

LITERACY LEARNING & SKILLS SEMINARS

Literacy II

Educ. 282/283

Students who have participated in previous semesters of Literacy II have indicated they benefit from a more detailed discussion of the ideas, information, strategies and thinking presented in the course textbook. I am providing you with the following seminar framework as a means for a deeper examination of these matters.

1. The Task

1. You and your seminar group members will be assigned to present a direct instruction lesson on a specific chapter of the Cooper *Literacy* text. You will also be required to select and include in your presentation 2-5 reading strategies from your Tompkins text, *50 Literacy Strategies, Step-by-Step* which are appropriate for your seminar topic. While all members of the class will be expected to read this material as well, it will be the duty of your group to read your assigned material with an eye toward selecting the most important information for entry level teachers to know about the topic and to design a presentation for your Literacy II classmates. For example, since vocabulary skills are foundational in acquiring and maintaining literacy skills, what should teachers be doing to ensure that their elementary students have the vocabulary they need in place in order to advance further in reading and in the content subjects? What vocabulary is important to know? Who decides? What information supports teacher decisions on vocabulary? And so on.....

B. NOTE THE FOLLOWING:

- A. Design a paper handout to be distributed to all members of the Literacy II class and your professor during the presentation.. Your handout must outline the key points of your presentation for use as future reference by the audience members.
1. Submit a direct instruction lesson plan which includes the following components: time estimates, instructional focus and a script. Refer to the direct instruction format which has been extensively modeled for you in class to guide you in these areas. The particulars and specifics of this seminar/lesson plan presentations will be discussed throughout the earlier weeks of this course.
3. **Technology Component: As you plan your group presentation consider the options you have for including technology in the lesson. Any two of the following options must be present in your actual presentation: Power Point, WWW, a library /research database, Smart Board, Hyper Studio,**

video clips, digital still camera, digital video camera. Options may be combined (e.g., a video clip in Power Point). While Power Point is available in all campus computer labs, cameras and such are not; these will have to be reserved through the Education Department (instructions TBA). A Destination computer will be reserved for your use on the assigned presentation days.

4. A lesson plan draft is due as listed in your course calendar so that your professor can provide you with timely and appropriate feedback and make suggestions to guide your presentations.
5. Careful planning and coordination with your group regarding time commitments is essential.
6. The group presentation on your assigned chapter is limited to 60 minutes (an no fewer than 45 minutes) All members of your group are expected to actively participate in the presentation of the material. Seminars will begin promptly on the assigned days.
7. Develop the means for *ACTIVELY* involving your classmates in this presentation—you are expected to go beyond lecture and discussion. Draw upon strategies and activities you have already experienced in education department classes and be sure to consider whether specific examples in your assigned chapter can/should be adapted for use during your presentation.
8. If you want your classmates to complete a specific reading task or other assignment in preparation for your presentation, please make that assignment clear **before** your presentation.
9. Communicate regularly with your group members and your professors on this project.

NOTE: All groups will meet with Professor Mezeske to discuss a detailed draft of the seminar presentation on the morning of February 19–TBA. Technology component is due at this time as well—regardless of your presentation date.

