CALIFORNIA STATE UNIVERSITY SAN MARCOS
SCHOOL OF EDUCATION
EDMX 622: Literacy Education for Education Specialists (4 units)
CRN: 25794

Instructor: Toni Hood, Ed. D.	Office: UH 408	Phone: 760-750-8513
E-mail: thood@csusm.edu	Office Hours: individually arranged	Course Meets on Mondays: 7:30-3:45 + 4 asynchronous online classes
Course Meeting Dates: 1/28, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11		
RICA Prep Date: 3/18		

College of Education Mission

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (Adopted by COE Governance Community, October 1997)

Course Description

This course was recently reconstructed and approved to include an additional focus on the Autism Authorization, and therefore this description may vary from the one in the University catalog. The course will focus on developing an advanced understanding of theory, methodology, and assessment in English Language Arts in integrated and inclusive K-12 classrooms. It includes significant additional instruction that relates specifically to special education. Students will explore strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success.

This course meets candidates' requirements in this content area for consideration of a Concurrent Preliminary Multiple Subject/Level I Education Specialist Credential (Mild/Moderate), or an add-on Preliminary Multiple Subject/Level I Education Specialist Credential (Mild/Moderate); and the Autism Spectrum Disorder Added

Authorization. In EDMX 622, credential candidates are provided instruction, experiences, and opportunities to become skilled in observing students' language-using behaviors; and in using materials, strategies, and adaptations in approaches to language and literacy instruction for K-12 learners, including those who have various special learning characteristics. There is particular emphasis on teaching students with autism spectrum disorders and students who have atypical patterns of language and literacy development.

EDMX 622, in part, supplants the Multiple Subject courses EDMS/EDMI 522. This course addresses the new literacy standards, and Reading Instruction Competence Assessment (RICA) categories, supporting candidates' successful completion of this State of California assessment, which is a required element of their teaching credential. The pedagogy of EDMX 622 also includes competencies contributing to the candidates' Autism Spectrum Disorder Added Authorization.

Course Prerequisites

Admission to the School of Education is a prerequisite to this course. An additional prerequisite for Credential Candidates is successful completion of EDMX, EDMS, EDMI, or EDSS 521.

Course Objective #1:

As indicated in the following tables, given the pedagogy and experiences of EDMX 622, Level I Education Specialist Credential Candidates are expected to meet certain elements of Education Specialist Standards 3, 4, 5, 10, 11, 13, and 15; as well as all of the elements of Education Specialist Standard 9. Candidates will also meet elements of the Multiple and Single Subject Standard 7 (A and B respectively); as well as certain elements of the Multiple Subject Standards 6, 9, and 13. Many of these standards support the candidate's performance on the RICA. All of these standards will be met through class participation in activities, lectures, text readings, assignments, reflection journals, and discussions; as well as demonstrated in relevant observations and professional communications completed throughout the course.

KNOWLEDGE - Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- Gain an understanding of the reading process and its relationship to thought, language and learning and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.

- Become familiar with how to deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).

- Become familiar with multiple monitoring measures within the three basic types of assessments (entry-level, progress monitoring, and summative) to determine students' progress toward state adopted content standards.

- Become familiar with differentiated reading instruction and interventions to meet the needs of the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading styles and levels, cognitive styles and levels, and language backgrounds.

SKILLS - Teacher candidates will:

- Become sensitive observers of children's language using behaviors.

- Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.

- Be able to analyze and interpret results [of children's reading and writing behaviors] to plan effective and differentiated instruction and interventions.

- Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.

- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.

- Develop the ability to differentiate literacy instruction in order to provide Universal Access.

- Learn how to organize the classroom for teaching reading and writing to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading styles and levels, cognitive styles and levels, and language backgrounds.

ATTITUDES AND VALUES – Teacher candidates will:

- Develop an appreciation for children's natural language abilities for processing and producing print.

- Appreciate the need and value of integrating reading writing into all curricular areas.

- Affirm the importance of a language rich environment for an effective language arts program.

- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.

- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.

- Develop a respect for each student, his/her abilities and background, and the student's right to instruction that meets his/her individual needs.

Course Objective # 2:

Because this course is a required component of the candidates' Autism Spectrum Disorder Added Authorization, candidates will meet all of the elements of Autism Authorization Standard 1. Given the pedagogy and experiences of EDMX 622, candidates are expected to develop effective instructional skills to accommodate, develop, and improve the literacy skills of students with autism spectrum disorder (ASD). This objective will be met as demonstrated through the assignment, *Principled Lesson Design for Students with Autism Spectrum Disorder*; virtual and authentic observations of students with ASD; class discussion of students with ASD; text readings; and other class activities.

Reading Instruction Competence Assessment (RICA)

The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential, unless the candidate holds a previously issued Multiple or Single Subject Credential. RICA consists of passing one of two components: either a comprehensive examination or a performance assessment. It is recommended that the RICA be taken after completion of EDMX, EDMS, EDMI, or EDSS 521.

Required Texts and Materials

1. American Psychological Association (APA) (2012). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: APA. http://owl.english.purdue.edu/owl/resource/560/01/ [Required of all graduate-level courses]

2. Kluth, P., & Chandler-Olcott, K. (2008). *A land we can share: Teaching literacy to students with autism.* Baltimore: Paul H. Brookes.

3. Snell, M. E., & Brown, F. (2011). *Instruction of students with severe disabilities* (7th Ed.). Upper Saddle River, NJ: Pearson. (pp. 492-513 only)

4. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland, ME: Stenhouse.

5. Villa, R. A., & Thousand, J. S. (2011). *RtI: Co-teaching & Differentiated Instruction* (tri-fold). Port Chester, NY: National Professional Resources, Inc. [Used in several Education Specialist program courses]

6. Zarillo, J. J. (2010). Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

7. A journal with at least 50 blank pages

8. An active *TaskStream* account (purchased at www.taskstream.com)

Web Resources and Other Recommendations

During this course, you will be accessing several Web sites. These may include:

1. The abridged version of The American Psychological Association (APA) Manual (6th ed.):

http://flash1r.apa.org/apastyle/basics/index.htm

2. American Speech-Language-Hearing Assoc. (ASHA):

http://www.asha.org/public/speech/development/communicationdevelopment.htm and

http://www.asha.org/public/speech/disorders/LateBlooming.htm

3. California Reading/Language Arts Framework (2007): Purchase or borrow a hard copy; or, *if* you bring your laptop to class, you may use this web site for in-class activities:

http://www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf

4. Council for Exceptional Children: http://www.cec.sped.org/Special-Ed-Topics/Exceptional-Learners?sc_lang=en

5. Individuals with Disabilities Education Improvement Act of 2004

http://www.edlawrc.com/special_education.htm

6. Graphic Organizers:

   1. Graphic Organizers for Reading: http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension

   2. SDCOE Resource of Graphic Organizers:

      http://www.xmarks.com/site/www.sdcoe.k12.ca.us/score/actbank/torganiz.htm and

      http://sms.sdcoe.net/SMS/resources/HS_WRITING_PROCESS.pdf

7. National Council of Teachers of English: Adolescent Literacy: http://www.ncte.org/adlit and

   http://www.ncte.org/positions/statements/chiladollitguideline

8. National Institutes of Health (NIH):

   http://www.nidcd.nih.gov/health/voice/pages/speechandlanguage.aspx#2

9. An RtI Clearinghouse with Interventions : http://www.rti4success.org/

10. RtI in Middle Schools: http://pubs.cde.ca.gov/tcsii/ch2/rtispecialeduca.aspx

11. Teacher guide for the 2008 CA Writing Standards Test in Grade Seven [excerpts]:

http://www.cde.ca.gov/ta/tg/sr/documents/cstgr7wrttg.pdf

12. RtI Resources from the CA Dept. of Education: http://www.cde.ca.gov/ci/cr/ri/rtiresources.asp

13. Adolescent Development: http://pubs.cde.ca.gov/tcsii/adoldev/adoldev4rec2.aspx

14. Speech and Language Disabilities: http://nichcy.org/disability

15. State Board Adopted Instructional Materials (2008) http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp

16. Strategies that Work for Students Grade 9-12 with Dyslexia [Instructor's note: A teacher's perspective]
    http://www.ldonline.org/article/6371

17. When Older Students Can't Read (LD Online) http://www.ldonline.org/article/8025

18. Oral Reading Fluency Norms: A Valuable Assessment Tool for Teachers (IRA)

    http://www.nclack.k12.or.us/cms/lib6/OR01000992/Centricity/Domain/249/Fluency_Article_for_RTI_Website.pdf

TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. In EDMX 622, candidates will be submitting the *Principled Lesson Design* to TaskStream. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com<http://www.taskstrem.com> and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, to access the Education Specialist program, from your home page, find the Self-Enrollment area and click the Enter Code button. Then enter *preliminary* as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your enrollment name and password!

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through

the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Level I Education Specialist Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. (TPE 1: Specific Pedagogical Skills for Subject Matter Instruction; TPE 2: Monitoring Student Learning During Instruction; TPE 3: Interpretation and Use of Assessments; TPE 4: Making Content Accessible; TPE 6: Developmentally Appropriate Teaching Practices; TPE 7: Teaching English Learners; TPE 8: Learning about Students; TPE 9: Instructional Planning; TPE 11: Social Environment; TPE 12: Social Environment; TPE 13: Professional Growth)

California Teacher Performance Assessments (CalTPAs)
(Note: Add-On credential candidates are not responsible for completion of TPA Tasks.)

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA, or the TPA for short.

To assist candidates' successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Candidates' attendance to TPA seminars will greatly contribute to their success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) to support and ensure success on the TPA and in candidates' credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website provided at the website provided:
http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. Candidates must attend a minimum of 80% of class time, or they may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. If candidates have extenuating circumstances, they should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997)*. Candidates should not assume notification of absence means an automatic excuse from class.

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet privately with their instructors in order to ensure confidentiality.

California Teaching Commission Standards Alignment

The EDMX 622 course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple and Single Subject credentials, the Preliminary Education Specialist Mild/Moderate credential, and the Autism Authorization.

The following are the primary Multiple and Single Subject credentials standards emphasized in EDMX 622:

Standard	Where/How Addressed	Artifacts
Standard 6: Pedagogy and Reflective Practice	Session 1-16 Text readings, lectures, discussions, and	Case Study: Data Analysis and Instructional Planning Class Journal Reflections

	class activities	

Standard 7-Preparation to Teach Reading Language Arts
 	
        Standard 7 (7-A): Multiple Subject Reading, Writing, and Related Language Instruction
 	
    ▪ Instructional Planning/Objectives/Design
    ▪ Instructional Delivery of Reading
    ▪ Instructional Delivery of Writing
    ▪ Instructional Delivery of Listening and Speaking
        ▪ Assessment
        ▪ Universal Access/Differentiated Instruction
	Sessions 1-10
	
	Text readings, lectures, discussions, and class activities
		Case Study: Data Analysis and Instructional Planning
		
		RtI^2: A Persuasive Oral Argument
		
		Action Research: Volunteerism Log and Reflections
		
		Class Journal Reflections

7-B: Single Subject Reading, Writing, and Related Language Instruction
    ▪ Content-based Literacy Strategies
    ▪ Reading Comprehension Strategies
    ▪ Writing using Discipline-Specific Formats
    ▪ Vocabulary Development
    ▪ Academic Language
    ▪ Assessment
    ▪ Universal Access/Differentiated Instruction
	Sessions 3-12
	
	Text readings, lectures, discussions, and class activities
		Action Research: Volunteerism Log and Reflections
		
		Class Journal Reflections

Standard 9: Equity, Diversity, & Access to the Core Curriculum for All Children	Session 2, 5, 9, 12, 15	Case Study: Data Analysis and Instructional Planning

	Text readings, lectures, discussions, and class activities	Class Journal Reflections
Standard 13: Preparation to Teach Special Populations in the General Education Classroom	Sessions 1-6; 9, 12-15 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning Principled Lesson Design for Learner with ASD RtI^2 Presentation Class Journal Reflections

The following are the primary Preliminary Mild/Moderate Education Specialist credential standards emphasized in EDMX 622:

Standard	Where/How Addressed	Artifact
3: Educating Diverse Learners	Sessions 2, 5, 9, 12, 15 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning RtI^2 Presentation Principled Lesson Design for Learner with ASD
4: Effective Communication and Collaborative Partnerships	Sessions 2-4; 9-11; 13, 14 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning RtI^2 Presentation Action Research: Volunteerism Log and Reflections

		Observation of a Student with ASD
5: Assessment of Students	Sessions 2, 6-10 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning RtI^2 Presentation
9: Preparation to Teach Reading/Language Arts	All class sessions Text readings, lectures, discussions, and class activities	All assignments
10: Preparation to Teach English Language Learners	Sessions 3; 5-10; 12-15 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning
11: Typical and Atypical Development	Sessions 1, 3, 6-8 Text readings, lectures, discussions, and class activities	Principled Lesson Design for Learner with ASD RtI^2 Presentation Observation Report of Children with ASD
13: Curriculum and Instruction of Students with Disabilities	Sessions 2-5; 9-14 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning Principled Lesson Design for Learner with ASD

15: Field Experiences in a Broad Range of Service Delivery Options	Session 6 Text readings, lectures, discussions, and class activities	Action Research: Volunteerism Log and Reflections Observation Report of Children with ASD Reflections on Observations of Reading Instruction: RICA Domains; Reading to Children Reflection

The following elements of the Autism Authorization Standard I: *Characteristics of Students with Autism Spectrum Disorder* are emphasized in EDMX 622:

Standard 1 Elements	Where/How Addressed	Artifact
1-1: The ability to access and articulate current research and literature regarding the basis for and characteristics of ASD and the resulting implications for learning and functioning.	Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities	A Principled Lesson Design for Students with Autism Spectrum Disorder
1-2: The ability to plan for instruction of a student with ASD based upon the characteristics of ASD and the student's cognitive functioning.	Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities	A Principled Lesson Design for Students with Autism Spectrum Disorder
1-3: Knowledge of unique verbal and nonverbal communication and language	Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth &	A Principled Lesson Design for Students with Autism

development characteristics/challenges of students with ASD and implications for program planning and service delivery	Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities	Spectrum Disorder

Observation Report of Children with ASD |
| 1-4: Knowledge of unique auditory and visual processing and sensory integration characteristics/challenges of students with ASD and implications for program planning and service delivery. | Class Sessions 1, 3, 4, 7, 8

Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities | A Principled Lesson Design for Students with Autism Spectrum Disorder

Observation Report of Children with ASD |
| 1-5: Knowledge of social skill and behavioral characteristics/challenges of students with ASD and implications for program planning and service delivery. | Class Sessions 1, 3, 4, 7, 8

Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities | A Principled Lesson Design for Students with Autism Spectrum Disorder

Observation Report of Children with ASD |

Course Requirements

Teacher education is a professional preparation program. It is expected that candidates will come to every class prepared to discuss the readings, submit required assignments (including online class responses), and participate in class activities. Candidates are expected to adhere to academic honesty and integrity policies, and standards

of dependability, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is *original*, clear, and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late.

Assignments and Grading Standards

All assignments have specific rubrics to guide completion. No course grade may be less than a C+, and a B-average must be maintained to earn a credential. Candidates earning less than a C+ in any credential program course must repeat the course. Please refer to the University Catalog for further details regarding grading policies. In EDMX 622, the following grading standards apply:

A = 93-100%   A- = 90-92   B+ = 87-89%   B = 83-86%   B- = 80-82%   C+ = 77-79%

Infused Competencies

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the School of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology: This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice as well as to research the topics discussed in this course. Students are encouraged to keep a digital copy of all assignments for use in a teaching portfolio.

Graduate Writing Assignment Requirement

California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM School of Education graduate-level courses. For further information, see

http://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

All University Writing Requirement

Every course at the University must have a writing requirement of at least 2500 words. This course meets that requirement through the assignments noted in the *Assignments and Grading Standards* table. In EDMX 622, this requirement will be met through completion of the following tasks and assignments: Journal Responses, Principled Lesson Design, Case Study, Observation of a Child with ASD, and Literacy Action Research.

CSUSM Academic Honesty and Integrity

"[Candidates] will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. [Candidates] are responsible for honest completion of their work. There will be no tolerance for infractions. If you believe there has been an infraction by someone in class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with general rules and regulations of the University. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole." (see University Catalogue)

Incidents of Academic Dishonesty will be reported to the Program Coordinator, Dean and Associate Dean of the School of Education, and the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If candidates are in doubt about whether their work is paraphrased or plagiarized, they should see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html.

Use of Technology

Candidates are expected to demonstrate competency in using various forms of technology (i.e., word processing, electronic mail, Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the instructor's discretion. Candidates should keep a digital copy of all assignments for their teaching portfolio. Some assignments will be submitted online; some will be submitted in hard copy. Details will be given in class.

Electronic Communication Protocol: Electronic correspondence is an important and ever-increasing part of candidates' professional interaction. If candidates need to contact the instructor, e-mail is often the easiest way to do so (thood@csusm.edu). It is the instructor's intention to respond to all received e-mails in a timely manner. E-mail and online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, and/or slang often communicate more than the sender originally intended. Please be mindful of all e-mail and online discussion messages sent to colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued? Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if candidates ever have a concern with an electronic message they receive, they should speak with the author in person in order to correct any confusion.

Course Assignments and Values

Note: *Assignment details will be sent to candidates separately, and they will also be posted in the online course supplement (Moodle/Cougar Course).*

Course Attendance, Professionalism, & Participation	10 points	Due Date
Response to Intervention (RtI^2): Part 1: Persuasive Arguments (Letter) Part 2: RtI Intervention Presentation In Class MS/SS Standards 7, 13 ES Standards 3, 4, 5, 9, 11	15 points	2/3 Part 1: Letter Due by midnight 2/11 Part 2:Intervention Presentation Due in class
Observation of Children with Autism Spectrum Disorder ES Standards 9, 11, 15 Autism Authorization Standards: 1 (Elements 3-5)	15 points	2/9 midnight
Principled Lesson Design for a Learner with ASD Autism Authorization Standards: 1 (Elements 1-5)	20 points	2/16 midnight
Case Study: Best Practices Project (Middle Level English Learner) MS/SS Standards 6, 7, 9, 13 ES Standards 3, 4, 5, 9, 10, 13	20 points	Part 1: 2/25 by noon Part 2: 2/25 by noon Part 3: 3/4 by midnight Part 4: 3/4 by midnight
Pre-K-12 Volunteerism: Literacy Action Research/RICA Observations MS/SS Standard 7 ES Standards 4, 9, 15	20 points	3/10 midnight
Total Points:	100 points	

EDMX 622 TENTATIVE COURSE SCHEDULE: Fall 2012

[Bring texts to classes in which they are assigned. Bring journal every week.]

Class #	Topics	Readings and Assignments Due
#1 1/28 am F2F	Welcome & Introductions; Course overview; Syllabus EDMX 622 Assignments Journal Types & Tasks; Pair Sign Up Today's Journal: *Personal* Intervention Sm. Group Sign Up What is Literacy? Emergent & Functional Literacy (S&B, pp. 499-502) Implications of Disability and Literacy Disability Matrix Model Review Goal #1: Characteristics of children with special learning needs ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1	*Syllabus (Read online before class.) *Bring hard copy of *Tentative Course Schedule* to class *Bring laptops or copy of Reading/ Language Arts Framework *Purchase texts and bring them to class #1 *Bring Disability Matrix Model to class (done in EDMX 511/512) To be done in class today: 1. Journal #1 (Type: Personal) 2. Assigning of journal activity presentations (partners) 3. Sign up for Intervention presentations (small groups) 4. Readings: • Snell & Brown (p. 499-513) • Kluth & Chandler-Olcott (pp. 25-29)
#2 1/28 pm	Examination of Literacy Resources	Sign ups for Intervention Presentations Common Core Standards:

F2F	Universal Access Adolescent Development When Older Students Can't Read: • decoding • word recognition • comprehension • fluency • written response Response to Instruction and Intervention (RtI^2) What is RtI? http://www.rti4success.org/whatisrti (NCRTI Webinar) RtI^2 and Adolescent Literacy Tips for Teaching Adolescents Goal #2: The California Reading/ Language Arts Framework ES Standard: 3, 4, 5, 9 MS Standard: 6	http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf (pp. 16-17) Reading/ Language Arts Framework Ch. 1, 2, & 7 + all (K-12) Universal Access sections http://www.cde.ca.gov/ci/rl/ State Board Adopted Instructional Materials (2008) http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp Adolescent Development: http://pubs.cde.ca.gov/tcsii/adoldev/adoldev4rec2.aspx Ten Core Components: RtI Resources from the CA Dept. of Education: http://www.cde.ca.gov/ci/cr/ri/rtiresources.asp
#3 2/4 am **F2F**	Journal: <mark>***Home-School***</mark> RtI^2 Panel Activity Typical and Atypical	**RtI^2 Assignment - Part #1: Persuasive Arguments (Letter posted in Moodle by midnight 2/3)** Speech and Language Development: ASHA: *Speech Communication Development* and *Speech Disorders* http://www.asha.org/public/speech/development/communicationde

	Language Development How Communication Affects Reading/Language Arts Development "Who should see a Speech Clinician?" video Literacy Issues for Students with Autism Goal #3: How the patterns of typical/atypical language development influence students in school ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1	velopment.htm http://www.asha.org/public/speech/disorders/LateBlooming.htm NIH: *Developmental Milestones of Speech and Language* http://www.nidcd.nih.gov/health/voice/pages/speechandlanguage.aspx#2 KC: Intro + Ch. 1 & 2

#4
 	
2/4
pm
 	
OL
	[*Consult Moodle for Class Session Activities and Assignments*]
	
	Content Comprehension and Interventions for Students in Grades 6-12 (Tovani)
	
	Observing Language Use in Children with ASD
	
	Goal #6: Becoming sensitive observers of children's language-using behaviors
	
	ES Standard: 3, 4, 5, 9
	MS Standard: 6
	Autism Authorization Standard 1
		Due 2/4/13 midnight: Tovani: Ch. 1-6
		
		  a. One Prompt/Seventeen Responses Acknowledged
		  b. Fifteen Responses/Acknowledgements Read
		• Ch 1: Candidates 1&2
		• Ch. 2: Candidates 3-5
		• Ch. 3: Candidates 6-8
		• Ch. 4: Candidates 9-11
		• Ch. 5: Candidates 12-14
		• Ch. 6: Candidates 15-17
		• Ch. 7: Candidates 18-20
		
		Due by 2/9 midnight: Observation of a Child with ASD Report

#5 2/11 am **F2F**	Journal: <mark>***Reading Response***</mark> (S&B, Activity #1: p. 522) **RtI^2 Intervention Pres.** Approaches to Teaching Academic Skills Differentiating Literacy Instruction in Inclusive Classrooms & Grouping for Success Literacy Beyond Mild & Moderate Disabilities Goal #9: Designing responsive instruction and environments ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1	**RtI^2 Part #2: Interventions Presentations** Kluth Ch. 5 + 6 Review Tovani Ch. 7 Snell & Brown: Ch. 13 (pp. 492-513)
#6 2/11 pm **F2F**	Journal**:** <mark>***Metacognitive***</mark> Assessing Literacy Learning Entry Level, Progress Monitoring, and Summative Assessment DIBELS What and When to Assess Sm. Group (3) Workshop	Tovani Ch. 8 Kluth Ch. 4 FWK/Ch. 6 **Principled Lesson Design due by midnight 2/16**

	on Six Writing Traits http://www.writingfix.com/Traits.htm#inservice (for next week's presentation) Goal #7: Formal language and literacy assessment ES Standard: 3, 5, 9 MS Standard: 6 Autism Authorization Standard 1	
#7 2/18 am **F2F**	Journal: <mark>***Character***</mark> Teaching Writing: The Writing Process Model Six Writing Traits Activity Effective Language Arts Instruction: Goal and Key Components Novel Ideas: Literature Circles + Roles Graphic Organizers for Reading and Writing Goal #4: Current approaches to teaching reading and writing to children with special needs ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1	Six Writing Traits Demos http://www.writingfix.com/Traits.htm#inservice Read prior to class: http://www.litcircles.org/ "Overview" Section Review FWK Ch. 2 and Writing Standards: *See relevant sections of Gr. 3 and 4 of FWK* Kluth Ch. 3 Graphic Organizers for Reading: http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension SDCOE Resource of Graphic Organizers: http://www.xmarks.com/site/www.sdcoe.k12.ca.us/score/actbank/torganiz.htm and http://sms.sdcoe.net/SMS/resources/HS_WRITING_PROCESS.pdf
#8	Journal: <mark>***Buddy***</mark>	

2/18 pm **F2F**	Case Study Activities: Part #1: Marcus (Background; Informal literacy assessment) Part 2: Ability Grid Comprehension Strategies for Diverse Learners Goal #5: The value of SDAIE for students with diverse backgrounds ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1	**Case Study Part 1 Draft to be completed today in class.** **Case Study Part 2 Prep Activity today in class** Review Tovani's Text on Content Comprehension
	NEXT CLASS IS ONLINE	
#9 2/25 am **OL**	Assessing Students Informally: Creating a 5-Question Assessment Case Study Postings Goal #8: Informal language and literacy assessment ES Standard: 3, 5, 9 MS Standard: 6 Autism Authorization Standard 1	**Write-Up/Post to Moodle: Case Study Part 1: Background Info. Due 2/25 by noon** **Write-Up/Post to Moodle: Case Study Part 2: Assessment Analysis Due by 2/25 noon** **Online Activities (See Moodle)** **Post your 5-Question Assessment in Moodle by midnight 2/25**
#10 2/25	The Relationship between Assessment and Instruction	http://teachingld.net/pdf/teaching_how-tos/assessment.pdf Tovani Ch. 8

pm **OL**	Review/Feedback of Case Study Work; Revisions as necessary Begin Case Study Part 3 Lesson Design Goal #10: How assessment results drive instruction ES Standard: 3, 5, 9 MS Standard: 6 Autism Authorization Standard 1	
#11 3/4 am **F2F**	Journal: ***Dialectic*** Cont./Finalize Case Study Part 3: Lesson Design 14 Issues and Counting Peer Evaluation Goal #11: Middle and secondary school literacy issues ES Standard: 3, 4, 5, 9 MS Standard: 6	**Write-Up/Post to Moodle: Case Study Part 3 (Lesson Design) due by midnight 3/4** **Write-Up/Post to Moodle: Case Study Part 4 (4 Reflection Responses) due by midnight, 3/4**
	NEXT CLASS IS ONLINE	
#12 3/4 pm OL	The Meaningful and Relevant Curriculum Goal #12: Success for middle and secondary learners	Review Tovani's discussion of *Text Sets* (Chapter 4). Prepare a text set to bring to next week's class that includes several (5-10) different forms of written text and several different reading levels relative to a ***middle or secondary*** science of history/social science topic to accommodate the learning of diverse students. Prepare to justify the inclusion of each item.

	ES Standard: 3, 4, 5, 9	Tovani Ch. 4 and 9
#13 3/11 am **F2F**	Journal: ***Dialogue*** The Responsible Professional Goal #14: Selecting appropriate materials and strategies ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1	**Volunteerism Reflection and Log** *Bring a copy of Fry's Readability Graph from http://www.hope.edu/academic/education/wessman/2block/assignments/frygraph.htm ***TEXT SET* Presentation to class:** Bring in a TEXT SET on a 4-12 topic of your choice and prepare to explain why you included the materials you chose. (@4-8 books or other written materials) *Bring one school textbook (Gr. 4-12), or novel listed on CA 4-12 reading lists
#14 3/11 pm F2F	Journal: ***Double Entry*** Attributes of Highly Effective Literacy Teachers Literacy Decision-Making: Complexity, Quality, and Range Course Review Goal #13: Influencing literacy decisions in today's schools Goal #15: Respecting all students ES Standard: 3, 4, 9	FWK Ch. 8 & 9 Kluth Ch. 7 Course Evaluation

	MS Standard: 6 ES Standard: 3, 4, 5, 9 MS Standard: 6	
#15 3/18 am F2F	RICA Prep Workshop with Dr. Alice Quiocho	Read and bring to workshop the Zarillo text: *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment* (2nd ed.).
#16 3/18 pm F2F	RICA Prep Workshop with Dr. Alice Quiocho	