

**California State University San Marcos
COLLEGE OF EDUCATION**

EDSS 521 – Literacy in the Secondary School

Section 01, CRN 41027, Mondays: 10:00 – 12:45 pm, UH 444

Section 02, 41028, Mondays: 1:00 – 3:45 pm, UH 273

Fall 2015

Engaging diverse communities through leading and learning for social justice

Instructor (2 units): Pat Stall, Ph.D.
Office: UNV 412
Phone: 760-750-4386
Office Hours: Before and after class, during lunch, and by appointment
E-Mail: pstall@csusm.edu

Instructor (1 unit) Jeff Heil
Office Hours: Before and after class, during lunch, and by appointment
E-Mail: jheil@csusm.ed
Michelle Clark Tedtalks digital footprint and youtube USC Shoah gala

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

Course Prerequisites: Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422

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. Teacher candidates successfully completing this program receive a credential with authorization to teach English learners. (Approved by CCTC in SB 2042 Program Standards, August 02.)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Single Subject, Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

Primary Emphasis

- TPE 1 – Subject-specific Pedagogical Skills for Single Subject Teaching Assignments (focus on literacy development across content areas)
- TPE 3 - Interpretation and Use of Assessments
- TPE 4 - Making Content Accessible
- TPE 5 – Student Engagement

Also Emphasized:

- TPE 6c - Developmentally Appropriate Practices in Grades 9 -12
- TPE 2 - Monitoring Student Learning During Instruction
- TPE 7 - Teaching English Language Learners
- TPE 8 - Learning about Students
- TPE 9 - Instructional Planning
- TPE 11 - Social Environment
- TPE 12 - Professional, Legal, and Ethical Obligation
- TPE 14 – Educational Technology
- TPE 15 – Social Justice and Equity

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. **Teacher candidates may have one absence or portion of a class absence (late arrival or early departure) with no penalty. Second absence will result in a decrease of a half-letter grade (5%).** Third absence, tardy, or early departure will result in a Statement of Concern and possible failure of class. Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three statements of concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use the edTPA (Educative Teacher Performance Assessment). Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website: http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order 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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy

at: http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor or other teacher candidates, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that electronic correspondences are a very specific form of communication, with their own form of nuances, meanings, and etiquette. Please be mindful of courtesies and limitations with regards to professional e-mail, 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. A guiding principle when writing an email is to assume that everyone in your school district will be reading it, including your principal.

Things to consider:

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

In addition, if there is ever a concern with an email I send to you, let's talk in person so we can correct any confusion.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

EDSS 521 COURSE INFORMATION AND REQUIREMENTS

Course Description

This course explores the issues of literacy development—reading, writing, listening, and speaking—across core content areas of the school curriculum. This course addresses the needs of proficient readers and writers as well as those who struggle and students who are English Language Learners. It will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful literacy for understanding and lifelong learning.

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

Core Principles and Essential Questions we will pursue throughout the course:

1. Reading Processes: the literacy processes and factors that affect reading development and proficiency are complex.
 - How do elements of the reading process influence skilled or proficient reading?
 - What is the role of metacognition during the reading process?

- What role does background knowledge play in reading?
 - How do teachers incorporate their knowledge of reading theories and processes into content lessons?
2. Comprehension and Content Learning: comprehension and content learning are increased through vocabulary development, and writing, listening, discussion, and reading texts.
 - How do teachers support adolescents' reading fluency, comprehension, and content learning?
 - How do teachers support comprehension of content text through vocabulary development?
 - How do teachers use writing in various genres to help adolescents understand nonfiction texts, including informational and expository texts?
 - How do teachers use discussion and instructional conversations to support reading comprehension?
 3. Adolescent Literacy: Proficient adolescent readers engage in reading texts critically and deeply.
 - Given what we know about who adolescents are, how they learn, and what they read, how do teachers motivate them to engage meaningfully with text?
 - How do teachers draw on adolescents' multiple literacies to create a foundation for academic literacy?
 - How do teachers use critical literacy to deepen adolescents' comprehension of multiple texts?
 - How can teachers create classroom environments that facilitate the social interaction necessary for adolescents' literacy development?
 4. Assessment: Informal and formal literacy assessments guide effective secondary content instruction.
 - How do content teachers use literacy assessments to determine their students' reading and writing abilities, backgrounds, and interests?
 - How do teachers use informal and formal assessment findings to guide the design and implementation of content lessons?
 - How do teachers select and evaluate the appropriateness of texts for their particular students?
 - When and how should teachers refer students to a reading specialist or for special education services?
 5. Differentiation: Adolescents learn most effectively when instruction addresses their academic, linguistic, and cultural needs and interests.
 - What is differentiated instruction?
 - How do teachers effectively differentiate instruction?
 - In what ways do teachers select and adapt texts and other content materials for students with diverse literacy needs?
 - What instructional approaches and strategies should be selected to make content accessible for all students?
 6. Planning and Integration: Effective content lessons include the integration of literacy strategies for the purpose of content learning.
 - How do teachers use literacy strategies to promote literacy development and content learning?
 - How do teachers select and coordinate literacy strategies to support students' access to text?
 - How do teachers select and coordinate literacy strategies to help students develop into proficient writers?
 - How do teachers use literacy strategies to foster metacognition and critical thinking in their students?

Required for all content areas:

Daniels, H. & Zemelman, D. (2014). *Subjects Matter: Exceeding Standards Through Powerful Content-Area Reading, Second Edition*. Portsmouth, NH: Heinemann.

Additional Requirement for Science Teachers:

Grant, M., Fisher, D., & Lapp, D. (2015). *Reading and Writing in Science: Tools to Develop Disciplinary Literacy, Second Edition*. Thousand Oaks, CA: Corwin.

Additional Requirement for Mathematics Teachers:

Kenney, J., Hancewicz, E., Heuer, L., Metsisto, D., & Tuttle C. (2005). *Literacy Strategies for Improving Mathematics Instruction*. Alexandria, VA: ASCD.

Optional Resources on Reserve in Kellogg Library:

Fisher, D., Frey, N., & Lapp, D. (2012). *Teaching Students to Read Like Detectives: Comprehending, Analyzing, and Discussing Text*. Bloomington IN: Solution Tree Press.

Monte-Sano, C., De La Paz, S. & Felton, M. (2014). *Reading, Thinking, and Writing About History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom*. New York: Teachers College Press.

Wineburg, S., Martin, D. & Monte-Sane, C. (2013). *Reading Like a Historian: Teaching Literacy in Middle and High School*. New York: Teachers College Press.

Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
<http://eric.ed.gov/?id=ED347518>

ASSIGNMENTS

Reading Responses: Assigned reading from the text and resources posted on Cougar Courses are to be completed before class. Each class session, there will be a discussion or other activity, based on information from the reading, in which everyone is expected to knowledgeably participate. To support the reading and learning each week, we will try a different strategy designed to “hold your thinking.” **Label all reading responses as Reading Response #1, Reading Response #2, etc. as well as a citation of the specific resources.**
(Supports all principles)

Vocabulary Lesson Design: Write and implement an appropriate content lesson that includes vocabulary instruction. This will be a lesson that is also submitted in EDSS 555 and 540. Focus on an ELD standard in addition to a content standard **You will submit a paper copy of your lesson design and commentary along with a self-assessment using the Single Subject lesson design format and rubric with literacy specific criteria.**
(Principles 2, 6)

Content Literacy Lesson Design (Critical Assessment Task): Create and execute a content lesson using an appropriate CA content and 2 ELD standards that address 2 of the language development domains – listening, speaking, reading, and writing. **You will submit a paper copy of your lesson design and commentary along with a self-assessment using the Single Subject lesson design format and rubric with literacy specific criteria.**

PERSONAL LEARNING NETWORKS, DIGITAL LITERACY, AND CONNECTED EDUCATORS

Required Reading:

Richardson, W. (2013). *Why school?: How education must change when information and learning are everywhere*. New York: Ted.

Assignments:

Personal Learning Network - Learn/Teach: Each student will create a personal learning network, or PLN, to investigate an area of education that aligns with his/her passion. Participation in the network will be continuous throughout the course. The following digital tools, and some other tools discussed/discovered by the class, will be the medium of the PLN: Individual class website/blog, Twitter, Social bookmarking/content curation tools (Diigo, Learnist, Scoop.it, Pinterest, etc.), and digital discussion forums or communities (online communities of educators

on Google+, Facebook, or Ning networks). Part of this process is to find your professional voice in a digital environment. This will entail not only blogging and participating in online educational chats, but commenting on other blogs/posts from educators around the globe. Consider the following thematic questions:

How do I learn? How do I teach?

How can technology promote learning at the individual and group level? How can technology enhance my ability to teach/lead in a global society?

How can technology be leveraged in today's classroom?

Some activities that will be part of your PLN: assigned reading or video reflections, participation in moderated Twitter chats with the use of Storify to document/reflect on the chat, Instagram activities, sharing and interacting with a global audience.

Screencasting - Teach, Lead, Share: To teach both screencasting and the use of tablet, or web-based applications for learning, you will create a 3-5 minute "Instructional Screencast" that introduces your students to a new learning tool or instructions on how to use an existing tool. The goal is to learn how to create concise, clear, and helpful video tutorials for students. The final projects will be uploaded to YouTube and embedded on your class website.

TENTATIVE CALENDAR (SUBJECT TO CHANGE. BRING YOUR TEXT TO CLASS EACH WEEK.

Week	Topics	Learning for the week	Assignment Due
August 24 & 26 (Cohort 1) 1-5:00 PM	Digital Literacy: Professional Development and Staying Connected	https://sites.google.com/site/csusmedu16/	
August 25 & 27 (Cohort 2) 1-5:00 PM	Digital Literacy: Professional Purposes and Teaching Purposes	https://sites.google.com/site/csusmedu16/	
August 31	Cultural proficiency and adolescent literacy	Read Chapters 1 and 2 in in Daniels and Zemelman	Reading Response 1
September 7 Labor Day	Online Digital Literacy	Cultivate your Personal Learning Network https://sites.google.com/site/csusmedu16/	
September 14	Vocabulary and language development	Content Specific readings posted on Cougar Courses. Observe and interview teachers at your site to get an idea of how they teach content vocabulary	Reading Response 2
September 21 Collaborative Session Lesson Planning	EDSS 555 and 511 Meet in the morning	EDSS 521 Digital Literacy in the Afternoon https://sites.google.com/site/csusmedu16/	
September 28	Comprehension and close reading through the lens of cultural proficiency	Read Chapters 7, 8, 9 in Daniels and Zemelman Develop and teach a lesson for using content vocabulary	Reading Response 3
October 5	Digital Literacy	https://sites.google.com/site/csusmedu16/	Cultivate your PLN
October 12 Joint Session Assessment	EDSS 555 and 511 Meet in the morning	EDSS 521 Digital Literacy in the afternoon https://sites.google.com/site/csusmedu16/	
October 19	Language Domain: Content Reading	Read chapter 12 in Daniels and Zemelman and content specific readings posted on Cougar Courses	Due: Vocabulary lesson design and commentary
October 26	Language Domain: Content Writing	Readings posted on Cougar Courses	Reading Response 4
November 2	Language Domains: (Listening and Speaking) Discussion and Academic Language	Readings posted on Cougar Courses	Due Date Choice I. Literacy lesson design and commentary
November 9	Inquiry and Access	ELA/ELD Frameworks Chapter 10 Be sure you have access to the full text of TPEs 4 and 5 (paper or electronic) Read Chapters 10 and 11 in Daniels and Zemelman	Due Date Choice II. Literacy lesson design and commentary

Week	Topics	Learning for the week	Assignment Due
November 16 Jeff	Digital Literacy	https://sites.google.com/site/csusmedu16/	Due Date Choice III. Literacy lesson design and commentary
November 23 No Class	Eat something healthy	Eat something you have never had before	https://sites.google.com/site/csusmedu16/
November 30	Reading for curiosity Speaking and listening to understand Writing to be heard	The Power of Literacy and Cultural Competence	
December 7 Collaborative Session	Reflection and professional development goal setting		

ASSIGNMENT SHEET

Name _____ e-mail _____

Subject area _____ School _____

_____ (15) Reading Responses #1 _____, # 2 _____, #3 _____, #4 _____

_____ (20) Vocabulary Lesson Design

_____ (30) Literacy Lesson Design

_____ (25) Personal Learning Network

_____ (10) Screencasting