Please attach / submit additional documents as needed to fully complete each section of the form.

I. SERVICE LEARNING COURSE

Dept/Program: Curriculum & Instruction/Literacy Studies

Course Title (Course title should end with the following designation: /SvcLrn)

Content Area Literacy/SERV

Course Number: EDU 481

Number of credits: 3

Type of Request: [ ] New [ ] One-time Only [X] Renew [ ] Change [ ] Remove

Rationale: The service learning component of EDU 481: Content Area Literacy is central to the course. The service learning experience allows students to serve in educational settings and to examine literacy and diversity, the two major course themes.

II. ENDORSEMENT/APPROVALS

* Instructor: Prof. Jessica Gallo

* Phone / Email: Jessica.gallo@umontana.edu

* Program Chair: Prof. Georgia Cobbs

* Dean: Dean Roberta Evans/Assoc. Dean Susan Harpe

Signature: [Signature] Date: Oct. 1, 2015

Signature: [Signature] Date: Oct. 1, 2015

Signature: [Signature] Date: Oct. 1, 2015

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. UM SERVICE LEARNING DEFINITION

Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students’ understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

IV. SERVICE LEARNING COURSE CRITERIA

The University of Montana has established the following criteria for service learning designated courses. In order to receive the service learning course designation, the proposed course must clearly exemplify all of the following criteria:

- Students in the course will provide a needed service to individuals, organizations, schools, or other not-for-profit or tax-exempt entities in the community.
- The service experience is directly related to the subject matter of the course.
- Knowledge from the discipline informs the service experiences with which the students are to be involved.
- Activities in the classroom will provide opportunities for students to actively reflect upon what they have learned through the service experience and how these experiences relate to the subject matter of the course. Reflection should be imbedded as course assignments, and in-class time should be scheduled throughout the semester to do reflection – both should be clear on the syllabus. Reflection should incorporate discussion/assignments that help students understand the importance of meeting community needs through service and civic engagement in a democratic society.
The course offers a method to assess the learning derived from the service. Credit will be given for the learning and its relation to the course, not for the service alone.

Student service should address community-identified needs and represent reciprocal partnerships between the campus (class) and community partner organization(s). Community partner(s) should have the opportunity to provide advice and feedback in class on the value and impact of the service performed by the students.

Training (by the service agency) and preparation (by the course instructor) ensure that students are well-prepared and perform service activities in a professional manner in which vulnerable populations are not harmed.

Service options ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict for the student.

In a 3-credit service learning course, students should be required to perform a minimum of 15 hours of community service per semester (i.e. 5 hours of service per academic credit.) Service hours may include hours spent in training, preparation, and direct contact with clients.

If the proposed course is an internship course, the syllabus should clearly indicate not only the learning objectives that are to be achieved through the service, but also the connection between this course and curriculum from other courses in the discipline. There should be a clear connection of the interrelatedness between the service learning internship and previous coursework the student has taken to prepare them for their service work.

V. CONFIRMATION OF SERVICE LEARNING COURSE CRITERIA

Explain how this course meets each of the following criteria.

1. Need for service: Describe the community-identified need and the nature of the service experience students will be involved in.

As content-area experts and future teachers, my students are in a unique position to support literacy in many different kinds of learning settings. In partnering with many local organizations (Writing Coaches of Missoula, Flagship, AmeriCorps, Women's Opportunity and Resource Development, etc.), my students support literacy development for people of all ages and learning situations. Their service learning experience allows them to support these organizations while learning about the many ways that literacy impacts people’s lives.

2. Relation to course content: Describe how the service experience is related to the subject matter of the course. How do students apply their classroom learning in the service experience?

Students conduct a qualitative research project related to the roles of literacy and diversity in their service learning sites. This project allows them to deeply understand the nature of the service learning site and to think about the multitude of ways that the abstract concept of literacy plays out in real lives.

3. Reflection: What opportunities are provided in the classroom for students to reflect upon what they have learned through their service experience? How is service placed within the broader context of civic engagement and service to others? Reflection assignments and activities should be clearly noted as such in the syllabus and should occur throughout the semester, not just at the end.

Through periodic research check-ins, students have several opportunities to think about their service learning/research sites with their peers. Together we talk through research methods that will support their deep understanding of the services they are providing in the communities and classrooms. The combination of a research project with the service learning experience ensures that students are thinking of ways that they can tangibly contribute to the service learning environment while also being engaged in service. Students reflect through a series of research steps: keeping research notebooks, developing a research question, interviewing someone in their service learning site, completing library research about their chosen question, and formulating recommendations related to their questions.
4. Assessment: What method(s) are used to assess the learning derived from the service experience? How often do they occur in the semester?

Students' research notebooks are assessed through the research check ins three times during the semester. Students' observations and engagement in the service learning site make up the bulk of the data for their research project. After gathering several weeks of data, students write a reflective analysis of their learning in the service learning site. Students are also assessed on their learning and recommendations from their service learning sites when they present their research at the end of the semester.

5. Reciprocity: How do community partner(s) provide advice and feedback on the nature and value and impact of the service performed by the students?

Several community partners visit our class to talk about their service learning opportunities. Partners also provide training for their particular sites. Students are also required to interview someone associated with the service learning site (site directors, co-teachers, students, parents, etc.) about literacy and diversity in relationship to the service. Students are encouraged to develop their research questions in consultation with site leaders to ensure that they are choosing a practical, important area of study.

6. Training: What training and preparation will be provided to students, and by whom, to assure students are prepared to perform their service activities in a professional manner in which vulnerable populations are not harmed?

Training is provided in my classroom in terms of service learning expectations, professional behavior, research methods, and engaged interactions. The partners provide training for students related to the unique needs of the service organization.

7. Service options: What service options exist to ensure that no student is required to participate in a service placement that creates a religious, political, or moral conflict?

Several service learning options are presented in class, and students are encouraged to choose a service learning site that fits their needs and the requirements of the project.
8. Number of service hours required: How many hours of service per semester are students required to perform? Provide detailed description of the service activities to be performed.

Students are required to complete at least 15 hours of service over the course of the semester. Students often work as writing coaches (Writing Coaches of Missoula), tutors (Flagship, TRIO, and AmeriCorps), classroom support (local schools), and sports coaches (local schools and extracurricular organizations).

VI. COMMUNITY PARTNER INFORMATION

Provide information on the organization(s) that will provide service placements for students in this course.

Name of Agency/Organization | Flagship
--- | ---
Contact Person | Nicole Mitchell
Phone/ Email | nmitchell@wmmhc.org

Name of Agency/Organization | Writing Coaches of Missoula
--- | ---
Contact Person | Diane Benjamin
Phone/ Email | writingcoachesofmissoula@gmail.com

Name of Agency/Organization | AmeriCorps VISTA
--- | ---
Contact Person | Kelsie Severson
Phone/ Email | klseverson@mcpsmt.org

VII. ASSESSING SERVICE LEARNING AT UM

Service learning and community engagement are important aspects of UM’s strategic plan. The Office for Civic Engagement at UM collects data about service learning to track student and faculty engagement and assess its impacts. To streamline data collection, analysis, and reporting, professors of service learning designated courses are highly encouraged to commit to having their students complete the university’s pre/post-test service learning questionnaire. Faculty are also highly encouraged to fill out the online Service Learning Faculty Survey at the end of the semester they teach service learning courses.

✓ I will commit to having my students complete UM’s online service learning pre/post-test
✓ I will commit to filling out UM’s online faculty service learning survey.

VIII. SYLLABUS

PLEASE SUBMIT SYLLABUS IN A SEPARATE FILE.
The syllabus should clearly indicate that this is a service learning course and it should include the UM Service Learning Definition as text within the syllabus (please see definition above). The syllabus should also demonstrate how the above criteria are satisfied. For assistance see preparing a service learning course syllabus or Andrea Vernon, Director of the Office for Civic Engagement.

VII. ELECTRONIC SUBMISSION

Submit approved original, and electronic file to the Faculty Senate Office, UH 221. A PDF of the original signed form is acceptable.
EDU 481.01: Content Area Literacy SERV
Fall Semester 2015
Wednesdays, 4:10-7:00 PM
215 Education

Instructor Information
Instructor: Jessica Gallo, Ph.D.
Office: PJWEC 101
Email: jessica.gallo@umontana.edu
Office Hours: Wednesdays, 1:00-3:00
Office Phone: (406)243-5064

Purpose of the Course
In this course, we draw on sociocultural and developmental frameworks to explore how teachers can promote
the enhancement of literacy skills in instructional practices across all content areas. We discuss the nature of
literacy practices in and across classrooms, disciplines, and communities. Several elements are included in our
examination of literacy: critical reflections on our own and others’ literacy development; examination of a
variety of theories, models, and strategies for literacy instruction and assessment; and attention to the
development of our writing skills. We will also explore students’ foundations of literacy and learning, examining
the process by which middle and high school students develop literacy within specific content areas in an effort
to understand strategies for adolescents’ literacy development more holistically. We also attend to important
pedagogical concepts for teaching successfully in multilingual classrooms. Finally, we engage in an exploration of
the role of literacy in equitable education for all students. Through a service learning component, this course
includes an emphasis on field and action research as a way to inform and improve instructional practice.

UM Service Learning Definition
This course is designated as a Service Learning course. During this semester, you will engage in a service
learning project that will help you examine literacy and diversity while providing a service to the community.

Service Learning is a method of teaching and learning in which students, faculty and community partners work
together to enhance student learning by applying academic knowledge in a community-based setting. Student
work addresses the needs of the community, as identified through collaboration with community or tribal
partners, while meeting instructional objectives through faculty-structured service work and critical reflection
meant to prepare students to be civically responsible members of the community. At its best, service learning
enhances and deepens students’ understanding of an academic discipline by facilitating the integration of
theory and practice, while providing them with experience that develops life skills and engages them in critical
reflection about individual, institutional, and social ethics.

Student Learning Outcomes
By the end of this semester you will:
1. Understand expanded definitions of literacy and its social and cultural impacts on a diverse and
   multicultural society;
2. Understand how students develop literacy most effectively and apply this understanding to classroom
   methods and activities;
3. Create a variety of meaningful classroom activities, materials, and resources for future use;
4. Demonstrate teaching strategies that guide and assist learning, foster critical thinking, and incorporate literacy skills;
5. Explain the connections between literacy skills and content knowledge, and examine texts (broadly conceived) that foster these connections;
6. Be familiar with a variety of ways to assess student literacy skills and plan for instruction accordingly;
7. Undertake field research as a method for improving classroom practice and for engaging in service learning;
8. Understand the 7 Essential Understandings of the Montana Indian Education for All Act;
9. Develop and reinforce the practice of critical reflection in your professional life;
10. Challenge and reinforce your own beliefs and feelings about teaching and participating in a democratic society.

Required Texts

Additional articles required for this course will be available electronically through our course Moodle. Please bring a copy of course texts and assigned articles (either digital or hard copy) to class on the day they are due to be read.

Course Policies
Attendance and Participation
As a member of a learning community, your presence is valued, valuable, and necessary. When you are not present in class, you limit not only your own learning, but also your contributions to the learning of your classmates. For this reason, class attendance is mandatory. You are expected to participate fully in discussions and class activities. We all need to actively engage in class discussions and activities and be attentive and respectful of the opinions of others. Missing more than one class session will result in a two point deduction from your final percentage grade for each absence. Any late arrivals or early departures of more than ten minutes will result in a one point deduction from your final percentage grade.

Late Assignment Policy
You are expected to meet each due date listed on the course syllabus. Failure to do so will affect your final grade in this course. If you cannot meet a course deadline, it is your responsibility to discuss this with me in advance of the due date.

Accommodating Disabilities
I wish to fully include each student in this course. If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services, arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the Disability Services website.
Academic Misconduct Policy
Any instances of academic misconduct, including plagiarism, will result in an F for the course.

Technology Policy
I encourage you to use your laptop or tablet to take notes or to recall readings during class. Personal internet usage, such as checking email or Facebook, is not permitted during class time. Students found to be browsing the internet or participating in non-class-related activities online while class is in session will no longer be permitted to bring their laptops or other devices to class. Cell phone use is not permitted during class time.

Course Grading and Evaluation

Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grading Scale by Percentages</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>&lt;59%</td>
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Please keep a record of your own performance. It is a good idea to keep a copy of work and materials handed in to me.

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of Course Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>In-Class Activities and/or Quizzes</td>
<td>10%</td>
<td>ongoing</td>
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<tr>
<td>Literacy and Language Autobiography</td>
<td>10%</td>
<td>Wed., Sep. 23</td>
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<tr>
<td>Strategy Lesson</td>
<td>15%</td>
<td>ongoing</td>
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<tr>
<td>Interdisciplinary Unit Plan</td>
<td>20%</td>
<td>Sun., Oct. 18</td>
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<tr>
<td>Field Research Project</td>
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<tr>
<td>Research Notebook</td>
<td>10%</td>
<td>ongoing</td>
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<tr>
<td>Data Synthesis</td>
<td>10%</td>
<td>Wed., Nov. 4</td>
</tr>
<tr>
<td>Research Question</td>
<td>5%</td>
<td>Wed., Nov. 18</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
<td>Wed., Dec. 2</td>
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<tr>
<td>Field Research Presentation</td>
<td>10%</td>
<td>During final exam</td>
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<tr>
<td>Total</td>
<td>100%</td>
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In-Class Activities and/or Quizzes
10% of course grade
In-class activities and small additional assignments will be announced throughout the semester. Quizzes on the course readings maybe announced or unannounced.

Literacy and Language Autobiography
10% of course grade
In a narrative of your life, you will describe how you became literate in the academic Discourse of school. You will define literacy and include experiences from school, home, and community as you discuss your literacy history. You may focus on all aspects of personal literacy, including your race, class, language background, and sexual orientation if these aspects have affected your literacy learning. 4 double-spaced pages.
Strategy Lesson Presentation
The purpose of this assignment is for you to teach a literacy strategy in an engaging way. Using one of the literacy strategies from our course text Classroom Strategies for Interactive Learning and a text from your content area, you and your group members, if applicable will prepare a 20-minute presentation for the rest of the class. All assigned literacy strategies are discussed in depth in Classroom Strategies for Interactive Learning. The purpose is to help everyone become familiar with your chosen literacy strategy so that each teacher can apply it to his or her own content area.

You must bring some sort of visual for your presentation and a handout that describes: the name of the strategy, a description of the strategy, and an example of how to use the strategy with your chosen text. You may use a text from your content area to demonstrate the strategy in action. Email me your lesson plan at least 48 hours before your presentation.

As an audience member, you will write a short reflection about how you can implement the strategy in your content area. More details will be provided in class.

Interdisciplinary Unit Plan
Working with a multidisciplinary group of your peers, you will construct an interdisciplinary/integrated unit that attends to general as well as content specific literacy practices and accommodates students’ diverse learning needs. Units will be organized around the central text Radioactive.

Field Research Project
Using your service learning site as your research site, you will develop a question related to students’ literacy, diversity, and content knowledge. This project is divided into several parts over the course of the semester.

Research Notebook
During your time in your field research site, you will take field notes in which you will document the various kinds of literate practices occurring and the diversity structures in place within that context. You will also interview at least one person about literacy and diversity. Individuals to interview may include teachers, a principal, school specialists, librarians, students, and staff. There will be periodic research check-ins for which you will need to bring your research notebook with your field notes.

Data Synthesis
Once you have collected all of your data, you will synthesize your thinking about literacy and diversity in your research site and compile the field and interview notes into a comprehensive examination of what literacy and diversity mean and look like at your field site in relation to a future topic of inquiry (3-4 pages plus field notes and interview transcripts).

Research Question
Based on your observation notes and interviews, you will develop a research question of interest related to literacy and diversity issues. In addition to your research question, you will include 1-2 paragraphs explaining why your question is important, how this question relates to course themes of literacy and diversity, and how you might attempt to answer your question (through readings, discussions, interviews, observations, student work, reflections, videos of your teaching, etc.).

Annotated Bibliography
In this assignment, you will read published research related to your research question and write an annotated bibliography with at least five (5) sources from outside of the class readings. In the analysis, you will analyze the
literacy and diversity structures in place within your service learning site and apply some specific strategies from your annotated bibliography to discuss how they might work within your research context based on course themes: language, including English Language Learners, literacy, diversity, multiculturalism and teaching for social justice.

Field Research Presentation

10% of course grade
By drawing on your interviews, field notes, and independent research about your research question, you will prepare a presentation of your findings and recommendations to your peers. You will also prepare a one-page handout that details your recommendations, possible next steps, and resources that would be helpful in the implementation of your action plan.

Course Schedule

The course schedule and readings are tentative and subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Reminders</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introductions and Syllabus</td>
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<tr>
<td>Sep. 2</td>
<td>Planning for the Service Learning Requirement</td>
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<tr>
<td>Week 2</td>
<td>What Is Literacy?</td>
<td>For Today:</td>
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<td></td>
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<td>- On Moodle: Delpit, “The Politics of Teaching Literate Discourse”</td>
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<td>Week 3</td>
<td>Language, Diversity, and Identity</td>
<td>For Today:</td>
<td>Draft of literacy autobiography due (bring 2 paper copies to class)</td>
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<tr>
<td>Sep. 16</td>
<td>Workshop Literacy Autobiography</td>
<td>- Zwiers, Chapter 1, “Understanding How Students Use Language”</td>
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<tr>
<td>Week 4</td>
<td>Literature in the Content Areas</td>
<td>For Today:</td>
<td>Revised final draft of literacy autobiography due by 11:55 p.m. on Moodle</td>
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<tr>
<td>Sep. 23</td>
<td>Introduction to the Interdisciplinary Unit</td>
<td>- Redniss, L. <em>Radioactive</em></td>
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<td>- As you read, write five questions to facilitate discussion of this book as a reader, a discipline expert, and a teacher.</td>
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<tr>
<td>Week 5</td>
<td>What Is Disciplinary Literacy?</td>
<td>For Today:</td>
<td>Field Research Site Information due by 11:55 p.m. on Moodle</td>
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<tr>
<td>Sep. 30</td>
<td>Collecting Research Data</td>
<td>- On Moodle: Montana Common Core Standards for Disciplinary Literacy</td>
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<td>- Zwiers, Chapter 2, “Language Skills Required by the Common Core State Standards”</td>
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<tr>
<td>Week 6</td>
<td>Creating a Literate Environment in the Content Areas</td>
<td>Week 7</td>
<td>Teaching across Content Areas</td>
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<tr>
<td>Oct. 7</td>
<td>For Today:</td>
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<td>No reading for today. Work on your interdisciplinary units.</td>
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<td><strong>Strategy Lesson 1: Vocabulary</strong></td>
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| Week 12   | Writing Across the Curriculum | For Today:  
- Zwiers, Chapter 8, “Language for Creating Complex Texts”  
- On Moodle: Daniels, Zemelman, and Steineke, “Writing to Learn”  
Strategy Lesson 5: Writing | Field Research Question due by 11:55 p.m. on Moodle |
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<tr>
<td>Nov. 18</td>
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<tr>
<td>Week 13</td>
<td>No Class: Thanksgiving Break Student Travel Day</td>
<td></td>
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<tr>
<td>Nov. 25</td>
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</tbody>
</table>
| Week 14  | Assessing Literacy           | For Today:  
- Zwiers, Chapter 9, “Building Language Development into Lessons and Assessments”  
- On Moodle: Tovani, “Grading Is Killing Me”  
Strategy Lesson 6: Inquiry and Research | Annotated Bibliography due by 11:55 p.m. on Moodle |
| Dec. 2   |                              |                                                |
| Week 15  | Preparing the Field Research Presentation  
Putting It All Together: Literacy in Your Content Area | For Today:  
- Zwiers, Chapter 10, “Concluding Thoughts”  
- On Moodle: Johnston, “Choosing Words, Choosing Worlds”  
| Dec. 9   |                              |                                                |
|          | FINAL EXAM: Wednesday, December 16, 5:30-7:30, 215 ED. |

Graduate Option

If you are taking this course for graduate credit, you will complete an additional project of your choice. The options listed below are a few suggestions, but you should ultimately choose a graduate project that will be most beneficial to you in your career and educational paths. You are welcome to propose a project that is not listed here. No matter how you choose to complete this work, you must schedule a time to talk with Professor Gallo about your decision. Here are a few options to get you started:

1. Extend your annotated bibliography for your field research project to include ten sources instead of four. This would give you additional research to draw on for your final presentation.
2. Write a paper based on your field research. Everyone will have to create a one-page handout with their findings, but if you choose this option, you would write a fuller analysis of the findings of your study and your recommendations.
3. Propose a conference presentation related to literacy in your content area. You do not have to actually present at a conference (that would be awesome!), but this proposal would outline your presentation at a professional conference in your content area.

4. Develop a unit of study that incorporates literacy in your content area. Write at least five connected lesson plans that use literacy in your content area.