

California State University San Marcos
COLLEGE OF EDUCATION

EDSS 521 – Literacy in the Secondary School (3 credits)
Fall 2002

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Office Hours: T/TH 9:45-10:45AM, 3:45-4:45PM or by appointment

Classes Meet: T/TH 7:00-9:30AM
Academic Hall, Room 406 1:00-3:30PM

College of Education Mission Statement

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 ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(adopted by COE Governance Community October, 1997)

Infused Competencies

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)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College 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 with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, 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, in order to ensure confidentiality, in a more private setting.

Course Description

This course is designed to help secondary teachers better understand how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers and will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful literacy for lifelong learning.

Course Goals

Credential candidates will:

1. understand the challenges of working with assumptions (personal and systemic) that ascribe literacy “responsibility” to only a few content areas.
2. develop a growing awareness of the complexity of literacy acquisition and of defining literacy.
3. explain how context and culture affect literacy development.
4. scaffold reading and writing activities so that students of varied literacy backgrounds and skill levels have access to a variety of texts.
5. use a wide variety of strategies to help all students access content-area texts.
6. know SDAIE and apply its strategies effectively/appropriately in designing lessons.
7. integrate literacy activities (including technology-based activities) in the content area to facilitate students’ learning content knowledge while also growing as readers and writers.
8. develop methods for diagnosing students’ literacy skills in the context of their content area.
9. assess the appropriateness of reading materials for students in their content area.

Required Texts

Lenski, Susan Davis, Wham, Mary Ann, Johns, Jerry L. (1999). *Reading & Learning Strategies for Middle & High School Students*. Dubuque, IA: Kendall/Hunt. (RL)
Walter, Teresa (1996). *Amazing English!* Addison-Wesley. (AE)
Zinsser, William. (1988). *Writing to Learn*. New York: Harper & Row, Publishers (WTL)

Any textbook that is used to teach your content area to middle or high school students. Check your school sites, teacher friends, student friends, etc. for borrowing rights. Let the instructor know if you are having trouble finding a textbook.

Other Texts You Might Find Useful (Ask for ordering information)

Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse Publishers
California Dept. of Education (2000). *Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12*.
Herrell, Adrienne L. (2000). *Fifty Strategies for Teaching English Language Learners*. New Jersey: Prentice-Hall, Inc.
Schoenbach, Ruth, et.al. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.

Assignments

- **Class Preparation and Participation:** Critical, engaged discussion will make this a richer class for all of us. In preparation for that kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts. You will respond in any of the following ways: maintaining an interactive journal (you'd do this throughout your reading); writing a double entry journal; creating a graphic organizer or visual with a narrative statement; or using another approach assigned in class. Remember the goals for any response method you choose: to help you better contemplate, organize, and understand your reading, and to be prepared for thoughtful discussion. **These will be due with each article/excerpt assigned—see calendar.** Please keep all your reading responses together in your notebook or in a journal, etc. You will also be responsible for a variety of informal in-class presentations. Come to class prepared to participate.
- **Strategy Presentations:** With a partner or small group, you will be responsible for developing and presenting/modeling writing and reading strategies to your colleagues, demonstrating their use in your particular content area. The strategies will come from our texts but you will need to put them in the context of your content area.
- **Literacy Case Study:** You will receive a separate handout on this assignment. The case study involves your shadowing, interviewing, and gathering work samples from an adolescent. You will identify his/her reading and writing processes, make observations about their instructional needs, and reflect on the implications for your teaching. This will be a written report.
- **Reflective Papers:** You will write two informal papers, one at the beginning of class that is a literacy autobiography, and one at the end of class which is a “connections” paper. The literacy autobiography will be a chance for you to reflect upon and consider the implications of your own literacy history. The connections paper will be a chance for you to reflect on your learning over the semester and to put the pieces together in terms of how you'll structure your future classes with a literacy component. This is also the place where you will discuss your progress toward meeting the course goals. These will both be discussed further in class.
- **Sample Lesson Plans:** You will be responsible for completing two lesson plans demonstrating your ability to integrate literacy strategies and SDAIE into your content area. The goal is for you to develop lessons that you might use as part of your unit plan in your EDSS 511 or methods course as well as for your future student teaching.
- **Website Table:** You will evaluate a series of websites—both professional and those you would use in your content-area classes—and create a summary table that synthesizes your findings and offers suggestions for how you might use the site. We will discuss this further in class.

Teacher education is a professional preparation program. Students will be expected to adhere to standards of dependability, academic honesty and integrity, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, colleagues, parents, and administrators, writing that is original, clear and error-free is a priority in the College of Education.

Attendance

Due to the dynamic and interactive nature of course in the COE, all students are expected to attend all classes and participate actively. At a minimum, students 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. If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of “A”. If three class sessions are missed, the highest possible grade that can be earned is a “C+”. If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

Grading Rubric for EDSS 521

“A” students:

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete all assignments thoroughly, thoughtfully, and punctually, receiving 3.7 – 4 average on all assignments.
3. make insightful connections between all assignments and their developing overall understanding of literacy and its effects on student learning in their content area; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of course goals.
5. show professional level of work with regard to writing, presentations, and collaboration.
6. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
7. demonstrate responsibility to meeting attendance requirements (miss fewer than 2 classes) (see syllabus).

“B” students:

1. simply comply with the course requirements and expectations.
2. complete all assignments, usually thoroughly, thoughtfully, and punctually, receiving 2.7 –3.6 average on all assignments.
3. usually connect assignments to their developing overall understanding of literacy and its effects on student learning, especially within their content areas; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of course goals.
5. show mostly professional level of work with regard to writing, presentations, and collaboration.
6. complete most class preparation work and are ready to engage in thoughtful discourse
7. demonstrate responsibility to meeting the attendance requirements (miss fewer than three classes) (see syllabus).

“C” students:

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. complete all assignments but with limited thoroughness, thoughtfulness, and/or punctuality, receiving 1.7 – 2.6 average on all assignments.
3. make limited connections between assignments and their developing overall understanding of literacy and its effects on student learning; may not be open to examining assumptions or implications and might actually “dismiss” the role of building students’ literacy skills within their content areas.
4. attempt but show limited progress in achieving course goals.
5. show an attempt at professional level of work with regard to writing, presentations, and collaboration, but often produce work that is significantly unpolished.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
7. meet the minimum attendance requirements (see syllabus).

“D” or “F” students:

Fail to meet the minimum requirements of a “C.” The specific grade will be determined based on rate of assignment completion, attendance, etc.

NOTES

- Students must meet the attendance requirements to be eligible for the grade described. It is a “prerequisite” for earning a particular grade.
- Students falling in between grade levels will earn a + or – depending on where they meet the criteria most fully.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

Self-Evaluation of Course Goals for _____

On a scale of 1-4 (4 being high, 1 being low) rate your sense of competence for each of the course goals below—how well are you able to currently meet each goal?

| Course Goals | September | October |
|--|-----------|---------|
| Credential candidates will: | | |
| 1. Understand the challenges of working with assumptions (personal and systemic) that ascribe literacy “responsibility” to only a few content areas. | | |
| 2. Develop a growing awareness of the complexity of literacy acquisition and of defining literacy. | | |
| 3. Explain how context and culture affect literacy development. | | |
| 4. Scaffold reading and writing activities so that students of varied literacy backgrounds have access to texts. | | |
| 5. Use a wide variety of strategies to help students access content-area texts. | | |
| 6. Know SDAIE and apply its strategies effectively/appropriately in designing lessons. | | |
| 7. Integrate literacy activities in the content area to facilitate students’ learning content knowledge while also growing as readers and writers. | | |
| 8. Develop methods for diagnosing students’ literacy skills in the context of their content area. | | |
| 9. Assess the appropriateness of reading materials for students in their content area. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |

Note: The assignments you complete for the course and the final connections paper you write in October should show evidence of your progress in meeting these goals. As you work through each course assignment, bear in mind how it might be helping you to become more competent in a particular area.