

# 2008 ANNUAL LITERACY CONFERENCE – EERC/OWP

## REQUIREMENTS FOR UO WORKSHOP CREDIT

**COURSE TITLE:** WRK Literacy Conference TED 608 CRN 16758  
Credit: 1 Grading Option: P/NP Only Fee: \$56

**Instructor:** Nathaniel Teich, Professor Emeritus of English  
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**Course Description:** Workshop credit is offered to teachers holding baccalaureate degrees and participating in the Annual Literacy Conference, on State Inservice Day, co-sponsored by the Emerald Empire Reading Council and the Oregon Writing Project at the University of Oregon.

**Course Goals/Objectives:** These workshop activities and follow-up professional study and classroom applications are designed to increase participants' knowledge and proficiency in developing classroom practices to improve the literacy of their students. They will adopt and implement strategies gained from conference presenters, discussions, and subsequent reading of current academic resources.

**Credit:** For one graduate credit, the University of Oregon requires 10 hours of meeting in class and at least 20 hours of work on assignments out of class. For a one-day workshop, in order to meet the in-class requirement, we have developed the following lunch-time and extended-session assignments which encourage your continued explorations of how you can apply to your teaching what you experienced in the conference sessions.

### Requirements for those enrolling for the one graduate credit:

- (1) attend a full day of sessions, morning and afternoon (6 hours);
- (2) engage in lunch-time discussions; summarize briefly in a reflective log entry (1 hr.);
- (3) attend extended conference session to discuss requirements and plan for follow-up assignments (1 hr.);
- (4) participate in extended email discussion during follow-up activities (2 hrs.);
- (5) complete follow-up reading and apply strategies in classroom practices; submit written reflections, lesson descriptions, and representative student examples (20 hrs.)

### Detail of In-Class and Out-of-Class Activities and Times:

1. Attend morning and afternoon sessions (total 6 hrs.) which will include discussions, demonstrations, and handouts in workshops led by teachers experienced at the appropriate grade levels.
2. Lunch Assignment (1hr.) requires that, during the lunch break, each person enrolled for credit will meet with one participant (or more), preferably those who teach at or close to the same grade levels. Consider the following:

Discuss and record some brief notes on the general impact of the workshop so far: what are the most important aspects? List several specific teaching strategies that interest you and that you could apply. Share information about your own teaching situation and how you propose to use the new strategies to improve your students' learning and performance. Finally, list any questions or issues you wish to ask of the presenters during the afternoon session, or of the Instructor in the extended session. **Please keep your notes on these matters and summarize them as the first entry in your teaching log when you turn in your final out-of-class report.**

3. Extended Session (1 hr.) with Instructor offers you the opportunity to discuss issues raised during the workshop sessions, to share ideas with other participants, and to ask questions to clarify the out-of-class assignment and evaluation procedures.

4. Extended Email Discussion (2 hrs.) will be conducted with Professor Teich as you work on your Out-of-Class Assignments. You will email a progress report on your reading, implementing the strategies, and any related teaching issues. Please contact Professor Teich early in your planning stage to describe your planned classroom applications.

5. Out-of-Class Assignments (20 hrs.) are designed for you to make your workshop experiences practically useful to your teaching. Your task is to develop plans for adapting specific strategies and activities from the workshop into your classroom practices, read and review several academic resources relevant to the lessons being planned, implement the new plans, and report on the results. Consider the following:

Keep a teaching/reflections log with sufficient descriptions and details to report on the two or three new strategies that you have incorporated into your current practice. Describe how they change, extend, or refine your approaches. In the process of teaching with these new strategies, summarize in brief log entries your judgment of the effectiveness. When the students' activities are completed, reflect on the success of the process and the quality of the results: How did students respond to the lesson? What worked well? What did students struggle with? What would you do differently? Were there different problems for various levels of learners and how could you better resolve them?

**Required Reading:** In consultation with Professor Teich, select one print or web resource that relates to the strategies you are implementing. Report briefly [minimum 300 words] on the theoretical and practical relevance of this resource to your classroom activities and professional knowledge. Some suggested current book authors are: Nancy Atwell, Lucy Calkins, Ruth Culham, Ralph Fletcher, Barry Lane, Vicki Spandel, William Zinsler. You're free to select from these or other sources. On the web, see the sites of: International Reading Association <[www.reading.org](http://www.reading.org)>; National Council of Teachers of English <[www.ncte.org](http://www.ncte.org)>; and their joint program <[ReadWriteThink.org](http://ReadWriteThink.org)>.

**Grading:** As a P/NP credit workshop, you will receive a Pass if you attend the full day of sessions and submit one copy of a satisfactory written report on your out-of-class project based on the assignments detailed above. Professor Teich will evaluate their submissions

based on clarity, thoroughness, and completion of all requirements. Revisions and additions may be requested where necessary.

**DUE DATE:** This is a Fall Term course. So, for your grade to be posted on time, your work is **due before Monday, December 15, 2008**. Otherwise you will be marked as Incomplete, and you will have 2 more terms to remove the Incomplete. Therefore, for timely credit to be awarded, you should get started on your classroom plans immediately.

**TURNING IN YOUR WRITTEN REPORT VIA EMAIL:** I intend to submit grades in the UO on-line system on Monday, December 15. Please email me your report – your teaching log and reflections, **excluding** student examples (unless they are digital) – as a Microsoft WORD attachment or pasted into the body of your email. **OR**, you can postal mail all or some of your material to arrive before the due date, to the address below.

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