

L506 – Spring 2009
Reading and Academic Support for Postsecondary Learners
Oncourse
Indiana University

Instructor Information:

Instructor: Wendy Whitmore, Ph.D. student
Email: email through the Oncourse system

Course Goals:

L506 provides theoretical grounding and practical applications for teaching postsecondary learners. Assignments focus on designing programs, instruction and services that meet the needs of new and continuing college students, adults in educational and training programs, or high school students preparing for college.

Required Text:

Cohen, E. G. (1994.) *Designing groupwork: Strategies for the heterogeneous classroom.* (2nd ed.). New York: Teachers College Press.

McKeachie, W. J. (2005). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers.* (12th ed.). New York: Wadsworth.

Tierney, R.J. and Readence, J. E. (2005). *Reading strategies and practices: A compendium.* (6th ed.). New York: Allyn and Bacon.

All articles will be available to download under the Resource tab on Oncourse.

Summary of Assignments:

All assignments are due *at 11:59PM* on the due date.

1. **Participation in online discussions:** Keep an informal journal as you contemplate the readings. One technique is to look for at least one of each of the following: a question, a surprise, something to remember, and a connection to something in your experience (QSRC). Be sure to reference the reading by using direct quotes and paraphrases at least once when posting for a piece. Noting the page number will help your classmates locate the passage in the reading. The online discussion area is under the Forum tab. This recorded idea-keeping will help you in the online discussions, your annotated bibliography, and final project.
2. **Postsecondary stories: First part:** Think back to your own postsecondary school experiences. What shaped your learning? What were some of your successes? What made those successes possible? In what ways did you struggle in the postsecondary school experience? How did you identify and wrestle with your struggles? These stories are so powerful – I am excited to learn more about how you experienced school for yourself. **Due: Tuesday, January 20th**

Second part: Interview two other people about their own postsecondary experiences. The purpose of this assignment is to get to know individuals you

plan on working with in the postsecondary setting. For example, I work with many high school students who are considered struggling readers. I might interview one male and one female high school seniors about his/her academic reading experiences. I might ask about the successes and struggles they have with motivation or reading or some other topic of interest. Dr. Carspecken's interview chapter is an amazing guideline for creating some questions and trying out some interviewing techniques (Carspecken, 1996). Dr. Carspecken's chapter is located on Oncourse under the Resource tab: Week one. Please construct an *interview protocol* (see handout and protocol example under Resource tab: week one) and submit it to me by **Tuesday, January 27th**. Once you receive my feedback from the protocol, set up your interview times with your participants. Please submit a five – seven page narrative essay focusing on the themes found from interviewing your participants. **Due: Sunday, March 29th**

3. **Annotated Bibliography:** The purpose of this bibliography is to help you prepare a strong reading base for your final project. Find and describe at least eight - ten outside journal articles/ book chapters relevant to your teaching/research interests. All the articles must relate to the same topic (example: literacy writing and ELLs). The bibliography should follow APA format. Please see Purdue's website for any questions you might have regarding this format: <http://owl.english.purdue.edu/owl/resource/560/01/> (This is an amazing site – bookmark it immediately!) The texts should be published within the last 10 years, unless article is of significant historic value. **Due: Sunday, April 12th**
4. **Final project:** This project is meant to be a practical help to you and your own interest in postsecondary learning. Potential projects could be a strong literature review for a future paper or dissertation, an in-service teacher training series that addresses issues of postsecondary literacy and learning, a unit plan that incorporates some of the elements learned in this class, or a biographic study of scholar or researcher in the field. The possibilities are endless. You will submit a project proposal during week three of the course (**submit proposal by Sunday, February 15th**) outlining your goals for the final project. I encourage you to be creative – this project is meant to inspire and challenge you, not to be considered additional busy work! The annotated bibliography should support your final project idea. **Sunday, April 26th**

Grading:**Assignment due dates and point values:**

Assignment	Due dates	Point possible	Percentage of final grade
Discussion contributions	Due Monday nights/ Thursday nights by midnight (weeks 1 – 8); postings for readings	90 points	30%
Our own postsecondary stories	Tuesday, Jan. 20 th	15 points	5%
Their own stories: Two Interviews	Sunday, March 29 th	45 points	15%
Annotated bibliography	Tuesday, April 12 th	60 point	20%
Final Project	Sunday, April 26 th	90 points	30%
TOTAL		300 points	100%

Grading Scale:

Grade	Percentage of Points	Total Points Earned
A	100-94%	282-300
A-	93-90%	270-282
B+	89-87%	261-270
B	86-83%	249-260
B-	82-80%	238-248
C+	79-77%	231-237
C	76-73%	219-230
C-	72-70%	210-218
D+	69-67%	201-209
D	66-63%	189-200
D-	62-60%	180-188
F	59-0%	0 -179

Additional Information:

The module reading lists will be provided under the Resource tab on Oncourse. It is crucial that you have the adobe acrobat reader program installed. If you do not have it now, you can download it freely at:

<http://www.adobe.com/products/acrobat/readstep.html>

Also, I use Microsoft Word 2007 as my word processing program. The older versions of Microsoft Word will not open the newer 2007 documents. You can download Microsoft Office 2007 for either Macintosh (<http://iuware.iu.edu/>) or PCs (<http://iuware.iu.edu/default.aspx?platform=1>) from the IU Ware website. This product is free of charge for IU students.