

**CALIFORNIA STATE UNIVERSITY SAN MARCOS  
SCHOOL OF EDUCATION**

**EDMS 522: Elementary Literacy II  
Fall 2011  
Part Time Cohort,  
UH 443, Tuesdays, 5:30-8:15**

**Instructor: Dr. Garza**  
**Office Hours: by appointment**  
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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 ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

***COURSE DESCRIPTION***

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

***Course Prerequisite***

Admission to the Multiple Subject/CLAD Teacher Credential Program.

***California Teaching Commission Standards Alignment:***

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

- 3- Relationship between theory and practice
- 4-Pedagogical thought and reflective practice
- 5-Equity, Diversity & Access
- 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

***COURSE OBJECTIVES***

***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 to determine students’ progress towards 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 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 levels and language backgrounds

***Attitudes and Values –***

Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a 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.

(2007). *Reading/ Language Arts Framework for California Public Schools*. California Department of Education, Sacramento.

***INFUSED COMPETENCIES***

***Authorization to Teach English Learners***

This credential program was 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 School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

### ***Technology***

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

### ***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.

### ***STUDENT LEARNING OUTCOMES***

#### ***Teacher Performance Expectation (TPE) Competencies***

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement 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.

#### ***California Teacher Performance Assessment (CalTPA)***

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 TPA. To assist your 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 seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA, and, more importantly, in your 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>

### ***UNIVERSITY REQUIRMENTS***

#### ***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 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 or materials 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.

### ***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 circumstances. 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.

### ***COURSE REQUIREMENTS***

#### ***Grading Standards (Points)***

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

<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

### ***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 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. Individual instructors may adopt more stringent attendance requirements. (*Adopted by the SOE Governance Community, December, 1997*). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Students missing more than two class sessions will not earn a passing grade.* Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

In this section of 522, the instructor has adopted this additional policy: If you miss two class sessions, you cannot receive a grade of A or A-; if you miss 3 class sessions, you cannot receive a B+ or B.

#### ***Required Texts:***

- Gail Tompkins. (2010). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach* (5<sup>th</sup> Edition) ISBN: 9780135028926

- Jerry L. Johns (2008 or any recent edition). *Basic Reading Inventory* ISBN: 9780757551277 for the 10<sup>th</sup> Edition

- Ruth Culham, (2003) *6+1 Traits of Writing: Grades 3 and Up*. ISBN: 9780439280389 (\$ 30 new)

- Zarrillo, James. (2010) *Ready for Revised RICA: A Test Prep Guide* (3<sup>rd</sup> Edition) ISBN: 9780137008681 (\$ 30 new)

#### ***Optional Texts:***

Richard L. Allington. (2009). *What Really Matters in Fluency: Research Based Practices across the Curriculum* [www.allynbaconmerrill.com](http://www.allynbaconmerrill.com) ISBN-13: 978-0-205-57058-4

## ***COURSE ASSIGNMENTS***

Students are expected to demonstrate competency in the use of various forms of technology and keep a digital copy of all assignments. NOTE: This fall 2011, EDMS 522 is a hybrid class, which means one or more class sessions will be conducted on-line. It is your responsibility to complete the work assigned for a given class session. You will be graded for the content and participation in these required activities.

Students are expected to complete assigned readings *prior* to the class sessions to which the readings are related in preparation for class activities. Refer to the handout on reading assignments distributed by the instructor for the specific information about the readings for each class session.

It is expected that work will be proofread and edit word-processed assignments prior to submission. All citations, where appropriate, use American Psychological Association (APA) format. In addition, it is expected that assignments will be turned in on time. Please discuss individual issues with the instructor (prior to due date). 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). *Assignments that are turned in a week late will be given a grade of zero.*

<b>Assignment</b>	<b>Points Possible</b>
Online session activities	15
Field Observations	10
Writing Strategy Paper and Demonstration	20
Literacy Lesson Plan <i>Focus: content area literacy</i>	20
Literature Circle	15
Literacy Case Study	20
<b>Total Points</b>	100

### ***Descriptions of Assignments***

#### **ONLINE SESSION ACTIVITIES**

Teacher Candidates (TCs) complete activities online during online class session, the dates of which are indicated in the course schedule. Completing the online activities in their entirety and submitting them by the due date fulfills the attendance requirement for the session. Failure to complete online activities in their entirety by the due date counts as an absence for one session. In addition, the work is evaluated for quality based on the extent to which the requirements for each activity were met.

## FIELD OBSERVATIONS

Teacher Candidates (TCs) conduct 2 observations of reading instruction, in two different RICA domains. TCs observe a teacher while she/he is teaching a reading/language arts lesson and identify the RICA competencies being taught. Topics are described in the “Ready for Revised RICA Study Guide” written by James Zarrillo. Observations go on the left hand side of the Field Observation form. Evaluative commentary & TC reflections go on the right hand side of the form. Completed forms should be approximately one full page. To complete the forms, type them using size 10 Times New Roman font, with 1.5 spacing.

### ***FIELD OBSERVATION FORM***

<b>RICA Competency:</b>	<b>Date:</b>
<b>Grade Level:</b>	<b>Additional Descriptors of Type of Class :</b>
<b>Observations</b>	<b>Comments-Reflective Notes</b>

<b>RICA DOMAINS</b>
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: “Planning Reading Instruction based on Assessment”
Domain 2: “Word Analysis”
Domain 3: “Fluency”
Domain 4: “Vocabulary, Academic Language, and Background Knowledge”
Domain 5: “Comprehension”

## WRITING STRATEGY PAPER AND DEMONSTRATION

Teacher Candidates (TCs) explore the role of writing instruction in students’ writing development. Effective writing instruction is essential to fostering literacy throughout all developmental stages. In this assignment, TCs learn to plan and demonstrate (model) a wide variety of writing strategies for various aspects of the writing process.

In this assignment, student pairs are assigned a specific writing strategy which they research in order to write a one page paper and give a 6 minute demonstration. The pair uses the ***Writing Strategy Paper Guide*** to organize their one page paper. They use the ***Writing Strategy Demonstration Guide*** in order to model the assigned writing strategy. *Each* student submits to the cougar courses website the completed paper which is due on the same day as the demonstration.

### **Writing Strategy Paper Guide**

The names of Teacher Candidates
The name of assigned writing strategy activity
Explain the purpose of the writing strategy activity to help the student improve in writing
A step by step description of how to model the writing strategy

## Writing Strategy Demonstration Guide

State the names of demonstrators
State the name of assigned writing strategy activity
Briefly introduce the strategy by briefly explaining how it helps improve writing
Start modeling the use of the strategy by showing what to do and “thinking aloud” as you demonstrate.
Continue modeling the strategy, step by step, until you have completely demonstrated the entire strategy

### LITERACY LESSON PLAN: focus on content area literacy

Content area literacy refers to the expository (informational) reading and writing done in the content areas such as math, social studies or science. Instruction in content area literacy helps learners develop proficiency in the diverse reading and writing tasks associated with each content area task. Most content area literacy is taught in the form of lessons or mini-lessons within a unit of study in the content area. While most lessons in a content area unit will focus on teaching the content, effective teachers also include lessons that focus on teaching the reading and writing tasks related to the content tasks.

This Literacy Lesson Plan should focus on teaching a strategy that supports the development of reading & writing proficiency in the content areas within a particular unit of study. It is recommended that students develop their content area literacy lesson plan based on a social studies or science topic. The plan should be designed for students who are already reading in grades 3 – 8 and should involve the use of appropriate informational literature.

In the Literacy Lesson Plan assignment, Teacher Candidate pairs select a specific content area literacy strategy which they research in order to write a one page “advertisement”, develop a lesson plan, and give a 6 minute demonstration. The pair uses the *Content Area Literacy Strategy Advertisement Guide* to organize their one page “advertisement”. They use the *Content Area Literacy Lesson Plan Template* in order to demonstrate the instruction of their chosen content area literacy strategy.

The TC pair submits one hard copy of their “ad” on the due date.

*Each Teacher Candidate* submits to the cougar courses website the completed lesson plan which is due on the same day as the demonstration.

### *Content Area Literacy Strategy Advertisement Guide*

On one page of chart paper, create an advertisement that “sells” the content area literacy strategy to the children in your classroom
Highlight the key features of the content area literacy strategy
Highlight the benefits for the user of the strategy
Use color, icons, images, and other techniques to make your “ad” visually appealing

<b>CONTENT AREA LITERACY LESSON PLAN TEMPLATE</b>	
<b>Names of lesson designers</b>	
<b>Content area &amp; topic/unit of study</b>	
<b>Lesson Objective</b>	The students use the _____ strategy in order to improve _____ while _____. <div style="text-align: center;"> <small>name of strategy</small> <span style="margin-left: 150px;"><small>name of literacy skill</small></span>   <small>name of reading or writing task</small> </div>
<b>Assess</b>	The manner in which I assess students' growing mastery of the strategy (Show the assessment tool.)
<b>Teach to the Objective</b> <ul style="list-style-type: none"> <li>• <b>Modeled</b></li> <li>• <b>Shared</b></li> </ul>	I explain the key concept(s) Step by step, I demonstrate & "think aloud" I invite the students to do it with me step by step & "think/pair/share"
<b>Guided Practice</b>	Step by step, the student activity to practice

### LITERATURE CIRCLE

Teacher Candidates (TCs) participate in and document their participation in a literature circle discussion. TCs choose a narrative from the options that the instructor makes available. TCs form groups based on book selections to create literature circles. Each participant takes a different literature circle role.

#### Examples of Literature Circle Roles

- |                        |                   |                 |
|------------------------|-------------------|-----------------|
| 1) Discussion Director | 2) Passage Master | 3) Word Wizard  |
| 4) Connector           | 5) Summarizer     | 6) Investigator |

As each participant reads the book, he/she individually completes his/her role, using the role worksheets as a guide. Then, the literature circle is held during class on the designated day.

In addition to completing a write up for the literature circle role, each TC also writes an explanation of how literature circles could be used to teach literary response and analysis, including possible benefits and challenges of literature circles both for the participants and for the teacher. Each TC submits their literature circle role write up and their reflection on the day of the literature circle discussion.

### LITERACY CASE STUDY

The Literacy Case Study is described in detail in the Literacy Case Study Handbook available on the 522 cougar course. Teacher Candidates (TCs) conduct literacy assessment with one child who is a reader, analyze and interpret the resulting data and describe the child's strengths and needs in reading. TCs develop recommendations in the form of specific instructional strategies that support the child's progress in reading. The Literacy Case Study consists of all the sections listed on the checklist (below).

Please note that the case study child **must** already be reading. It is recommended that s/he be in the upper elementary grades (3 – 6) and be reading below his/her current grade level. The completed



assessment forms are placed in a hard copy appendix that is handed in to the professor. A parent permission (consent) form must be included in the appendix.

**Literacy Case Study checklist (see handbook for descriptions)**

- Student Profile
- Anecdotal Notes / Teacher's notes
- Reading Attitude Survey: summary of findings
- Writing Sample Analysis: summary of findings
- IRI Word Recognition: table of findings
- IRI Comprehension: table of findings
- Data Analysis Grid
- Description of Student's Literacy strengths
- Description of Student's Literacy needs
- Recommendations (use graphic organizer in handbook)

**Course Schedule for Garza EDMS 522 Fall 2011**  
**The instructor reserves the right to modify the schedule**

**Note:** This is a hybrid course so some sessions will be conducted on-line as indicated in the schedule.

<b><u>Session 1</u></b> 30 August	Orientation to course topics & assignments Lit case study overview & lit assessment <ul style="list-style-type: none"> <li>• Intro to Student Profile</li> </ul>	<b>Check-in</b> on cougar course webpage for the course
<b><u>Session 2</u></b> 6 September	Assessment L2 acquisition, language & lit development <ul style="list-style-type: none"> <li>• Intro to Field Observations</li> <li>• Intro to Reading Attitude Survey</li> </ul>	<b>DUE:</b> Lit Circle Selection  <b>Bring</b> name of case study student
<u>Lit 21<sup>st</sup> Century</u> chapter 3 assessing literacy; pages 376-377 interventions <u>Ready for Revised RICA</u> Chapter 2 reading assessment <u>522 Cougar Course</u> Literacy Case Study Handbook; PP on assessment; PP on L2 acquisition <a href="http://www.colorincolorado.org">www.colorincolorado.org</a>		

<b><u>Session 3</u></b> 13 September	Writing process & traits Poetry <ul style="list-style-type: none"> <li>• Intro to Writing Sample</li> </ul>	<b>DUE:</b> Decalogue for assigned trait  <b>Bring</b> draft of student profile draft
<u>Lit 21<sup>st</sup> Century</u> pages 52 – 66 & 125-127 writing process & traits; pages 349-353 writer’s workshop pages 307 – 311 poetry <u>6 + 1 Traits of Writing</u> Introduction & Chapter 1 & Appendix D <u>522 Cougars Course</u> <a href="http://www.poetry4kids.com">www.poetry4kids.com</a>		

<b><u>Session 4</u></b> 20 September On-line session	Structure of English- sentence level  Field observation online	<b>DUE:</b> cougar course activities for online class session
<u>Ready for Revised RICA</u> pages 67 & 71 fluency and syntax; page 85 & 92 sentence structure and syntax <u>6+1 Traits of Writing</u> pages 176 - 195 sentence fluency; pages 243 – 245 editing for grammar <u>522 Cougar Course</u> Activity: cloze; PP on cohesive devices (Gibbons) <a href="http://www.learner.org">www.learner.org</a>		

<b><u>Session 5</u></b> 27 September	Research-based instructional strategies for writing <ul style="list-style-type: none"> <li>• Intro to Reading Inventory</li> </ul>	<b>DUE:</b> Writing strategy paper & demonstration
<u>Lit 21<sup>st</sup> Century</u> pages 349-353 writer’s workshop <u>522 Cougars Course</u> <a href="http://writingfix.com">writingfix.com</a>		

<b>Session 6</b> 4 October	Intro to content area literacy – study skills Reading comprehension of expository text <ul style="list-style-type: none"> <li>Intro to Literacy Lesson Plan</li> </ul>	<b>Bring</b> draft of RAS & Writing Sample
<u>Lit 21<sup>st</sup> Century</u> chapter 12 content area literacy pages 259 & 262, 304 – 307 expository reading comprehension pages 275, 431-432 cloze procedures for assessing comprehension pages 393 – 403 & 409 – 412 expository writing & study skills <u>Ready for Revised RICA</u> chapter 12 & chapter 15 expository comprehension <u>522 Cougar Course</u> PP on Dolores’ essay (Goodman)		
<b>Session 7</b> 11 October On-line session	RICA competencies 10 - 15 Digital literacies for 21 <sup>st</sup> century	<b>DUE:</b> cougar course activities for online class session
<u>Lit 21<sup>st</sup> Century</u> Page 7 characteristics of online texts; page 265 reading comprehension of online texts <u>522 Cougar Course</u> <a href="http://www.rica.nesinc.com">www.rica.nesinc.com</a> <a href="http://pbskids.org/go">pbskids.org/go</a> ; <a href="http://www.pammunozryan.com">www.pammunozryan.com</a> ; <a href="http://www.learner.org">www.learner.org</a> (interactives)		
<b>Session 8</b> 18 October	Research-based instructional strategies for expository reading & writing <ul style="list-style-type: none"> <li>Intro to data analysis</li> </ul>	<b>DUE:</b> “Ad” for Content area lit strategy <b>Bring</b> IRI data & Anecdotal notes
<u>Lit 21<sup>st</sup> Century</u> page 271 reciprocal teaching; page 273 comprehension strategies; page 412 SQ3R pages 428 – 480 compendium of instructional procedures <u>Ready for Revised RICA</u> Chapter 15 expository comprehension		
<b>Session 9</b> 25 October	Academic Language Vocabulary development in content areas <ul style="list-style-type: none"> <li>Data analysis continued</li> </ul>	<b>Bring</b> all data <b>DUE:</b> Literacy lesson plan & demonstration
<u>Lit 21<sup>st</sup> Century</u> chapter 7 vocabulary & page 249 vocabulary self-assess <u>Ready for Revised RICA</u> Chapter 10 & chapter 11		
<b>Session 10</b> 1 November On-line session	Introduction to literature circles	<b>DUE:</b> Field Observations <b>DUE:</b> cougar course activities for online class session
<u>Lit 21<sup>st</sup> Century</u> pages 336 – 343 lit circles <u>522 Cougar Course</u> <a href="https://vimeo.com/1195054">vimeo.com/1195054</a> ; <a href="https://www.youtube.com/watch?v=wJJhP3frUQ">www.youtube.com/watch?v=wJJhP3frUQ</a> ; <a href="http://www.lauracandler.com">www.lauracandler.com</a>		

<b><u>Session 11</u></b> 8 November	Introduction to literary response & analysis Vocabulary development in literature <ul style="list-style-type: none"> <li>• Intro to Recommendations</li> </ul>	<b>Bring</b> data analysis grid
<u>Lit 21<sup>st</sup> Century</u> pages 290-304 analysis; pages 47, 347 response, page 261 - 262 connection pages 376-377 recommendations <u>Ready for Revised RICA</u> Chapter 13 <u>522 Cougar Course</u> PP vocab activities for literature		

<b><u>Session 12</u></b> 15 November	Research - based instructional strategies for literary response & analysis <ul style="list-style-type: none"> <li>• Video: Bridge to Terabithia</li> </ul>	<b>Bring</b> recommendations draft
<u>Lit 21<sup>st</sup> Century</u> pages 343-349 reading workshop & reader response to literature pages 51& 338 - 449 mini-lessons		

<b><u>Session 13</u></b> 22 November On-line session	Family & community literacies Critical response to literature	<b>DUE:</b> cougar course activities for online class session
<u>522 Cougar course</u> PP on critical response to literature <a href="http://www.wonderopolis.org">www.wonderopolis.org</a> ; <a href="http://www.hfrp.org">www.hfrp.org</a>		

<b><u>Session 14</u></b> 29 November	Strategies for culturally responsive literacy instruction	<b>DUE:</b> Literacy Case Study
<b><u>Session 15</u></b> 6 December	Literature Circles	<b>DUE:</b> Literature Circle