text Sources 	<ul style="list-style-type: none"> ▪ Add 5 text resources to our class wiki or create your own electronic text. Due Sat. 10/3. ▪ Read Chapter 4 <i>Subjects Matter</i>
Session 4 Saturday 9/26	<p>AM</p> <ul style="list-style-type: none"> ▪ Pre-Reading Strategies ▪ Introduction of Group Projects <p>PM</p> <ul style="list-style-type: none"> ▪ During Reading Strategies 	<ul style="list-style-type: none"> ▪ Chapter 5 <i>Subjects Matter</i> ▪ Develop a pre-reading activity for your binder. Due Session 5 ▪ Develop a Think-aloud activity for your binder. Be prepared to model your think-aloud in a small group during Session 5. Final activity is due Session 6 ▪ Group Project due Session 8
Session 5 Friday 10/9	<ul style="list-style-type: none"> ▪ Post Reading Strategies 	<ul style="list-style-type: none"> ▪ Develop a post reading activity for your binder. Due Session 7 ▪ Read Chapter 10 <i>Subjects Matter</i>
Session 6 Saturday 10/10	<p>AM</p> <ul style="list-style-type: none"> ▪ Writing in the Content Areas <ul style="list-style-type: none"> ○ Graphic Organizers ○ Note Taking ○ RAFT ▪ Class time for assignments/feedback <p>PM</p> <ul style="list-style-type: none"> ▪ Vocabulary Development 	<ul style="list-style-type: none"> ▪ Create a graphic organizer for your binder. Due Session 6 ▪ Develop a RAFT writing assignment for your binder. Due Session 6 ▪ Develop two new vocabulary activities for your binder. Due Session 7
Session 7 Friday 10/23	<ul style="list-style-type: none"> ▪ Creating a community of learners ▪ Book Talks 	<ul style="list-style-type: none"> ▪ Chapters 7, 9, 11 <i>Subjects Matter</i> ▪ Reminder: Binders and Projects Due Session 8
Session 8 Saturday 10/24	<ul style="list-style-type: none"> ▪ Group Presentations ▪ Course evaluation ▪ Binder review 	<ul style="list-style-type: none"> ▪ Blog Post #5 completed in class