Michigan State University
TE 301 – Learners and Learning in Context
Fall 2002

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Class Times: Section 7 Mondays 12:40 – 3:30 p.m. Natural Resources 207

Textbooks: Secondary Classroom Management by Carol Simon Weinstein
Classroom Strategies for Interactive Learning, 2nd Edition by Doug Buehl
I Read It, But I Don’t Get It by Cris Tovani
***all books are available at Student Book Store

Course Themes:

1. Learners and Learning
   We will examine the different types of learners who appear in classrooms and tutoring sessions. In order for you to facilitate learning, there are many variables that you need to understand. For example, what motivates students? Why do some kids reach middle or high school without the necessary skills to succeed? How do we know if and when students are learning?

2. Classroom as a Context for Learning
   Students are impacted not only by their personal experiences (for example, their family lives) but also by the goals, beliefs, and practices embodied in their classroom experiences. Classroom learning does not occur in a vacuum. Rather, classrooms are subject to all sorts of demands placed by government, community, and society. We will review standards, benchmarks, and assessments at the state and national levels to consider the higher expectations placed on students. We will compare what we learn about the struggles of today’s students with these higher expectations to zero in on the issue of teaching hard-to-teach students in the context of more rigorous content.

3. Connected Learning: The Role of Instruction
   We will also explore ways teachers bring together students, content, and contexts to insure that students can learn. We will emphasize ways teachers can improve student literacy (generally and specifically) and we will touch on curriculum planning and instructional decision making.

Course Objectives: TE 301 will help you move toward the development of:

1. An understanding about children’s learning, what helps them learn, and why, sometimes, they do not learn.
2. A critical stance concerning raised expectations balanced against an awareness of the realities of teaching and learning in today’s world.
3. A broad idea of how reading, writing, speaking, listening, and viewing support subject-matter teaching and learning.
4. A lifelong teaching stance that recognizes the inherent dilemmas of teaching and the awareness that good teaching demands constant reflection, effort, and attention.
5. Habits of inquiry and analysis that will inform your decisions as a professional.
6. The expectation that you will remain a vital, curious learner yourself so that you can create a learning context for and with others now and throughout your professional career.
Attendance:
Instructor MUST be notified of absences in advance, if possible. ONLY emergencies constitute an excused absence. Additional work will be assigned to compensate for missed class time beyond one absence. Absences for which you have not pre-notified your instructor or absences that we discuss together after the fact but cannot accept as valid become "unreasonable" absences. More than two unreasonable absences may result in a 0.0 for the course. You must also follow the same guidelines for your field placement, and notify the school/teacher if you will not be there and arrange to make up the time missed.

Programmatic Requirements:
The specific content of the Programmatic Standards for the MSU Teacher Preparation program are listed below. You are held accountable for meeting these standards in order to proceed successfully through the program:

1. Reliability and Responsibility
   Teacher candidates must generally have been present and on time for professional commitments, including classes and field experiences. Teacher candidates must have regularly communicated about necessary absences or lateness according to the guidelines in the Professional Conduct Policy. Teacher candidates must have a record of meeting deadlines for course assignments and program requirements. A pattern of repeated absences, lateness, and failure to meet deadlines in courses or fieldwork is not acceptable. Any form of dishonesty (lying, plagiarism, forged signatures, etc.) about these and other requirements is not acceptable.

2. Communication Skills and Social Relationships
   Teacher candidates must have demonstrated the ability to express their viewpoints and negotiate difficulties appropriately, without behaving unprofessionally with instructors, peers, or students. Teacher candidates must have shown that they are ready to accept constructive feedback in a professional manner. Teacher candidates must have demonstrated an awareness of appropriate social boundaries between students and teachers and have shown that they are ready and able to observe those boundaries. Extreme forms of behavior (such as outbursts in class, sexual or other harassment, threats of suicide or of harm to others) are not acceptable.

3. Comfort with and Concern for the Learning of all Children
   Teacher candidates must be able to engage in informal conversations with children and keep their attention in such conversations. Teacher candidates must interact courteously, fairly, and professionally with people from diverse racial, cultural, and social backgrounds and of different genders or sexual preferences. Racial and other slurs are not acceptable, nor is conduct that violates the University’s Anti-Discrimination Policy or that would violate the Anti-Discrimination Policy if it were directed at a member of the University community.

TE 301 Field Experiences:
Your field experience will include two components. The first of these is tutoring, where you will learn to help students learn one-on-one, in pairs, or in small groups. Your work as a tutor will help you to better understand the needs of adolescents and the challenges and successes that accompany working with them. You will be tutoring for about 90 minutes per week. The process of arranging your tutoring placement will begin with a questionnaire. You will write five journals about your tutoring experience. The second component of your field experience will involve classroom observations focusing on classroom management issues. You will be expected to make two observations, about one hour each, during the semester.

Technology Requirements:
You will need an e-mail account and access to the internet for this course. For assistance, contact the Tech-Guides by phone at (517) 432-3531, or stop in at the TEC (133 Erickson Hall) during their posted
hours. The course website can be found at http://blackboard.msu.edu. You are enrolled when you enroll in this class. Use your pilotID and password to access the course.

**Grading:**

All work submitted must be **high quality** and written with correct usage in the English language in order to receive full credit. Work must be typed (if appropriate), proofread, and **considered publishable for schools. All work is due when scheduled. Work will receive 50% off of the total point value when late.** Failure to follow these guidelines **WILL** result in a reduction of the overall course grade. The grading follows this breakdown:

**Requirements:**

1. Attendance/Participation in 100% of class sessions (13) 65 points
2. Discussion Board Assignments (3) 30 points
3. Tutoring Journal (5 entries) 50 points
4. Classroom Observation Assignment #1 15 points
5. Classroom Observation Assignment #2 15 points
6. Great Writing Assignment 40 points
7. Literacy Lesson Plan 50 points

**TOTAL** 265 points

**Grading Scale: (points converted to percentages)**

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<th>Points Range</th>
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<tr>
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Michigan Department of Education
Certification Standards for the Preparation of all Secondary Teachers in Reading Instruction

**Standards for Professionalism in Reading**

**All secondary teacher candidates will:**

1. demonstrate professional practices when they pursue knowledge of reading and learning processes; and

2. know major theories and relevant research from general education, special education, psychology, and other fields.

**Standards for Knowledge about Content in Reading**

**All secondary teacher candidates will:**

3. demonstrate understanding of the integrated nature of the English language arts across all content areas;

4. understand reading as “the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested by the written language, and the context of the reading situation”;

5. articulate the developmental nature of literacy on a continuum of emergent, developing, and fluent levels and the experiences that support the continuum;

6. understand the symbolic system of written language;

7. understand the processes of second language acquisition and the implications for developing oral language, reading, and writing proficiency; and

8. understand the social, cultural, and dynamic nature of language.

**Standards for Knowledge about Students**

**All secondary teacher candidates will:**

9. understand how contextual factors in the classroom influence student learning and reading;

10. describe characteristics of fluent readers;

11. know and implement practices that address the strengths and needs of all learners;

12. recognize and provide differentiated instruction for students with reading disorders; and

13. provide instruction and support for students with reading disorders.

**Standards for Knowledge about Assessment**

**All secondary teacher candidates will:**

14. employ assessment practices based on learning theories and aligned with literacy goals, curriculum standards, and instruction that reflect high expectations for all students; and

15. interpret and use information from both formal and informal assessments.
Standards for Knowledge about Reading Instruction

All secondary teacher candidates will:

16. increase the motivation for learners to read widely and independently for information, pleasure, and personal growth;

17. teach and model effective listening and speaking strategies within content areas;

18. incorporate language conventions to facilitate understanding in all content areas;

19. understand that readers need to have and use a variety of word identification approaches and strategies in reading content area materials;

20. present and utilize a variety of strategies for learning content-area vocabulary;

21. know and utilize a variety of ways to promote comprehension of texts within the content areas;

22. analyze how oral, written, and visual texts convey meaning;

23. understand the characteristics of texts and how textual aids enhance comprehension;

24. understand the importance of having students respond in a variety of ways to texts;

25. utilize the writing process; and

26. know and utilize a variety of study strategies for comprehending and learning content-area information.

Standards for Knowledge about Inquiry

All secondary teacher candidates will:

27. recognize the value of learning through genuine inquiry and utilize strategies for fostering student inquiry; and

28. facilitate student use of inquiry and communication processes to convey meaning in content area subject matter.

Standards for Knowledge about Communication with Community

All secondary teacher candidates will:

29. communicate effectively with parents, students, and colleagues about learners’ progress and development in the content area; and

30. implement effective strategies to include parents as partners in content literacy development.
Schedule of Classes

8/26 – Class #1
Introduction

Homework DUE by 9/9
Read Chapters 1 and 2 in Tovani. Write two comments on sticky notes. Bring Important Book and Literacy Histories to class.

9/2 – NO CLASS 😊

9/9 – Class #2
Literacy, Classroom Environment

Homework DUE by 9/16
Read Chapter 4 in Weinstein. Write comments on two sticky notes.

9/16 – Class #3
Rules and Routines, Safer Classrooms

Homework DUE by 9/23
Read Chapter 3 in Tovani. Write comments on two sticky notes.

9/23 – Class #4
Purposes, Michigan Curriculum Framework

Homework DUE by 9/30
Read Chapters 4 and 5 in Tovani. Post reaction on Discussion Board. Bring Buehl book to class.

9/30 – Class #5
Monitoring Comprehension, Fix-Up Strategies, Tutoring Placements

Homework DUE by 10/7

10/7 – Class #6
Classroom Time, Vocabulary
Homework DUE by 10/14
Read Chapter 6 in Tovani. Write comments on two sticky notes. Continue Tutoring Journals. Bring Buehl book to class.

10/14 – Class #7
Connections

Homework DUE by 10/28
Read Chapter 7 in Tovani. Write comments on two sticky notes. Classroom Observation #1 DUE. Continue Tutoring Journals. Bring Buehl book to class.

10/21 – NO CLASS 😊
➢ Go to your tutoring placement this week. Continue Tutoring Journals.

10/28 – Class #8
Questions, Writing

Homework DUE by 11/4
Read Chapter 8 in Weinstein. Write comments on two sticky notes. Continue Tutoring Journals. Bring Great Writing Assignment DRAFT to class.

11/4 – Class #9
Motivation, Teacher Preparation Program Overview

Homework DUE by 11/11
Read Chapters 9, 10, or 11 in Weinstein. Great Writing Assignment DUE. Continue Tutoring Journals. Bring Buehl book to class.

11/11 – Class #10
Instructional Approaches

Homework DUE by 11/18
Read Chapters 8 and 9 in Tovani. Post overall reaction to Tovani on Discussion Board. Classroom Observation #2 DUE. Continue Tutoring Journals. Bring Literacy Lesson Plan DRAFT to class. Bring Buehl book to class.

11/18 – Class #11
Inferences, Plan
Homework DUE by 11/25
Read Chapter 12 in Weinstein. Write comments on two sticky notes. Literacy Lesson Plan DUE. Continue Tutoring Journals.

11/25 – Class #12
Classroom Order, MEAP

Homework DUE by 12/2
Read Chapters 6, 13, or 14 in Weinstein. Respond to MEAP on Discussion Board. Finish Tutoring Journals. Bring ALL books to class.

12/2 – Class #13
Families, Trouble, Violence, Wrap-Up

Homework
Celebrate - you made it! 😊

*This schedule is tentative. Please be patient with possible changes/additions/deletions.