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EDMX 622
Literacy Education for Education Specialists (3 units)
Fall 2006

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Tentative Syllabus

Instructor	**Office**	**Office Hours**	**Phone**	**E-mail Address**
Toni Hood, Ed.D.	University Hall 212	Mondays 3:00-5:00 and by appointment	760-750-8513	thood@csusm.edu

Mission of the College of Education at Cal State San Marcos: 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)

Prerequisites: EDMS 521 or CA Multiple Subject Credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program.
(Note: Candidates who have a Single Subject credential may request a waiver of this course, and will be required to complete EDMS 521.)

Course Description: This course will focus on methods, materials and adaptations in approaches to language and literacy instruction for learners who have various special learning characteristics, including atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive K-12 classroom environments.

WebCT: This course is supplemented by and online site, which may be accessed at **http://courses.csusm.edu**. You will be required to attend certain classes and complete certain assignments online. Locate and click on your course section of EDMX 622 in WebCT. You will need a username and password to access the online components. To avoid penalty for late assignments, communicate immediately with me via regular email (**thood@csusm.edu**) if you have any difficulty accessing the site at anytime during the course.

Infused Competencies

Authorization to Teach English Learners: The Cal State San Marcos credential programs have 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 2002)

Special Education Inclusion: 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 are encouraged to keep a digital copy of all assignments for use in a teaching portfolio. Details will be given in class.

Accommodations and Policies

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.

College of Education Attendance Policy: Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors before class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a "C". Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.

WebCT Online Course Attendance and Participation: Please note that this course includes class sessions online in WebCT. Students are also required to participate in online discussions and in online class activities. Credit for these requirements is embedded in the attendance and participation points, and in the assignment points for this course.

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, 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 College 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 (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Academic Honesty: "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 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 [but is not limited to] the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole." – CSUSM Catalogue

Level I Standards Interface of EDMX 622

11.4	Demonstrate ability to implement state framework
12.2	Uses strategies and techniques for developing students' communication skills that are age-appropriate and reflect an understanding of diverse modes and systems of communication
17.1	Uses data-based assessment to drive curriculum and instruction that is appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs.
17.2	Uses standardized district/state or assessment information to drive instructional plan.
20.3	Uses instructional strategies appropriate for individuals with diverse needs, interests, and learning styles in a variety of educational environments.
22.1	Appropriately chooses, administers, and interprets a variety of individual assessments and evaluations to determine a student's profile (i.e., strengths and needs in developmental, academic, social/emotional, behavioral, communication, employment, community access and living domains)
22.2	Make appropriate instructional decisions based on the results of given assessments and evaluations.
23.1	Selects curricula and uses instructional strategies to meet students' diverse learning characteristics.
23.3	Develops instructional plans that are responsive to the unique needs of the student, the general education setting, and core curriculum.

Course Content and Performance Goals:
Level I Education Specialist Credential Requirements

Goal 1:	develop a sensitivity to and appreciation for children with special learning needs.
Goal 2:	examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school.
Goal 3:	gain an understanding of how patterns of typical and atypical language development influence student academically, socially and behaviorally in today's classrooms.
Goal 4:	become familiar with current approaches to the teaching of reading and writing of children with special learning needs.
Goal 5:	understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.
Goal 6:	become sensitive observers of children's language-using behaviors.
Goal 7:	become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction
Goal 8:	become familiar with informal language and literacy assessments, such as portfolios, and performance and presentation options; and their usefulness in designing appropriate instruction.
Goal 9:	demonstrate the ability to design and adapt instruction and classroom environment which are responsive to all learners.
Goal 10:	translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.
Goal 11:	understand middle and secondary language and literacy issues in today's classrooms.
Goal 12:	develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.

Goal 13:	develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.
Goal 14:	develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
Goal 15:	develop a respect for each student, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

Required Texts:
1. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland: Stenhouse.
2. Fisher, D. & Frey, N. (2004) *Improving adolescent literacy: Strategies at work.* Columbus: Pearson.
3. Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Upper Saddle River, NJ: Pearson.
4. Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools.* California Department of Education. Also at: http://www.cde.ca.gov/cdepress/lang_arts.pdf

Required Websites:
1. Task Stream Electronic Portfolio: Students must register & pay fee online prior to first class: www.TaskStream.com (register for 1 year minimum)
   For TaskStream Directions, go to: http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm)
   For directions on writing TaskStream Narratives, go to: http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm
2. Teacher Performance Expectations (Level I Standards): Level I Standards At-a-Glance: http://lynx.csusm.edu/COE/fieldExperience/Level I Standards.at.a.Glance.pdf
   Full Text: http://lynx.csusm.edu/coe/fieldExperience/Handbook.MS/Level I Standards.FullText.doc
3. Individuals with Disabilities Education Improvement Act of 2004 http://www.edlawrc.com/special_education.htm
4. Literature Circles Resources: http://www.litcircles.org/
5. NCTE Principles of Adolescent Literacy Reform: http://www.ncte.org/library/files/About_NCTE/Overview/Adol-Lit-Brief.pdf
6. When Older Students Can't Read (LD Online) http://www.ldonline.org/article/8025
7. Strategies that Work for Students Grade 9-12 with Dyslexia (LD Online) http://www.ldonline.org/article/6371
8. Helping Your Teenager Write Better (NCTE) http://www.ncte.org/library/files/Parents_Students/tips-parents.pdf
9. Council for Exceptional Children Website: www.cec.sped.org
10. Quiocho, A., Macintosh, D., and Hood, A. (2000) *Reading instruction Portfolio:* http://www.csusm.edu/Quiocho/rip.html (Focus: Hood, A. *Special Needs Considerations)*
11. Visual and Performing Arts Standards: http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf
12. Managing RICA PowerPoint: http://courses.csusm.edu/ricastudy/module01/Managingrica.htm
13. Citing Research: http://citationmachine.net/
14. The abridged version of The American Psychological Association (APA) Manual: www.apastyle.org

Recommended Texts:

1. Cunningham, P. (2000). *Phonics they use: Words for reading and writing.* New York: Longman.
2. Cunningham, P., & Allington, R.L. *Classrooms that work: They all can read and write.*
3. Deschler, D.D., & Schumaker, J.B. (2006). Teaching adolescents with disabilities: Accessing the general education curriculum. Thousand Oaks: Corwin Press.
4. Longman. (2000). *Dictionary of American English.* New ed., 2nd ed. ed. White Plains, NY: Addison Wesley Longman.
5. Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria: ASCD.
6. Stephanie, H., & Goudvis, A. (2000). *Strategies that work.* Portland, ME: Stenhouse Publishers.
7. Tompkins, G.E. (2001). *Literacy for the 21st century: A balanced approach.* Upper Saddle River, NJ: Merrill.

Assignments	Points:
Course Attendance, Professionalism, & Participation	30
Teacher as Reader: Staying Current in the Field & Value-Added Comments	10
Facts about Learning Challenges Paper (23.1)	10
Facts about Learning Challenges Presentation (23.1)	10
Best Practices Report (Standards 12.2, 17.1, 17.2, 20.3, 22.1, 22.2, 23.3)	25
Social Justice in Literacy Education: The AIDS Quilt Project	5
Literature Circles	5
TaskStream Postings: Level I Postings	5
Total Points:	100

"Generally Accepted Attributes of Highly Effective Teachers" (as seen in pre-service programs)
(Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating, & Bachman, 2003; Johnson & Johnson, 1994)

1) **General class attendance, promptness, participation:** on time, respects time boundaries (i.e., breaks), regular attendance, and actively participates.
2) **Attention to classroom discussion protocols**: respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
3) **Social and cooperative skills (as illustrated in cooperative projects)**: assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
4) **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
5) **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid; works to include all "voices" in the classroom; is aware of/responsive to issues and behaviors that might marginalize colleagues in the classroom.
6) **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces back" easily; can work calmly under stress.
7) **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

ASSIGNMENTS

#1: CLASS PARTICIPATION (30 POINTS)
As it is a critical and expected behavior in this profession, regular, punctual attendance is required in all face-to-face and online classes. The experiences, activities, and discussions of class meetings are difficult to recreate on your own. Attendance alone does not constitute points awarded. In addition to the assignments that follow, you will be expected to fully participate in all of your class sessions. You will also be expected at all times to demonstrate professional behaviors consistent with dispositions of the profession of teaching.

#2: THE TEACHER AS READER: STAYING CURRENT IN THE FIELD (10 POINTS) (DB)
After reading a professional education journal article related to literacy (with underlying special education, middle, or secondary issues), post an *original* abstract (one you have written yourself) on the Discussion Board in WebCT. Your abstract should be limited to 300 words, and must include the following:
- Title
- Author(s):
- Source:
- Abstract:
  o Premise of the article (hypothesis, theme, objective, etc.)
  o Type of article (research, information only/expository…)
  o Brief discussion of opinions or findings of the author(s)
- Include one or two sentences with YOUR opinion about the article content, and how it might apply to your teaching. (This may be in addition to the 300-word abstract – but keep it brief!

1. Read a minimum of 2 abstracts from your classmates, and respond to them with *value added statements* regarding their postings. When replying to a posting in the discussion area by another student, instructor, or guest, your reply must include the previous message below your comment. You can do this by clicking the quote button, instead of reply, to begin the post.

To Add Value, your response must do one of the following:

1. give an example of what the prior post had described;
2. provide a different perspective of the topic posted; OR
3. expand upon the idea posted in the message by including more detail and depth.

#3: FACTS ABOUT LEARNING CHALLENGES IN READING: PAPER (10 POINTS) (DB)

During the first week of class, you will be assigned a learning challenge that affects the literacy skills of a middle or secondary student. You will investigate that challenge by using resources you may have from previous classes or other sources. You will then post the following information on the Discussion Board on or before the second class:
- Name of learning challenge
- A specific definition of the learning challenge
- Examples of ways in which this challenge may affect or create special problems in reading achievement, interest, performance, and/or growth and development
- At least 2 ideas for remediating or supporting the student whose learning challenge is interfering with his/her reading achievement, interest, performance, and/or growth and development (Feel free to use Turnbull, Choate, or other references for ideas!)

Save your response in a Word document before you copy and paste (not attach!) it into the Discussion Board. Then you will have a copy of your message if something goes wrong!

#4: FACTS ABOUT LEARNING CHALLENGES: PRESENTATION OF STRATEGIES FOR MIDDLE AND SECONDARY LEARNERS (10 POINTS)

During a designated class session you will demonstrate the reading and learning strategies to mediate reading problems for middle and secondary students. You will demonstrate at least two strategies that would be useful when working with students with special learning needs in an inclusive middle or secondary classroom setting. Accompany your lecturette with visuals to scaffold your classmates' learning.

#5: BEST PRACTICES FOR STRUGGLING READERS AND WRITERS REPORT (25 POINTS)

Note: You will be using the information from the Case Study of "Mark" on the RICA Scenario page (http://courses.csusm.edu/ricastudy/old/scenarios.html) for this assignment. Mark is an English learner who has been in school in the US for 3 years. He is in 5th grade this year.

Part I: Assessing Mark's Reading and Writing Behaviors (4 points)
Using the information given, respond to these questions:
What would you determine to be Mark's strengths?
What would you determine to be Mark's weaknesses?
What is your evidence to support your conclusions?

Create a table for this section. Go to "Table," and Insert a table into your paper with 4 columns and two rows. The first row is for your column titles. Example:

Mark's Strengths	Evidence of Strengths	Mark's Weaknesses	Evidence of Weaknesses
List of Mark's strengths would go in this column.	Etc.	Etc.	Etc.

Part II: Two Best Practices (approx. 4-6 pages)   (8 points)
Investigate two (2) teaching strategies that are, according to your research, experiences, and observations, effective in teaching reading and/or writing to struggling English learners.

Part III: Instructional Plan (approx. 2-4 pages) (10 points)
Based upon your investigation, describe an instructional plan you would develop for Mark to improve his reading, writing, spelling and response to literature? Your plan should demonstrate how you would differentiate instruction, curriculum, and/or assessment for Mark.

Your research and observation report should be in APA format (check www.apastyle.org or the APA manual), and should include ALL of the following:

- name and brief description of identified strategies,
- What research/resources used had to say: Text synopsis and internet discoveries
   of identified strategies
- direct contact with and interview of /discussion with teachers about the strategies; OR
   observation of strategies in use, and overall impressions of effectiveness
- suggested uses for and/or adaptations of strategies reported

Part IV: Best Practices Statements (one page)   (1 point)
To conclude your report, you must be able to demonstrate through your research, observation, interview/discussion with teachers and/or your own professional and informed opinions, exactly WHY you consider these to be "Best Practices." Please make a simple statement relating to each practice that demonstrates your confidence that your choices are, indeed, "Best Practices."

Part V: Reference Page (approx. one page) (2 point)

Please cite all resources used, including personal interviews, web sites, texts, journals, and personal experiences. Use APA format for citations (www.apastyle.org).

#6: SOCIAL JUSTICE IN LITERACY EDUCATION: THE AIDS QUILT PROJECT (5 POINTS)

During your teaching career, you will have many opportunities to participate with your students in events that promote social justice. This Fall semester, there are two major events scheduled for the CSUSM community to commemorate World AIDS Day, which is on December 1, 2006. Two giant panels of the AIDS Memorial Quilt will be on display in the Kellogg Library and the Arts Building Foyer November 27th through December 8th. The College of Education will be facilitating an AIDS Walk on December 1st, Funds from this event will be donated to HIV/AIDS related charities.

In our commitment to social justice and on-going service, the College of Education will be engaged in several activities to help this event be successful. HIV/AIDS is something that affects the global community, and consistent with our COE Mission, our credential and Masters candidates will be involved.

The Circle of Courage will again come to life for us in Special Education, as we generously contribute to this event, and affirm the sense of community and belonging to those affected by AIDS/HIV. Further details will be provided in class.

#7: LITERATURE CIRCLES (5 POINTS)

Using Literature Circles is a best practice in education. "Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to [texts]. Collaboration is at the heart of this approach" (from www.litcircles.org/Overview/overview.html)

You will engage in literature circles during face-to-face class sessions in this course. You will have the opportunity to participate in cooperative groups in the rotating roles of Summarizer, Vocabulary Finder, Question Writer, and Story Mapper. During designated class sessions, assigned readings will be your literature topics, and you will engage in journaling activities that correspond to the readings. Further details will be provided in class.

#8: ELECTRONIC PORTFOLIO - TASKSTREAM   (5 POINTS)

(REQUIREMENT IN ALL CREDENTIAL COURSES)

Learner Objectives:	Knowledge and skill in creating an electronic portfolio. Submission of artifacts for Level I Standards.
Assessment:	Candidates apply what they have learned from the required assignments to the Level I Standards designated in a cogent, first-person reflection in their electronic portfolio. Candidates will include all necessary components in their final submission of the electronic portfolio.
Resource(s):	http://lynx.csusm.edu/coe/eportfolio/index.asp This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements. http://www.taskstream.com This is the TaskStream homepage where you will register for Taskstream and to where you will return when working on your electronic portfolio.

TASK GUIDELINES FOR TASKSTREAM

The purpose of the portfolio is to assess how well you meet the Level I Standards. Although all the artifacts you place (more than 1 per LEVEL I STANDARD) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the Level I Standards and can make the connection between the assignments completed in class with the teaching you have experienced and the Level I Standards. Your task is to write a cogent reflective essay for each LEVEL I STANDARD about how the artifacts you have chosen provide evidence that you have met each LEVEL I STANDARD.

Each narrative must include a) a description, b) an analysis, and c) a reflection.

About Posting Evidence for Level I Standards in TaskStream…

It is important to recognize that the Level I Standards are threaded *throughout* your credential program, and are addressed multiple times in each course. Even though we are referencing and seeking to understand several Level I Standards in this course, you are specifically responsible for writing a reflective statement for LEVEL I STANDARD 3 and 9 in the electronic portfolio in TaskStream.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified LEVEL I STANDARD. As you write, the goal is to
- describe your learning as it relates to the LEVEL I STANDARD,
- analyze artifacts (assignments) and explain how they are evidence of your learning, and
- reflect on the significance of your learning (the "so what") and where you need to go next related to the LEVEL I STANDARD.

A three- to four-paragraph structure will help you develop your response. You must attach at least one artifact to each LEVEL I STANDARD response, but can attach others as well.

1st paragraph: Introduction to your response that uses the words of the LEVEL I STANDARD. DO NOT restate the LEVEL I STANDARD; instead, introduce the reader to the focus of your response as it relates to the LEVEL I STANDARD. This is basically an extended thesis statement related to the LEVEL I STANDARD.

2nd paragraph: Explain how one attached artifact is evidence of your learning related to the LEVEL I STANDARD. The key here is "evidence." How does this artifact prove that you have learned something specific related to this LEVEL I STANDARD?

3rd paragraph: Reflect upon and summarize the significance of your learning overall (connected to the LEVEL I STANDARD) and explain what you still need to learn related to this LEVEL I STANDARD. This addresses the "so what?" of your learning.

Please be succinct in your writing; more is ***NOT*** better. State your ideas clearly and keep them grounded in the evidence of your learning as represented by your artifacts. When you submit each LEVEL I STANDARD response, you will receive feedback from the instructor that asks for revision or says that you are done. You will not get full credit for this assignment if you are asked to revise and you do not. Please continue to check your TaskStream portfolio until the instructor says you are done with each LEVEL I STANDARD response for the course. More details about using TaskStream will be given in class and can be found on TaskStream.

RUBRIC FOR ASSIGNMENTS

4 points: highest range of achievement; on time; complete; exhaustive; significant evidence of critical thinking and reflection, application of new information, and analysis, synthesis, or evaluation of course content; significant effort to extend learning to highest levels

3 points: high range of achievement; on time; complete; significant evidence of knowledge/comprehension of course content; some evidence of ability to analyze/generalize new info; noticeable effort to extend learning to high level

2 points: mid-range achievement; on time; several gaps/incomplete; generally solid work; some evidence of knowledge and comprehension of course content; inconsistent effort in most parts

1 point: low range achievement; on time or late; numerous gaps/incomplete; cursory; sketchy; little evidence of knowledge and comprehension of course content; minimal/hasty effort overall

0 points: no work submitted, or work submitted excessively late.

NOTE: Contract Negotiations

The instructor's union, the California Faculty Association (CFA), is entering the second year of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the semester. Please keep in mind that faculty working conditions are student learning conditions.

EDMX 622: Literacy for Education Specialists
Fall 2006
Tentative Course Schedule
(Bring Journal and relevant texts to every class meeting.)

Class	Date	F2F or OL Topics	Readings	Literature Circles	Assignments Due
1	8/28	Icebreaker; Introductions; Routines; Class Norms; Syllabus and Assignments; Level I Standards Literature Circles Assign Facts about Learning Challenges	Syllabus Literature Circles handouts	Lit Circle - "Rehearsal"	Get your books and a "journal."
2	8/28	Framework, Scavenger Hunt, Form Strategies groups; Standards cont.; Journals	Fisher 1 Tovani 1	Lit Circle # 1	TaskStream Standard 11.4 due 8/30
3	9/4	**Online Class #1** Typical and Atypical Language Development; Motivation, Comprehension, Critical Thinking and Assessment	NCTE Principles of Adolescent Literacy Reform Tovani 2		Online Class #1 due 9/9
4	9/11	Facts about Learning Challenges	Tovani 3, 5; Turnbull (appro. Chapters)		Facts about Learning Challenges Paper/Presentation; TaskStream Standard 23.1 due 9/13
5	9/11	**Online Class #2** Language Diversity	Tovani 5		Online Class #2 due 9/23 TaskStream Standard 12.2
6	9/18	**Online Class #3** Assessing Text Readability; Accessible Text	Tovani 4		Online Class #3 due 9/30
7	9/18	Differentiating Instruction; Grouping; Thinking Skills	Tovani 6, 7	Lit Circle # 2	
8	9/25	4-12 Reading Strategies; Read-Alouds; Comprehension; Accessible Texts; Best Practices Report Introduction; Informal Assessment	Fisher 3 Tovani 2, 4	Lit Circle # 3	
9	9/25	**Online Class #4** Supporting Struggling Readers; Anticipatory Activities; Writing to Learn	Fisher 2, 8		Online Class #5 due 10/21
10	10/2	Library Representative Visit: Researching Best Practices; Questioning and Notetaking; Research	Fisher 4, 5	Lit Circle # 4	
11	10/2	**Online Class #5:** Reciprocal Teaching	Fisher 9		Online Class #6 due 11/04
12	10/19	Supporting Students with Disabilities in Middle Schools: Guest – Sandra McElwee	BPR in progress		Consultations with instructor during class
13	10/9	Writing Strategies to Support Struggling Writers: Graphic Organizers; Vocabulary Instruction	Fisher 6, 7	Lit Circle # 5	Best Practices Report; TaskStream Standard 12.2, 20.3, 22.1, 22.2, 23.3 due 10/11
14	10/16	High Stakes Testing; Assessment	Tovani 8, 9 Fisher 10		
15	10/16	Using Drama in Middle and Secondary Schools: *Yellow Brick Road* Group Read-Alouds			Course Self Evaluations Bring Self-Selected Children's Literature Book