T h e U n i v e r s i t y o f P u g e t S o u n d

School of Education – Master of Arts in Teaching Program

### **Education 620 –Adolescent Identities, Literacies, and Communities**

### Fall Term, 2015; Mondays and Wednesdays, 1:10-2:55

**Instructor:** Fred Hamel, [fhamel@pugetsound.edu](mailto:fhamel@pugetsound.edu); 253.879.3384 (office/voice-mail)

**Office hours:** Monday & Wednesday 3:00–4:00; Tuesday 1:30–2:30 & Thurs by appt.

*“The teacher should encounter the child—every child—with humanity and a little awe.”*

(Bill Ayers, To Be A Teacher).

*“I begin by looking at my students as teachers who will instruct me about their lives.”*

(Nancy Atwell, In the Middle).

**Course Description**

This course aims to prepare secondary teacher candidates to better understand adolescent experiences within and beyond school. The course emphasizes engagement with diverse student communities, and seeks to interrogate common assumptions surrounding student abilities, motivations, and literacies. You will work with adolescents throughout the term, complete case studies on particular students, lead lessons in class, and work toward curriculum and instruction that consciously includes every learner.

**Course Learning Objectives**

As a result of participating in this course, I aim for you to:

* develop frameworks for understanding complex identities, and for engaging difference and sameness with adolescents
* reflect on forms of authority, power, and relationship-building that will support your role in teaching adolescent learners
* examine ways of supporting student literacy in my discipline
* place reflection on students and student communities at the heart of curriculum planning and design

**Central Questions**

* What kinds of stances and dispositions can help me build relationships with teenagers whose life experience might differ from and/or reflect my own?
* How should I manage power and authority as I engage with teenagers? What kinds of authority and what forms of power lead to effective classrooms and strong and safe relationship with adolescents?
* How should I understand and approach adolescent literacy? How can I grow in my ability to assess / support adolescent literacy and learning in my discipline?

**Course Schedule**

Readings can be found on our Moodle course site**.** Readings with asterisks (\*) are available for the “Leading Class” assignment. **Major Assignments are in bold.**

|  |  |  |  |
| --- | --- | --- | --- |
| # | *Date* | *Class Content* | *Readings and Assignments* |
| PRELUDE | | | |
| 1 | M 8/31 | Introduction to course,  Preparing teachers for diversity |  |
| 2 | W 9/2 | Foundations of good learning | Halpern, Chpt 1 |
| ENGAGING COMPLEX IDENTITIES | | | |
| 3 | M 9/14 | Crossing borders | Phelan (pp.1-18)  **Introductory writing due** |
| 4 | W 9/16 | Home-school negotiation | Li (pp.57-75 & 89-91)\* |
| 5 | M 9/21 | Complex identities | Raible & Nieto\* |
| 6 | W 9/23 | Developing cultural competence | Milner Chpt 2\* |
| 7 | M 9/28 | TBA | **Reflection paper due**  Watch Milner Video |
| 8 | W 9/30 | Neurodiversity | Videos\* |
| 9 | M 10/5 | Supporting gender variance | GLSEN Report; Ressler & Chase; LGBTQ Glossary\* |
| 10 | W 10/7 | Chism Lecture: City of Tomorrow - on gender & schooling | TBA |
|  | TH 10/8 | “Most likely to Succeed” – Film in Rausch Auditorium, 7:30pm <http://mltsfilm.org/> -- sponsored by School of Education | |
| 11 | M 10/12 | Sharing case writing; Telling Stories | **Funds of Knowledge Interview task due** |
| 12 | W 10/14 | Management dilemmas & values  Midway Evaluation | Cushman\* |
|  | M 10/19 | *Fall Break – no class* | |
| PROVIDING SUPPORT IN CLASSROOMS | | | |
| 13 | W 10/21 | Conceptions of authority | Powell et al, Chpt 1\* |
| 14 | M 10/26 | … continued | Powell et al, Chpt 4\* |
|  | W 10/28 | *Fred at Washington Association of Colleges of Teacher Education (WACTE) – no 620 class* | |
| 15 | M 11/2 | Disciplinary Strategies | TBA  Wallace thesis excerpt |
| 16 | W 11/4 | With-it-ness | Marzano\* |
| 17 | M 11/9 | Feedback session | Bring draft of writing |
| 18 | W 11/11 | Sharing our work | **Belief Statement & Narrative due** |
| 19 | M 11/16 | Reading circles | See readings on Moodle  Complete Interview Qs |
| 20 | W 11/18 | Literacy cases and solutions | Presentations |
| 21 | M 11/23 | Academic Language | Chadwick\* |
|  | W 11/25 | *Thanksgiving Travel Day – no class* | |
| FINALE | | | |
| 22 | M 11/30 | Case study work – bring data, findings | Read student case |
| 23 | W 12/2 | Case study presentations |  |
| 24 | M 12/7 | TBA | **Literacy Case Study Due**  Read A. Wiggins blog |
| 25 | W 12/9 | No opt out?  Closure | Lemov  Bring Final Word |

**Required Texts:**

Course readings will be available on [http://moodle.pugetsound.edu](http://moodle.pugetsound.edu/).

**Requirements/Assignments**

Tutoring Lab Participation & Attendance 10% of grade

The course includes a 2 hour weekly (one afternoon per week) commitment to a tutoring lab with teenagers, conducted at Peace Community Center on Hilltop or at Lincoln Center in east Tacoma. See p. 6 for more information. You are expected to be at your tutoring lab assignment on time and to participate fully and to the best of your ability, based on the terms of each setting.

Participation & Attendance 10% of grade

I will assess your involvement in class. Being part of a community involves contributing your thinking to the group. Healthy participation also includes stepping back, listening, avoiding undue claims to attention, being aware of others’ needs beyond your own, and listening sympathetically for the seed of truth in what others say. Full and timely attendance is expected. Both in the classroom and with Tutoring Lab, I will note and deduct for absences and/or tardiness, unless an extraordinary circumstance exists. Contacting me in a timely manner for an unplanned absence or lateness is expected and

may cause me to reconsider the deduction.

Reflective Writing 10% of grade

You will complete personal and reflective writing assignments during the first part of the course. These assignments include autobiographical writing and responses designed to encourage exploration and idea processing with texts. I will collect your writing as noted below and in the syllabus:

|  |  |  |
| --- | --- | --- |
| *Due Date* | *Assignment* | *Amount* |
| Sept 14 | Make connections between our first reading (Halpern) and your own adolescent learning experiences. | 3.5-5 pages |
| Sept 28 | Write on any 2 readings assigned on: Sept 14, 16, 21, and 23. | 3-4 pages |

Your work should be typed and double-spaced. In addition to my written feedback, a reflection rubric will be used to evaluate your reflections.

Leading Class 20% of grade

Students will work in pairs to lead the class in discussions which focus on exploring a reading for the day. Students will sign up for two teaching times – then plan and lead 30 minute lessons. See p. 7 for an overview of expectations

Funds of Knowledge interview 10% of grade

Get to know one or two students in greater depth, either in your tutoring lab setting, in your placement setting, or both. You will interview the student(s), write up a paper on what you learned, and share the results in class. A handout will be provided.

Belief Statement & Narrative - Managing and Relating to Youth 20% of grade

You will develop a statement that reflects “your personal practical philosophy for classroom interactions and for organizing culturally appropriate and personally meaningful learning experiences for all of your students” (Powell et al, p.17). Based on readings, discussion, and your ongoing experiences with youth through the term, you will articulate a set of developing beliefs and understandings in relation to your evolving authority role and management practices as an educator. In addition, you will create a narrative that illustrates an area of growth, challenge, and/or success in relation to your uses of power in classrooms with adolescents. A handout will be provided.

Literacy Case Study\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20% of grade

You will select and interview two teenagers from your placement classroom and/or tutoring lab to learn more about their meaning-making in your subject area as well as their world views about your content area. You will organize your findings into a final paper that analyzes student thinking and considers potential “next steps” in instruction for these students. A handout of requirements will be distributed.

**Grading**

*Category Weight*

Tutoring Lab Attendance / Participation 10%

Classroom Attendance / Participation 10%

Reflective Writing 10% (5% each for 2 papers)

Funds of Knowledge Interview 10%

Leading Class 20% (10% each for 2 lessons)

##### Belief Statement & Narrative 20%

Literacy Case Study 20%

100%

*Grading Scale*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 70% – 72% | 73% – 77% | 78% – 79% | 80% – 82% | 83% – 87% | 88% – 89% | 90% – 92% | 93%- 100% |
| C- | C | C+ | B- | B | B+ | A- | A |

**Other Information**

*Form:* Written work for major assignments should be typed, double-spaced, using 10-12 point font and standard margins.

*Late work*: Assignments should be submitted at the beginning of the class on the due date. If a late circumstance occurs, you must 1) give me advance notice that the work will be late; 2) submit the late assignment in person and talk with me about your circumstance. Late work will be subject to a sanction (possible denial of credit, reduction in grade), unless an extraordinary circumstance exists.

# M.A.T. Program Goals

To prepare teachers who:

1. have deep understanding of subject matter and pedagogies that teach for understanding
2. have ability to manage the complexities of teaching
3. promote student learning of challenging content
4. have ability to reflect on one’s own practice, to look for principles underlying what “works” or “does not work” and to persist in determining one’s own appropriate practice
5. have commitment to serving everyone’s children, particularly those who historically have not been well-served by traditional schooling
6. have ability to learn and work in collaborative fashion, and to create settings in which others can learn and work
7. have capacity to engage in the remaking of the profession and the renewal of schools with understanding of the social and cultural context in which students live and learn.

***Tutoring Lab - Overview of Programs:***

|  |  |  |
| --- | --- | --- |
|  | ***Peace Community Center*** | ***Lincoln Center*** |
| **Setting** | * **Community Center hall – tutoring takes place in a social hall with tables and also small classrooms** | * **High School setting –extended day program.** |
| **Hours** | * **2:30 – 3:00 Doors open, Arrival** * **3:00 Gathering / Announcements** * **3:00– 4:00 Tutoring/Academic Coaching** * **4:00—4:20 Break (snack, play, visit)** * **4:20 –5:45 Tutoring/Academic Coaching** * **5:45 – 6:00 Clean-up** * **6:00 Center closes** | * **Per 7 -- 3:15-4:45 (90 min)** * **Math Tutoring** * **Other Learning Activities In Building** * **Traditional Courses M-TH** * **Enrichment Program Sessions** * **Athletic practices** |
| **Supervision** | * **Ty Somerville, Ameri-corps Lead Tutor** * **Kerri Pedrick, Volunteer Director** * **Bill Hanawalt, Executive Director** | **Sara Ketelson, Math Teacher**   * **Susie Askew, Assistant Principal** * **Pat Erwin, Principal, Lincoln High School** |
| **Info** | * **2106 South Cushman Avenue, Tacoma 98405; Phone: 253.383.0702**      * **Video:**   [**http://www.youtube.com/watch?v=6znLcZ594Gc**](http://www.youtube.com/watch?v=6znLcZ594Gc) | * **701 South 37th Street, Tacoma 98418; Phone: 253.571.6700** * **Video**   [**http://www.tacoma.k12.wa.us/news/tpstv/vod/Pages/Innovative-Schools---Lincoln-Center.aspx**](http://www.tacoma.k12.wa.us/news/tpstv/vod/Pages/Innovative-Schools---Lincoln-Center.aspx) |
| **Orientation** | **Thursday, Sept 24, 2:00 – 4:00 at Peace Community Center** | **TBA** |

***Duration*: Week of Sept 28 through Week of Nov. 23.**

**No Tutoring on Oct 19/20 (Fall Break) or Nov 25/26 (Thanksgiving).**

**Tutoring does continue between school placements (week of Oct 12, plus Oct 21 & 22)**

**Leading Class**

You will lead the class (usually with a partner) in a lesson relating to our course readings. The process is described below:

|  |
| --- |
| *620 In-Class Teaching Protocol***:** |
| 1—sign up for a date to lead discussion with a partner (we will do this twice during the semester) |
| 2—read the text well ahead of your assigned day (note: please give me a few days at the beginning of the semester to get all articles/chapters loaded onto Moodle). |
| 3—draft a 30 minute lesson to launch the class into the designated reading. Since your teaching time is short, be thoughtful in deciding which part of the text is most worth our pursuit; try to make at least one connection to your placement setting or to tutoring lab to help ground the reading. |
| 4—meet with me to discuss your plan prior to the lesson. |
| 5—make lesson revisions as needed |
| 6—teach the class for 30 minutes (in most cases you will co-teach the lesson with your partner) |
| 7—participate in a debrief immediately after the lesson   * explain how you felt the lesson went * listen as students give their perceptions & experience of the lesson |
| 8—write a reflection (each person writes separately) on your experience teaching the  lesson and the feedback received. Please attach feedback forms.  Reflection due dates are:   * Monday lesson = due Friday (same week) to my box. * Wednesday lesson = due the following Monday in class or to my box |

You will be evaluated on the following:

* meeting with me in a timely way, coming with a plan, and revising the plan as needed
* your teaching of the lesson, including how well the lesson connects to the reading, engages students, and deepens our thinking
* the quality and detail of your reflection.

**Bibliography**

General Resources

Alvermann, D.E., Ed. (2004). *Adolescents and literacies in a digital world*. New York, NY: Peter Lang.

Delpit, L. *Other People's Children*. New York: The New Press, 1995.

Eder, D. (2003). *School Talk: Gender and adolescent culture.*  New Brunswick, NJ: Rutgers University Press.

Finders, M. J. (1997). *Just girls: Hidden literacies and life in junior high*. New York: Teachers College Press.

Gandara, P. & Contreras, F. (2009). *The Latino education crisis: The consequences of failed policies.* Cambridge, MA: Harvard University Press.

Gee, J. P. (2001). *Social linguistics and literacies: Ideology in discourses*. (Second Edition). London, UK: Routledge/Falmer.

Halpern, R. (2013). *Youth, education, and the role of society: Rethinking learning in the high school years*. Cambridge, MA: Harvard Education Press.

Kindlon, D. & Thompson M. (1999). *Raising Cain: Protecting the emotional life of boys*. New York: Ballantine.

Kohl, H. (1995). *I Won’t Learn from You, and other thoughts on creative maladjustment.* New York: New Press.

Lee, C. (2007). *Culture, literacy, and learning: Taking bloom in the midst of the whirlwind*.

New York: Teachers College Press.

Li, G. (2008). *Culturally contested literacies; American’s ‘rainbow underclass’ and urban*

*schools.* New York: Routledge.

Milner, H.R. (2010). *Start where you are but don’t stay there: Understanding diversity,*

*opportunity gaps,and teaching in today’s classrooms*. Cambridge, MA: Harvard

Education Press.

Moje, E. B. (2000). *All the stories that we have:” Adolescents’ insights about literacy and*

*learning in secondary schools*. Newark, DE: International Reading Association

Moore, S. & Rosenthal, D. (2006). *Sexuality in Adolescence: Current Trends.* New York: Routledge.

Nieto S. (2002). *Language, culture and teaching: Critical perspectives for a new century*. Mahwah, NJ: Lawrence Erlbaum Press.

Orenstein, P. (1994). *Schoolgirls: Young women, self esteem, and the confidence gap*. Doubleday/Anchor.

Phelan, P., Davidson, A.L. & Yu, H.C. (1997) *Adolescents’ worlds: Negotiating family, peers, and school.* New York: Teachers College Press.

Pollock, M. (2004). *Colormute: Race-talk dilemmas in an American school*. Princeton, NJ:

Princeton University Press.

Ponton, L. E. (1997). *The romance of risk: Why teenagers do the things they do*. NY: Basic Books.

Powell, R.R., McLaughlin, H.J., Savage, T.V., Zehm, S. (2001). *Classroom management:*

*Perspectives on the social curriculum.* Upper Saddle River, NJ: Merrill-Prentice Hall.

Sadowski, M. Ed. (2012). *Adolescents at School: Perspectives on youth, identity, and education*.

Cambridge, MA: Harvard Education Press.

Smagorinsky, P. Ed. (2014). *Teaching dilemmas and solutions in content-area literacy: Grades*

*6-12*. Thousand Oaks, CA: Corwin Press.

Thompson, A. (2003). Tiffany, Friend of people of color: White investments in anti-racism.

*International Journal of Qualitative Studies in Education 16*, (1): 7-29.

Subject-Specific Resources

These resources focus on understanding and developing adolescent learning and literacy within specific subject matter disciplines.

*Math & Science Education*

Chazan, D. (2000). *Beyond formulas in mathematics and teaching*. New York: Teachers College

Press.

Crawford, B. (2000). Embracing the essence of inquiry: New roles for science teachers*. Journal*

*of Research in Science Teaching, 37* (9): 916-937.

Emdin, Christopher (2008). The three C’s for urban science education. *Phi Delta Kappan* 89:10:

772-775.

Fennema, E. & Romberg, T.A. Eds. (1999). *Mathematics classrooms that promote*

*understanding*. Mahwah, NJ: Lawrence Erlbaum Press.

Tobin, K., (Ed). 1993. *The practice of constructivism in science education*. Washington, D.C.,

AAAS Press.

*Music Education*

Campbell, P.S. (1998*). Songs in their heads: Music and Its meaning in children's lives*. Oxford,

UK: Oxford University Press.

Swanwick, K. (1999/2012*). Teaching music musically*. London: Routledge.

Wiggins, J. (2001). *Teaching for musical understanding*. New York: McGraw Hill.

*English/Language Arts & Social Studies Education*

Beach, R., Thein, A.W., & Webb, A. (2012). *Teaching to exceed the English Language Arts*

*Common Core State Standards*. New York, NY: Routledge.

Bomer, R. (1995). *Time for meaning: Crafting literate lives in middle & high school*.

Portsmouth, NH: Heinemann.

Cruz, B.C. & Thornton S.J. (2013). *Teaching Social Studies to English Language Learners*, 2nd

Edition. New York & London: Routledge.

Hansen, J. (2009). Multiple literacies in the content classroom: High school students’

connections to U.S. history. *Journal of Adolescent & Adult Literacy* 52:7: 597–606.

Wineburg, S.S. (2001*). Historical thinking and other unnatural acts: Charting the future of*

*teaching the past.* Philadelphia: Temple University Press*.*

**University Addenda:**

Campus Emergency Response Guidance:  
Teachers in all school settings have many responsibilities, including ensuring student safety. The University of Puget Sound, like P-12 schools, takes this responsibility seriously. Please review university emergency preparedness, response procedures and a training video posted at <<http://www.pugetsound.edu/emergency>>. There is a link on the university home page. Familiarize yourself with hall exit doors. Should we need to evacuate the building during this class (e.g., after an earthquake), our designated gathering area is in Jones Circle at the fountain. Please check in with your instructor when you arrive in Jones Circle, so we can account for your presence. In the event of any emergency, remain calm, be prepared to act quickly, and listen for instructions from campus personnel. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

Student Bereavement Policy

Upon approval from the Dean of Students’ Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the *Academic Handbook*.

Accommodations

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Peggy Perno, Director of the Office of Accessibility and Accommodation, 105 Howarth, 253.879.3395. She will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

**Standards for Teacher Certification:**

The Washington Administrative Code identifies knowledge and skill areas for teacher certification. In this course (EDUC 620), you will plan, implement, and evaluate teaching experiences in relation to one or more of the standards below:

Standard V - WAC 181-78A-270(1)

**a. Effective Teaching**

(ix) Planning and/or adapting learner centered curricula that engage students in a variety of culturally responsive, developmentally, and age appropriate strategies.

(viii) Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

(v) Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student

(ii) Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic reasoning

(i) Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds

(iv) Implementing classroom/school centered instruction, including sheltered instruction that is connected to communities within the classroom and the school, and includes knowledge and skills for working with others

(iii) Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction

(vii) Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology

**b. Professional Development**

Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection