

Logsdon, Jeremy

From: Basham, Cortney
Sent: Tuesday, November 15, 2022 1:26 PM
To: Logsdon, Jeremy
Subject: RE: LTCY 500 and the spring

Jeremy,

Thanks for these thoughts and positive evaluation. It means A LOT to know you think it was good!

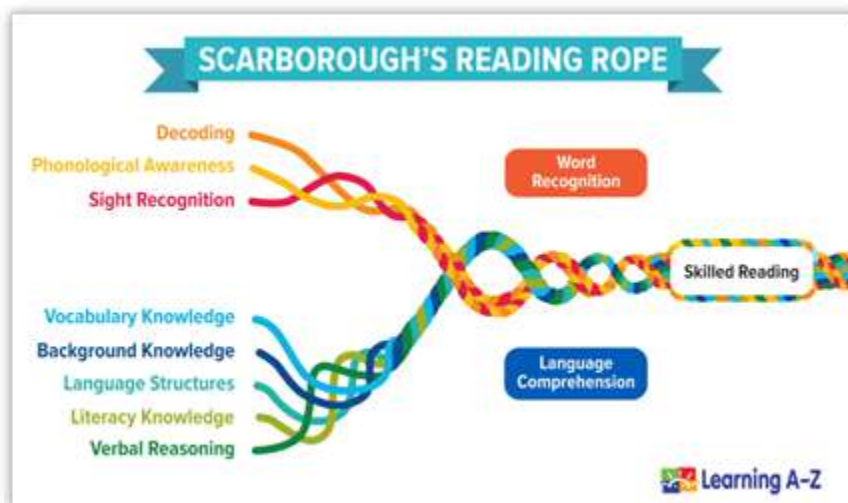
Cort

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Tuesday, November 15, 2022 11:56 AM
To: Basham, Cortney <cortney.basham@wku.edu>
Subject: RE: LTCY 500 and the spring

Cort,

Thanks for inviting me! I'm attaching my "official" peer feedback form that you can hopefully use in your promotion materials. If this is useful for you, I am happy to do this at any point. Let me know if you want to discuss or if you have any questions or concerns. I think it went exceptionally well and I really enjoyed it!

I will be providing feedback on your cultural literacy lesson later this week (I hope). I'm using the framework of Scarborough's Reading Rope for the feedback on your lesson. It is essentially a literacy theory that provides a framework for comments on the various elements of literacy that combine to create a literacy-focused lesson. I like it because while it can be applied to beginning literacy, there are also elements that are very focused on continuing adult literacy (the cooler-colored strand below). I think what you're doing is really interesting, and I'd love to see more IDST 199 instructors incorporate it! Suffice it to say, you'll be getting an A in the class, as this is a job-embedded class in a job-embedded certificate, and your work is evident both in your lesson plan and the classroom environment you have created.



The LTCY class for the spring is on Critical Reading and Thinking, which will be structured a bit differently than this one. Over Christmas break/early January, I am going to build a series of modules on critical reading and encourage instructors

to look at an existing assignment and use best practices in the areas of critical reading and thinking to modify/improve/tweak the assignment.

More feedback coming soon, but I can say preliminarily right now that I am very impressed with what you're doing!

Thanks,
Jeremy

From: Basham, Cortney <cortney.basham@wku.edu>
Sent: Monday, November 14, 2022 6:34 PM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: RE: LTCY 500 and the spring

Jeremy,

Thanks for coming and observing today. And good job getting 50/50 States. 😊

Students in both classes combined went 0-41.

Cort

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Monday, November 14, 2022 7:45 AM
To: Basham, Cortney <cortney.basham@wku.edu>
Subject: Re: LTCY 500 and the spring

I should have email to let you know but I will be there!

From: Basham, Cortney <cortney.basham@wku.edu>
Sent: Monday, November 14, 2022 7:35:51 AM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: RE: LTCY 500 and the spring

Jeremy,

Simply confirming you will be there at my 9:10 class (GRH 2008).

See you then!

Cort

From: Basham, Cortney
Sent: Thursday, November 3, 2022 2:49 PM
To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Subject: RE: LTCY 500 and the spring

All good! Day 1 is the most "fun" with the USA Map exercise.

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>
Sent: Monday, October 31, 2022 9:23 AM

To: Basham, Cortney <cortney.basham@wku.edu>

Subject: RE: LTCY 500 and the spring

This will work great. I can come to your 9:10 class on Monday, although I will need to sneak out at about 9:58 as I have a meeting with the dean at 10 a.m. This all sounds really good!

This is the observation document I am planning to use, just so you have something formal to include in your promotion and tenure materials. I can use something different, if you would like. Just let me know if you'd prefer a different instrument.

From: Basham, Cortney <cortney.basham@wku.edu>

Sent: Monday, October 31, 2022 7:06 AM

To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>

Subject: RE: LTCY 500 and the spring

Jeremy,

I think this diversity unit will land in the week of Nov 14-16-18. I can aim to have "USA Map Day" on Mon 11/14 if you want to come observe it! That would be great. The set up/workflow for them will be:

Monday 11/14: They will read some of the DEI material ahead of class. We will ask "What is diversity?" and "why is it important?" I will set up a conversation about "What is the USA?" This will take 15-20 minutes.

Then, they will attempt to fill in all 50 states on a paper map. Maybe 5-10 minutes here.

10 mins: We will discuss which areas were hard, which were easy, and why. Some of this relates to culture, geography, and bias, and others have to do with learning and memory (shapes of states, mnemonics, etc.)

Near the end of class I will have them draw a border where they consider "the South." This sets up the JS Reed "What is the South/Where Is It?" reading I sent you. They read that and adjust their South Line ahead of Wednesday's class. I ask them to take good notes and bring them to class. They consider Reed's evidence and argument and make adjustments or consider their rationale for sticking with their original South in Wednesday's class.

That following Wednesday, we move forward with "diversity in the USA and the South." LOTS of maps! This has the Pop/Coke/Soda map, Sweet Tea Line, Civil War, religious affiliation, invasive kudzu map, etc. That's a full class period on Wed 11/16.

Anyway, that's where I think things are right now. How does that sound?

Cort

From: Logsdon, Jeremy <jeremy.logsdon@wku.edu>

Sent: Friday, October 21, 2022 2:43 PM

To: Logsdon, Jeremy <jeremy.logsdon@wku.edu>

Subject: LTCY 500 and the spring

Hello all,

I hope this semester is going well for you. We are officially past the halfway point, and I am excited to see what you have accomplished. I've gotten a few projects, and so far, I'm pleased with what I've seen. This course is so incredibly broad (covering all of language arts) that it has been a bit difficult to find a niche here. The good thing is that it looks like you're all doing a variety of projects that I know are innovative and exciting for our students.

At this point, this is all I'm looking for from you – your rough final project (even the idea) and an invitation to come observe you teach (something literacy-related) before the semester is over. This job-embedded class is definitely different than most, and it is admittedly quite helpful for me as I know you all already have a strong reading and language arts base to pull from. I frankly feel a bit guilty that I'm not able to "help" more, as you're already quite strong in this area.

Oh, and for those of you who need peer evaluations for your tenure and promotion portfolio, I am happy to formalize this observation process for you in whatever way you need.

For those of you interested in continuing on (and I hope you all are!), in the spring, we're offering LTCY 501: Reading and Writing for Learning. This course is focused especially on critical reading and thinking. I think I have identified the texts we're going to use. One is about using neuroplasticity to help our critical thinking skills, and the other is a text literally about teaching argument, writing, and research. The class will continue to be highly job-embedded, with you using this information on critical reading (and writing) and critical thinking to either create or modify an assignment in a class you are teaching (or will teach) to best meet these skills. If you'd like to take the course this spring, let me know and I'll lift your hold (and I'll even directly register you for it if you'd like).

Just for a quick recap of the entire certificate – 502 is about differentiating instruction to meet various student needs, 503 is about assessment, 504 is formal writing, and 505 is implementation of various developed strategies in the course of your choosing.

Please let me know how I can help, whether that is coteaching, providing access to materials (including texts, videos, trainings, et cetera), or just talking through a problem.

Thanks,
Jeremy



Dr. Jeremy Logsdon
Director, WKU Center for Literacy
Assistant Professor, School of Teacher Education
Libraries, Informatics, & Technology in Education
Gary A. Ransdell Hall 1073B
270.745.2207