EDUCATION DEPARTMENT MISSION STATEMENT:
“The Bates College Department of Education seeks to foster the democratic possibilities of schooling through the study of American public education and other comparative systems. The aim of the department is to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling, and the social structures and cultural processes that comprise the broader context for education. In particular, we want to nurture in our students the development of these qualities:

• **Critical action and civic responsibility** – Because we want our students to develop a sense of social responsibility and concern for the common good, we encourage them to be involved in the local community and beyond through field work, service learning projects, policy analysis, student teaching, and empirical research.

• **Reflection and engagement** – In our vision of education, reflection and engagement work together to deepen students’ understanding and foster their personal growth.

• **Imagination and a passion for learning** - With imagination, a passion for learning, and the skills and knowledge that we help them develop, our students are well prepared to pursue their interests in education.

• **Commitment to social justice** – Throughout our program, we encourage students to recognize and address the influence of social context on the democratic possibilities of schooling.

Welcome to ED355! This course is designed to introduce you to the complex, ever-changing, often-cutting-edge world of adolescent literacy. It is an exploration of what literacy means to teens, of how teens make meaning of their world, and of the ways in which research and theory intertwine with practice, both in and out of school. We will consider the topic through sociocultural, political, historical, pedagogical and personal lenses. We will consider new and evolving issues in this field, especially the influence of social digital literacies. It’s an exciting time to be exploring the arena of adolescent literacy, and I’m glad to be on the journey with you!

Essential questions you will explore in this course include the following:
What is meant by “adolescence”? And by “literacy”?
What do we mean by multiliteracies, transliteracies, and contextualized literacies?
How does sociocultural theory enhance our understanding of teen literacy in today’s world?
What are the key issues and concerns in this field today?
How do research and practice intertwine and lend insight into one another?

In addition to the above “big ideas,” we will also explore these specific questions:
How do we address special populations of teens in light of new understandings?
How are the new social digital literacies impacting the field today?
What are the pedagogical implications of new research and understandings in the field?
How can we increase comprehension and motivation for reluctant readers?
What is some of the “young adult” literature available to today’s teens?

Remember, it is more important to ask the questions than to know the answers! Keep an open mind as you work through this course. Read, write, think, inquire… enjoy!
I. COURSE TEXTS:
Library Reserve: Many articles and chapters must be accessed through reserves and e-reserves.
Library Database: Many articles are available through the library databases.
Lyceum: Please use Lyceum to access more materials. There is also some website exploration.

II. COURSE REQUIREMENTS:
• (20%) Regular attendance at, preparation for, and participation in class sessions. Written assignments are due on the dates indicated on assignment list.
• Team Lesson Plan (Hillview) Project: You will work with classmates and Hillview staff to plan and teach a lesson at Hillview After School Program. Each team member must write an individual reflection afterwards, which may be included in your journal.
• Survey in SurveyMonkey – Take by 1/10.
  Note: CLASS PARTICIPATION IS MANDATORY! If you must miss a class session for an important reason, please let me know in advance via voice mail or e-mail and making arrangements with me for make-up when you return.
• (20%) Field Experience in a School (30 hours minimum). This experience must include careful logs and journaling, plus at least one experience in “teaching” a lesson or mini-lesson to the students you work with. Note: Your host teacher must submit a completed evaluation form by 4/3 in order for you to get credit.
• (30%) Analysis Papers 1 & 2: These papers (4-6 pgs each) are intended to be a more formal synthesis of research with practice, a blending of your thoughts, questions, ideas, observations and practices from your field experience interwoven with the readings and research about education. Each paper must focus on a particular topic of interest, with a clear thesis statement and ample support. *Please integrate at least three (3) course readings! You may choose to include additional resources as well. Due: 2/26 and 3/25. These papers should be a polished piece of formal academic writing, including citations to specific course readings or outside research, when appropriate (APA or MLA.) **The second of these will be in response to teen interviews and coding done partly as a whole class.
• (10%) Literature Circle, Young Adult Literature Review: You will read, review, and share with classmates a minimum of three (3) young adult trade books. See attached pages for additional information. Lit Circles will be on: 2/5, 3/4, and 4/1.
• (20%) Portfolio: The final portfolio will be assessed according to the rubric attached. Log Sheets, Field Notes, and Journal: Final portfolio must include: field notes, logs, journals, analysis papers, “Adolescent Literacy At Work” paper, and lesson plan, plus any additional items you wish to include. Portfolios must be packaged in a large envelope or three-ring binder, and must include a table of contents.
  Journals: You should have 10 sets total by end of term. You have one “freebie pass” to use at your discretion at some point in the term.
Final “Adolescent Literacy At Work”: At the end of the semester you write a paper that ends with a reflection on what you learned about the topic during your field placement. This paper will be assessed as part of the final portfolio.
III. FIELD EXPERIENCE (30 hours minimum) DESCRIPTION:

With your host teacher, arrange a schedule and develop a plan for participation as observer, assistant, and perhaps even teacher on occasion. You are obligated to meet the defined schedule and to notify your host in a timely way if you are unable to be there. Your field experience will help you to clarify your reading and classroom discussion, as well as to compare your own educational history with the variations in experience of those students you observe.

Log Sheets: You are required to submit a log sheet documenting your visits and signed by the host teacher, as well as an evaluation by your host teacher, in order to receive a course grade!

Field Experience Journal: Optional field notes will document your observations of educational practices in a local classroom. Synthesizing entries will provide opportunities for you to reflect on and analyze your visits. Be sure to label your notes and entries with dates and times.

1-Optional Field Notes: Observational notes in outline/summary style that document your visits to the classroom. Try to take time immediately after (even during) a visit to note your activities (e.g. classroom observation, tutoring, teaching, etc.). Focus particularly on those events and moments you are intrigued with or puzzled by, or those times when you recognize something working well or that might be improved upon. These field notes may be hand-written.

2- Actual Journal Entries: Summary and analytic reflection allows you to reflect upon questions, issues, or themes that are meaningful to you. These entries are also places to synthesize and analyze course concepts and themes arising from what you observe in the field and what you are reading and discussing in our class. In light of your field experiences in a classroom setting, you might reflect on problems that you have encountered, liberating experiences, and/or memories of your own K-12 educational experiences. You might consider how specific aspects of your identity (e.g. race, class, gender, sexual orientation, etc.) and specific influences (e.g. parental expectations, activities, peer groups, special needs, motivation, academic success, etc.) privilege and/or marginalize you as a student and as an educator. Frame your thinking in relation to the essential questions and topics that drive the course.

** NOTE: At least two (2) journals a week must be Reading Response entries. At least two (2) journals a week must be field reflection. Thus, you should have approximately 4-6 entries per week (1 to 2 page ea). Min: 40 entries.

** All journal entries (except on-site field notes) must be typed and submitted weekly according to the syllabus schedule. Keep your entries in chronological order. Keep copies of the returned journals for your final portfolio. Label each set by set #, as set out in syllabus.
Weekly Journals (Reading Responses and Field Reflections):

Please type a 1-2 page journal response to at least 2 of the assigned readings due each week AND to your visits to your field placement. I will collect and check these weekly. You will receive a score of 1 through 4 on these journal sets, with the rubric explained below. You will complete a total of 40 journals. **You have a “freebie pass” for one week’s journals!**

Reading Response Entries should include the following elements:

1. What is the author’s main argument? Include at least one quotation from the reading as evidence of this argument. (Add author’s name, year, and page after the quotation.)
2. What support does the author provide for this argument? (Summarize main points.)
3. What is your response to this author’s view? What reasons do you offer for agreeing or disagreeing with certain points? (You might consider personal experience, logic, or another person or text in response.)
4. What questions do you have about this article or perspective?

Here are some other helpful questions to guide your reflections on each reading. These questions are meant to assist you in your processing; you do not need to answer each of these guiding questions that follow!

Possible Guiding Questions:

- What CONNECTIONS do you see to other readings? What specific details either support or contradict other people’s thoughts/ideas/research? What readings, theories, speakers, experiences, etc. might connect to this reading?
- Are there any statistics offered? If so, do you consider them to be valid and objective measures? What questions do you have about these statistics? What might you learn from the statistics? Why did the author include them?
- If you were to explore this topic further, what “big idea” questions might you ask to pursue additional study? Who might you talk to about the topic?
- Go beyond a generality of “I liked/did not like this reading.” Ask WHAT you did/didn’t like; WHY you did/didn’t like that point; WHAT might help you overcome a negative reaction or stance? What might help you question a fully accepting response? (Can you find a balance between being a cynic and being an idealist or conformist? How can you challenge your own perspective and viewpoints?)
- What questions emerge as you read? Any new vocabulary words? New concepts? What is your political/philosophical/personal/religious stance in response to the reading? How might your perspective or life history “color” how you read the piece?
- What are your “aha” moments as you read? Which passages provide clarity/support/confirmation/new understanding? What is the value of the article to yourself as a learner and teacher?

*Remember to respond to at least TWO (2) readings each week! Thus, you will have a total of 2 to 4 pages each week on the readings, and an additional 2 to 4 pages of field reflection.
Rubric: Journal Checks:

4 = Exceeds expectations: Journal goes beyond a basic overview and a “like/dislike” response. Explores issues and topics in depth, especially in light of ambiguities, paradoxes, and contradictions. Asks probing questions, seeks to know more. Shows a clear reading and understanding of the text/field work through specific details and citations. Demonstrates higher level thinking – analysis, synthesis, evaluation.

3 = Meets expectations: Journal gives a complete overview and response. Explores issues with depth and seeks new understandings. Gives sufficient details to illustrate understanding and thorough reading and observation.

2 = Partially meets expectations: Journal gives a vague or general overview and response. These journals stay at the “like/dislike” level of reflection, with few or no questions asked that probe beyond the text. These journals reflect little effort and may reveal hasty work or incomplete understanding of the text.

1 = Does not meet expectations: Reading response is unfocused, off topic or too scant to be considered valid. Does not meet the minimal expectations of the assignment.

(These scores roughly translate into A, B, C, and D for grades, but are scored holistically according to the rubric. Total score will be divided by total possible, and the end score will be translated to a 4.0 scale for final journal grades. 4.0 = A; 3.0 = B and so on.)
IV. COURSE GRADE: Each component of the course is weighted at the percentages given above and according to specific criteria (see rubrics). In general, however, the following criteria can be expected:

° For an A (Exemplary): This grade is reserved for those who meet all of the criteria and who also demonstrate a more complex and in-depth understanding of course concepts, issues, and questions. You will not only show that you have an accurate understanding of the texts read, but will also synthesize what you have learned in a clear and comprehensive way. Your work will address complexities and ambiguities and include significantly more connections than “B” work. You are also likely to exceed the basic requirements in some way, i.e. by doing additional reading or spending more time in the school. Note that “A” work is different both in quantity and, most important, in quality from “B” work.

° For a B:
  • actively participate in class discussions/activities, complete assignments, meet deadlines;
  • contribute to planning and teaching of team topic;
  • complete all written assignments thoughtfully and in some depth;
  • meet the minimum requirements for the field experience and write journal memos and analysis papers in which you frequently explore issues in depth and connect theory to practice;
  • and submit a course portfolio which shows a good understanding of major course concepts and demonstrates that you can think critically about, analyze, synthesize, and evaluate course issues and questions.

° For a C (and below): This grade will go to students who complete the minimum course requirements but whose work is problematic in some way, e.g. missed classes and deadlines or written work that is superficially or carelessly done. In rare instances, a student whose work is really marginal may get a D. An F indicates that course requirements were not met.

Important Note: Because this is your class as well as mine, I welcome any suggestions you may have about any aspect of the course. Feel free to give me feedback or share your concerns at any time by doing a freewrite, sending me e-mail, or talking with me in person or on the phone.
RUBRIC: Field experience:
4 = A = Top-quality field work:
- Reflects a minimum of 30 hours, no exceptions;
- Is thoroughly documented through exceptional log sheets, field notes and journaling;
- Is completed with energy, engagement and enthusiasm, as evidenced in part by the host teacher’s evaluation and in part by your written and oral feedback.

3 = B = “B” level field work:
- Reflects a total of 30 hours;
- Is documented through adequate log sheets, field notes and journaling;
- Is completed with commitment and responsibility, as evidenced in part by the host teacher’s evaluation and in part by your written and oral feedback.

2 = C = “C” level field work:
- Reflects close to 30 hours a week;
- Is documented through log sheets, field notes and journaling, though somewhat incomplete or carelessly done;
- Is completed, but does not go beyond minimum effort and expectation, as evidenced in part by the host teacher’s evaluation and in part by your written and oral feedback.

RUBRIC: Analysis Papers 1 and 2:
4 = A = An “A” Paper:
- Has a clearly defined thesis reflecting depth and complexity;
- Has ample and detailed support from excellent sources interwoven and synthesized throughout the paper;
- Reflects appropriate documentation of all sources;
- Is well organized, with introduction, body and conclusion;
- Is grammatically correct and mechanically error-free.

3 = B = A “B” Paper:
- Has a clearly defined thesis that reflects some depth;
- Has sufficient support throughout the paper, though not as well-synthesized;
- Reflects appropriate documentation of all outside sources;
- Is well organized, with introduction, body and conclusion;
- Has few grammatical/mechanical errors.

2 = C = A “C” Paper:
- Has a weak thesis which lacks clarity and depth;
- Has some, but inadequate, support throughout the paper;
- Reflects documentation, though incorrect, of outside sources;
- Is poorly organized, with introduction, body and conclusion;
- Has numerous grammatical/mechanical errors.

Anything below this level is poorly constructed, sloppily written, or lacks focus. These papers require significant editing and rewriting in order to obtain a score of “2.”
RUBRIC: Portfolio:

4 = A = this portfolio:
- includes all logs, field notes, journals, and graded analysis papers, all of which reflect a
  high level of depth and commitment to your own learning;
- includes the final “Adolescent Literacy At Work” paper, reflecting depth (“big ideas”),
  accuracy, clarity and creativity; Hillview lesson plan may also include a reflection of the
  teaching of it;
- Includes any additional items you wish to add;
- Includes a table of contents;
- Is neatly packaged in a large envelope or three-ring binder that keeps papers secure.

3 = B = this portfolio:
- Includes all necessary components listed in “A” above, with some depth and commitment
  to your own learning;
- Includes “Adolescent Literacy At Work” paper, completed with accuracy, thought and
  clarity; lesson plan may also include a reflection of the teaching of it;
- Includes any additional items you wish to add;
- Includes a table of contents;
- Is neatly packaged in a large envelope or three-ring binder that keeps papers secure.

2 = C = this portfolio:
- lacks the depth and commitment of A and B above;
- Includes all components, but carelessly done or incomplete;
- Has no additional items, no table of contents and/or no secure packaging.

Anything below this level is poorly constructed, sloppily written, or lacks focus. These papers
require significant editing and rewriting in order to obtain a score of “2.”
**READINGS/ASSIGNMENTS:**
- **PLEASE NOTE:** “Tovani” = Tovani text; “Yagelski”= Yagelski text; “R/DB” means reserve/database; “Reserve Desk” means hard copies available at library reserve desk. “WEB” means weblink to a specific site.
- **YOU MUST ALSO REFERENCE LYCEUM AND ELECTRONIC RESERVES!**

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC:</th>
<th>READINGS DUE:</th>
<th>ASSIGNMENTS DUE:</th>
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<tbody>
<tr>
<td>1/8</td>
<td>Introduction/overview/ expectations of the course.</td>
<td>Biancarosa and Snow (Lyc) Moje (R/DB/Lyc) “ALAN” Review (Lyc)</td>
<td>“Adolescent Lit” SURVEY, take by 1/10 (Thurs) Ellen and Tasha, 2:00</td>
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<td>1/10</td>
<td>Review of the research, overview of issues</td>
<td>Biancarosa and Snow (Lyc) Moje (R/DB/Lyc)</td>
<td>Begin selection of a YA book, browse book lists online</td>
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<tr>
<td>1/15</td>
<td>Sociocultural theory/ Social self</td>
<td>Yagelski, chs 1 &amp; 2</td>
<td>Begin journals on readings (Do 3 RR journals this week) Ellen returns at 2:00</td>
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<tr>
<td>1/17</td>
<td>Sociocultural theory/ Multiliteracies</td>
<td>Tovani, chs 1 &amp; 2 Collins (R/DB/Lyc) Hinchman &amp; Moje (R/DB/Lyc)</td>
<td>Set up field work this week (contact teacher; set schedule) J Set #1 due</td>
</tr>
<tr>
<td>1/22</td>
<td>Literacy Across the Curriculum; curriculum planning</td>
<td>McConachie (R/DB/Lyc) “Gist” (R/DB/Lyc) NCTE principles (Lyc) NCTE guidelines (Lyc)</td>
<td>Don’t forget to READ your YA books!</td>
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<tr>
<td>1/24</td>
<td>Strategies</td>
<td>Tovani, ch 3 &amp; 4 ASCD “Learning from” (Lyc) ASCD “Strategies” (Lyc)</td>
<td>Field placements must be all set by now! Begin work in your school, 4 hours/wk min., keep careful logs/journals J Set #2 due</td>
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<tr>
<td>1/29</td>
<td>Strategies</td>
<td>Tovani, chs 5, 6, 7</td>
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<tr>
<td>1/31</td>
<td>Strategies</td>
<td>“Phonics instruct” (R/DB/Lyc) “Where Am I?” (R/DB/Lyc) “AA learners” (R/DB/Lyc)</td>
<td>J Set #3 due</td>
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<tr>
<td>2/5</td>
<td>Literacy and gender: Boys</td>
<td>Newkirk, ch 6 (Res Desk) Fletcher, chs 7, 12, 17 (Lyceum) Strauss, “Educators Differ on Why Boys…” (Lyceum)</td>
<td>Lit Circle #1: Be prepared to share and discuss a YA book</td>
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<tr>
<td>2/7</td>
<td>Literacy and gender: Girls</td>
<td>“Sponsors of Lit” (Brandt)(R/DB/Lyc) Finders, ch 2 (Res Desk)</td>
<td>J Set #4 due</td>
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<tr>
<td>2/12</td>
<td>Special issues</td>
<td>Fecho et al (in Alvermann et al, ch 10) (Res Desk) Mahiri (R/DB/Lyc) ELL articles (2) (Lyceum)</td>
<td>Work with groups today on curriculum unit for Hillview (Tasha comes in)</td>
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<tr>
<td>2/14</td>
<td>Special issues &amp; Mid-review</td>
<td>Snow and Biancarosa: Gap (Lyceum)</td>
<td>Write interview Q’s together J Set #5 due</td>
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<td>2/16</td>
<td>BREAK</td>
<td>YA literature: read, read, read!</td>
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<td>Date</td>
<td>Assignment</td>
<td>Reading Material</td>
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| 2/26   | Transliteracies,            | Yagelski, chs 3 and 4                          | * Interview a teenager by 3/6, and transcribe the interview. Post on Lyceum.  
  contextualized literacy                                      |
|        |                             |                                                | * Analysis Paper #1 due today                               |
| 2/28   | Transliteracies,            | Lewis and Fabos (R/DB/Lyc)                     | Jigsaw Ex (articles in class)                               |
|        | digital literacies          |                                                | J Set #6 due                                               |
| 3/4    | Technology                  | Yagelski, ch 5                                | LESSON AT HILLVIEW                                          |
|        |                             | “Outside Interests”(Gewertz)                  | Lit Circ #2: Discuss YA book                                |
|        |                             | (R/DB/Lyc)                                    |                                                            |
| 3/6    | Responding to student      | Tobin, ch 4 (Res Desk)                        | Due today: Post of transcript of interview with a teen      |
| 3/11   | Coding our data: what       | Moje & Lewis (Lewis et al, ch 2) (Res Desk)    | LESSON AT HILLVIEW                                          |
|        | emerges? How to make        |                                                |                                                            |
|        | sense of it?                |                                                |                                                            |
| 3/13   | Writing about our data:     | Interview examples with sample write-up (lyceum)| Group work with interview data                              |
|        | How to present it           |                                                | J Set #8 due                                               |
| 3/18   | Presentation of data:       | (TBA: probably classmates’ transcripts of     | Group work with interview data                              |
|        | Work on projects            | interviews, plus lesson plans for Hillview)   | LESSON AT HILLVIEW                                          |
| 3/20   | Additional concerns         | Tovani, chs 8 & 9                             | Group work with interview data                              |
|        | about reluctant teens       |                                                | J Set #9 due                                               |
| 3/25   | Website exploration         | (TBA: see list of websites to explore and     | * Analysis Paper #2: Interviewing process/ findings/discussion |
|        | Plus: Information Literacy  | discuss with classmates)                       | LESSON AT HILLVIEW                                          |
|        |                             | Plus: “Information Literacy” (McDonald) (Lyc)  |                                                            |
| 3/27   | Free choice: article to     |                                                | Jigsaw “found” articles                                   |
|        | share: bring in one you’ve  |                                                | J Set #10 due                                              |
| 4/1    | Pedagogical implications    | Yagelski, ch 6                                | * Lit Circle #3: Discuss a YA book                         |
|        | for teachers: What can/     | Teens on the Brink (Charles) (Lyceum)          |                                                            |
|        | should we do?               |                                                |                                                            |
| 4/3    | LAST CLASS, wrap up!        |                                                | Field Teacher evals due                                    |
| 4/12   | EXAM PERIOD ENDS            |                                                | J Set #11 due                                              |

Final Portfolio Due!!