

**CALIFORNIA STATE UNIVERSITY SAN MARCOS**  
**SCHOOL OF EDUCATION**  
**EDUC 610 CRN 26637**  
**Creating Conditions for Engagement and Independence**  
**Spring 2013; Online modules run Sunday-Saturday weekly**

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**School of Education Mission Statement**

The mission of the School 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, Oct. 1997*)

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**COURSE DESCRIPTION**

EDUC 610 is a discussion of theories and practices that create the conditions for engagement and independence, which in turn affect literacy development in PreK through adolescent learners. This course is designed to develop Masters students' understandings of how to create cultures of literacy and to develop literacy skills necessary in the 21<sup>st</sup> century for all learners. Components of research-based best practices will be a focus of the course with an emphasis on creating cultures of literacy, supporting the development of information/technology/library skills and abilities, designing curriculum and instruction, and use of assessment as a means to fostering engagement. This course is aligned with the California Commission on Teacher Credentialing's standards for the Reading and Literacy Leadership Specialist Credential.

**GUIDING PRINCIPLES**

Graduates with a literacy specialization from the COEHHS at CSUSM possess a set of skills, knowledge, and dispositions that frames their understanding of literacy development in preK through adolescent learners. This conceptual framework of abilities, knowledge, and beliefs influences and guides the work they do with students, colleagues, administrators, and policy makers. The eight principles that provide the foundation of EDUC 610 are:

**Highly effective literacy teachers of monolingual and multilingual students . . .**

1. Appreciate the role of professional judgment in order to use foundational and historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum (guiding principle #2).
2. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments (guiding principle #3)
3. Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of purposes and students' needs (guiding principle #4)
4. Develop proficiency for themselves and their students with the tools of technology to gather, synthesize, critically evaluate information and to create and communicate knowledge (guiding

- principle #7)
5. Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors (guiding principle #8).
  6. Participate in, design, facilitate, lead, and evaluate effective and differentiated literacy programs for students and professional development programs (guiding principle #9).
  7. Develop and investigate questions, examine assumptions and beliefs, collect, and analyze data to improve their teaching and students' learning (guiding principle #10).
  8. Develop and implement strategies to advocate for equity, excellence, and social justice for all students (guiding principle #12).

## **STUDENT LEARNING OUTCOMES**

### **The California Standards of Program Quality and Effectiveness for the Reading and Literacy Added Authorization:**

#### **Standard 2: Promoting a Culture of Literacy**

2.1: The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository, and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.

2.2: The program provides opportunities for candidates to review current research on the role of a culture of literacy for acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.

2.3: The program provides opportunities for candidates to review current research on the role of a culture of literacy for developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.

2.5: The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.

3.2: The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction including oral language development (3.2a), word analysis (3.2b), fluency (3.2c), vocabulary development (3.2d), listening and reading comprehension (3.2e), written language development (3.2f), and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (3.2g).

3.3: The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction, and intervention.

#### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 4300, and can be contacted by phone at 760.750.4905 or TTY 760.750.4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, to ensure confidentiality, in a more private setting.

### **CSUSM Academic Honesty Policy**

“Students 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. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the 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.” Incidents of Academic Dishonesty will be reported to 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 student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstance. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html> If there are questions about academic honesty, please consult the University catalog.

### **Use of Technology**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, e-mail, Cougar Courses, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Assignments will be submitted online.

### **Electronic Communication Protocol**

Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email and on-line 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, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all email and on-line discussion messages you send to your 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.

Things to 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 there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### **All University Writing Requirement**

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate in all class activities. At a minimum, a student must attend more than

80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible (*Adopted by the COE Governance Community, December, 1997*).

**For this course, completion of online activities (these are separate from the major assignments of the course) constitute weekly attendance. Students who miss 2 weeks of online activities will not receive a grade of A or A-; students who miss 3 weeks of online activities will not receive a grade of B+, B, or B-.**

## COURSE REQUIREMENTS

### Required Textbook

- Anderman, E., & Anderman, L. (2010). *Classroom motivation*. Upper Saddle River, NJ: Pearson.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper Perennial.

### Grading Standards

**High:** The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations, and classroom implementation. All work is submitted in a professional manner using APA style. Presentations are consistent with professional expectations, use appropriate visual aids and handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, is practiced in a consistent manner.

**Intermediate:** The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style. Generally, presentations are consistent with professional expectations and use visual aids and handouts. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, is apparent.

**Low:** The graduate student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading, or poor organization. The student needs a great deal of guidance. The student is consistently late with work and has too many classroom or online absences.

<b>A</b>	93-100	<b>B+</b>	87-89	<b>C+</b>	77-79
<b>A-</b>	90-92	<b>B</b>	83-86	<b>C</b>	73-76
		<b>B-</b>	80-82	<b>C-</b>	70-72

### Course Assignments

~Theory – Practice Connections	25 points
~Technology Analysis	25 points
~Investigation Into Practice	35 points
~Journal Reflections	15 points

All written work should be word-processed then posted as an attachment in Moodle in a .docx file. Students will not receive full credit for late work. (You may resubmit work with improvements and still receive full credit when the original was submitted on time.)

### **Theory – Practice Connections**

**Due: Module 5 (by February 23 at midnight)**

Effective practice (teaching, leading, advising) is necessarily informed by theory. Researchers conduct both qualitative and quantitative studies in order to test hypotheses, explore phenomena, and understand the meaning individuals make from various experiences. The theories that evolve from research then inform the strategic decisions that practitioners make as they teach, lead, and advise. The purpose of this assignment think critically about what the research says about motivation and how it does or does not reflect itself in your own professional practice.

You will answer the following questions: *What does the research base tell us about how, why, and when individuals are motivated? How does motivation theory manifest itself in your own professional practice? How will your new learning about motivation theory inform the ways in which you create conditions for engagement and independence?*

In order to answer the questions, write a paper that does the following:

1. Explain what the theorists say about motivation. Identify themes or ideas that you see repeated in each theory as well as the differences that distinguish each.
2. Describe what your own professional practice looks like. What are your goals for your students? How do you support your students in achieving those goals?
3. Discuss the intersection between motivation theory and your professional practice. Explain areas of divergence on which you might focus this semester.

### **Technology Analysis**

**Due: Module 12 (by April 20 at midnight)**

Sara Kajder (an educational technology guru and author of *Adolescents and Digital Literacies*) asks, “Does doing something old with new technology mean that I’m teaching with technology and that I’m doing so in a way as to really improve the literacy skills of the students in my classroom?” Wrestling with this question is the purpose of this assignment. For this task, you will think about the shifting literacy demands on our students and on members of society in general by analyzing both your goals (learning outcomes, standards, or otherwise) for your students and the ways you use technology in your professional practice.

You will answer these questions: *How do I develop the literacy skills necessary in the 21<sup>st</sup> century in the students with whom I work? In what ways do I use what we know about motivation theory to develop students’ abilities to implement information, technology, and library skills across a variety of tasks and demands?*

In order to answer the questions, write a paper that does the following:

1. Provide background information (based on research) about what information, technology, and library skills are essential for and needed in the students with whom you work.
2. Evaluate your own professional practice in terms of your goals (learning outcomes, standards, or otherwise) for your students and the ways in which you use technology in your practice.
3. Analyze how technology is used as a vehicle for achieving those goals and reflect on whether it is the means to an end or the end itself. Make connections between the motivation theories we have learned thus far and the manner in which you and your students use technology.

### **Investigation Into Practice**

**Due: Module 14 (by May 4 at midnight)**

Teaching and learning are reciprocal processes with the latter being the goal of the former. Carefully crafted lesson plans that have instructional activities closely aligned to standards and/or learning outcomes are essential, but they cannot stand alone. In order for students of any age to thoroughly learn what is taught, they need to be actively engaged in the classroom environment

and learning experience. The purpose of this assignment is to analyze how your current practices foster engagement in your classroom (or other professional space). Using your understanding of what theories and practices create conditions for engagement and independence, you will examine your own practice in light of motivation theory.

You will answer these questions: ***How well does your current practice foster engagement in your classroom or other professional space? How do you know? What can you do to better create conditions for engagement and independence for the students with whom you work?***

In order to answer the questions, do the following:

1. Conduct a status check on the motivation of your students (this can take any form you choose).
2. Review your *theory-practice connections paper* to identify what motivation theories are most prevalent in your practice.
3. Identify the motivation theories that you have learned this semester that resonate with you and explain why.
4. Create a plan for strengthening your professional practice by reinforcing what you already do and implementing or revising additional strategies. Explain the rationale behind your thinking.
5. Represent your thinking about the concepts in #1-4 in any form you desire—narrative paper, graphic organizer, or a combination thereof. Be sure that you remain focused on the bolded questions above.

### **Journal Reflections**

**Due: Weekly**

The purpose of this assignment is for you to draw connections between key concepts from the readings and your own professional practice. You will read the assigned chapters for each Module and then write a reflection in the Wiki dedicated to this purpose. There will be a new Wiki each week, and it will be clearly identified in each module.

Each entry should identify key concepts from the readings and then discuss the personal and professional connections you made to those ideas. Making a connection typically involves describing the manner in which a key concept is demonstrated and/or experienced within your own teaching practice (or an observed educational practice). Use a different color font and include your name in parentheses to distinguish your thinking from that of your classmates'.

### Course Schedule for EDUC 610 (Spring 2013)

*A journal entry (in a wiki) reflecting on the module's readings will be due each week.*

<b>Module Dates</b>	<b>Topics</b>	<b>Readings &amp; Assignments</b>
<i>Module One</i> January 20-26	What is engagement?	<i>Read:</i> Anderman, Chapter 1
<i>Module Two</i> January 27-February 2	Understanding the conditions for engagement	<i>Read:</i> Csikszentmihalyi, Chapters 1-3
<i>Module Three</i> February 3-9 OPTIONAL f2f session: Tuesday, 2/19, 5-7 pm	Understanding the conditions for engagement, Part II	<i>Read:</i> Csikszentmihalyi, Chapters 4-6
<i>Module Four</i> February 10-16	Evaluating your own professional practice	<i>Read:</i> Csikszentmihalyi, Chapters 7-10
<i>Module Five</i> February 17-23	Creating cultures of literacy	<i>Read:</i> Anderman, Chapters 2 & 7 <b>Due: Theory – Practice Connections</b>
<i>Module Six</i> February 24-March 2	Using assessment to engage all learners	<i>Read:</i> Anderman, Chapter 4
<i>Module Seven</i> March 3-9	Assessment and engagement, Part II	<i>Read:</i> Anderman, Chapter 3
<i>Module Eight</i> March 10-16	Designing <i>curriculum</i> that supports engagement	<i>Read:</i> Anderman, Chapter 9
<i>Module Nine</i> March 17-23 OPTIONAL f2f session Tuesday, 3/19, 5-7 pm	Designing <i>instruction</i> that supports engagement	<i>Read:</i> Anderman, Chapter 5
<i>Module Ten</i> March 24-30	Engagement through differentiation <i>There will be a live chat session this week.</i>	<i>Read:</i> Anderman, Chapter 8 and Articles posted on CC
March 31-April 6	Spring Break	<i>No online activity</i>
<i>Module Eleven</i> April 7-13	Using technology to support engagement	<i>Read:</i> Articles posted on CC
<i>Module Twelve</i> April 14-20	Developing information skills	<i>Read:</i> Articles posted on CC <b>Due: Technology Analysis</b>
<i>Module Thirteen</i> April 21-27 OPTIONAL f2f session Tuesday, 4/23, 5-7 pm	Creating school cultures that foster engagement	<i>Read:</i> Anderman, Chapters 6 & 10
<i>Module Fourteen</i> April 28-May 4	Setting goals for future practice <i>There will be a live chat session this week.</i>	<i>Read:</i> Anderman, Chapter 11 <b>Due: Investigations Into Practice</b>
<i>Module Fifteen</i> May 5-11	Strategizing next steps	