

CALIFORNIA STATE UNIVERSITY SAN MARCOS

SCHOOL OF EDUCATION

EDMX 622: Literacy Education for Education Specialists (4 units)

CRN: 42364

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| E-mail: thood@csusm.edu | Office Hours: Thurs. 3:45-4:45 and individually arranged' | Course Meets on Thursdays Time: 5:00-8:50 pm Location: UH 460 & Online [Note:9/13 and 12/6 = UH 237] |

School of Education Mission

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (Adopted by COE Governance Community, October 1997)

Course Description

This course was recently reconstructed and approved to include an additional focus on the Autism Authorization, and therefore this description may vary from the one in the University catalog. The course will focus on developing an advanced understanding of theory, methodology, and assessment in English Language Arts in integrated and inclusive K-12 classrooms. It includes significant additional instruction that relates specifically to special education. Students will explore strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success.

This course meets candidates' requirements in this content area for consideration of a Concurrent Preliminary Multiple Subject/Level I Education Specialist Credential (Mild/Moderate), or an add-on Preliminary Multiple Subject/Level I Education Specialist Credential (Mild/Moderate); and the Autism Spectrum Disorder Added Authorization. In EDMX 622, credential candidates are provided instruction, experiences, and opportunities to become skilled in observing students' language-using behaviors; and in using materials, strategies, and adaptations in approaches to language and literacy instruction for K-12 learners, including those who have

various special learning characteristics. There is particular emphasis on teaching students with autism spectrum disorders and students who have atypical patterns of language and literacy development.

EDMX 622, in part, supplants the Multiple Subject courses EDMS/EDMI 522. This course addresses the new literacy standards, and Reading Instruction Competence Assessment (RICA) categories, supporting candidates' successful completion of this State of California assessment, which is a required element of their teaching credential. The pedagogy of EDMX 622 also includes competencies contributing to the candidates' Autism Spectrum Disorder Added Authorization.

Course Prerequisites

Admission to the School of Education is a prerequisite to this course. Additionally, the prerequisite for Credential Candidates: Successful completion of EDMX, EDMS, EDMI, or EDSS 521.

Course Objective #1:

As indicated in the following tables, given the pedagogy and experiences of EDMX 622, Level I Education Specialist Credential Candidates are expected to meet certain elements of Education Specialist Standards 3, 4, 5, 10, 11, 13, and 15; as well as all of the elements of Education Specialist Standard 9. Candidates will also meet elements of the Multiple and Single Subject Standard 7 (A and B respectively); as well as certain elements of the Multiple Subject Standards 6, 9, and 13. Many of these standards support the candidate's performance on the RICA. All of these standards will be met through class participation in activities, lectures, text readings, assignments, reflection journals, and discussions; as well as demonstrated in relevant observations and professional communications completed throughout the course.

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 (entry-level, progress monitoring, and summative) to determine students' progress toward 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 styles and levels, cognitive styles and 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 styles and levels, cognitive styles and levels, and language backgrounds.

ATTITUDES AND VALUES – Teacher candidates will:

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

Course Objective # 2:

Because this course is a required component of the candidates' Autism Spectrum Disorder Added Authorization, candidates will meet all of the elements of Autism Authorization Standard 1. Given the pedagogy and experiences of EDMX 622, candidates are expected to develop effective instructional skills to accommodate, develop, and improve the literacy skills of students with autism spectrum disorder (ASD). This objective will be met as demonstrated through the assignment, *Principled Lesson Design for Students with Autism Spectrum Disorder*; virtual and authentic observations of students with ASD; class discussion of students with ASD; text readings; and other class activities.

Reading Instruction Competence Assessment (RICA)

The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential, unless the candidate holds a previously issued Multiple or Single Subject Credential. RICA consists of passing one of two components: either a comprehensive examination or a performance assessment. It is recommended that the RICA be taken after completion of EDMX, EDMS, EDMI, or EDSS 521.

Required Texts and Materials

1. American Psychological Association (APA) (2012). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: APA. <http://owl.english.purdue.edu/owl/resource/747/01/>
[Required of all graduate-level courses]
2. California Reading/Language Arts Framework (2007): Purchase or borrow a hard copy; or, *if you bring your laptop to class, you may use this web site for in-class activities:*
<http://www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf>
3. Kluth, P., & Chandler-Olcott, K. (2008). *A land we can share: Teaching literacy to students with autism*. Baltimore: Paul H. Brookes.
4. Snell, M. E., & Brown, F. (2011). *Instruction of students with severe disabilities* (7th Ed.). Upper Saddle River, NJ: Pearson. (pp. 492-513 only)
5. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland, ME: Stenhouse.

6. Villa, R. A., & Thousand, J. S. (2011). *RtI: Co-teaching & Differentiated Instruction* (tri-fold). Port Chester, NY: National Professional Resources, Inc. [Used in several Education Specialist program courses]
7. Zarillo, J. J. (2010). Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment (2nd ed.). Upper Saddle River, NJ: Prentice-Hall. [Do not purchase if you have already passed RICA.]
8. A journal with at least 50 blank pages

Web Resources and Other Recommendations

During this course, you will be accessing several Web sites. These may include:

1. The abridged version of The American Psychological Association (APA) Manual (6th ed.):
<http://flash1r.apa.org/apastyle/basics/index.htm>
2. American Speech-Language-Hearing Assoc. (ASHA):
<http://www.asha.org/public/speech/development/communicationdevelopment.htm> and
<http://www.asha.org/public/speech/disorders/LateBlooming.htm>
3. Council for Exceptional Children: <http://www.cec.sped.org/am/template.cfm?section=Home>
4. Individuals with Disabilities Education Improvement Act of 2004
http://www.edlawrc.com/special_education.htm
5. Graphic Organizers:
 1. Graphic Organizers for Reading: <http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension>
 2. SDCOE Resource of Graphic Organizers:
<http://www.xmarks.com/site/www.sdcoe.k12.ca.us/score/actbank/torganiz.htm> and
http://sms.sdcoe.net/SMS/resources/HS_WRITING_PROCESS.pdf
6. National Council of Teachers of English: Adolescent Literacy: <http://www.ncte.org/adlit> and
<http://www.ncte.org/positions/statements/chiladollitguideline>
7. National Institutes of Health (NIH):
<http://www.nidcd.nih.gov/health/voice/pages/speechandlanguage.aspx#2>
8. An RtI Clearinghouse with Interventions : <http://www.rti4success.org/>
9. RtI in Middle Schools: <http://pubs.cde.ca.gov/tesii/ch2/rtispecialeduca.aspx>
10. Teacher guide for the 2008 CA Writing Standards Test in Grade Seven [excerpts]:
<http://www.cde.ca.gov/ta/tg/sr/documents/cstgr7wrttg.pdf>
11. RtI Resources from the CA Dept. of Education: <http://www.cde.ca.gov/ci/cr/ri/rtiresources.asp>

12. Adolescent Development: <http://pubs.cde.ca.gov/tcsii/adoldev/adoldev4rec2.aspx>
13. Speech and Language Disabilities: <http://nichcy.org/wp-content/uploads/docs/fs11.pdf>
14. State Board Adopted Instructional Materials (2008) <http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp>
15. Strategies that Work for Students Grade 9-12 with Dyslexia [Instructor's note: A teacher's perspective] <http://www.ldonline.org/article/6371>
16. When Older Students Can't Read (LD Online) <http://www.ldonline.org/article/8025>
17. Oral Reading Fluency Norms: A Valuable Assessment Tool for Teachers (IRA) http://www.humboldt.k12.ca.us/images/secure_reading.pdf

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)*

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Level I Education Specialist 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. (TPE 1: Specific Pedagogical Skills for Subject Matter Instruction; TPE 2: Monitoring Student Learning During Instruction; TPE 3: Interpretation and Use of Assessments; TPE 4: Making Content Accessible; TPE 6: Developmentally Appropriate Teaching Practices; TPE 7: Teaching English Learners; TPE 8: Learning about Students; TPE 9: Instructional Planning; TPE 11: Social Environment; TPE 12: Social Environment; TPE 13: Professional Growth)

California Teacher Performance Assessments (CalTPAs)

(Note: Add-On credential candidates are not responsible for completion of TPA Tasks.)

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 the TPA for short.

To assist candidates' 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 the seminars. Candidates' attendance to TPA seminars will greatly contribute to their success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) to support and ensure success on the TPA and in candidates' 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>

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. Candidates must attend a minimum of 80% of class time, or they may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. If candidates have extenuating circumstances, they should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*). Candidates should not assume notification of absence means an automatic excuse from class.

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 privately with their instructors in order to ensure confidentiality.

California Teaching Commission Standards Alignment

The EDMX 622 course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple and Single Subject credentials, the Preliminary Education Specialist Mild/Moderate credential, and the Autism Authorization.

The following are the primary Multiple and Single Subject credentials standards emphasized in EDMX 622:

| Standard | Where/How Addressed | Artifacts |
|---|---|--|
| Standard 6: Pedagogy and Reflective Practice | Session 1-16 Text readings, lectures, discussions, and class activities | Case Study: Data Analysis and Instructional Planning Class Journal Reflections |
| <p>Standard 7-Preparation to Teach Reading Language Arts</p> <p>Standard 7 (7-A): Multiple Subject Reading, Writing, and Related Language Instruction</p> <ul style="list-style-type: none"> ▪ Instructional Planning/Objectives/Design ▪ Instructional Delivery of Reading ▪ Instructional Delivery of Writing ▪ Instructional Delivery of Listening and Speaking <ul style="list-style-type: none"> ▪ Assessment ▪ Universal Access/Differentiated Instruction | Sessions 1-10 Text readings, lectures, discussions, and class activities | <p>Case Study: Data Analysis and Instructional Planning</p> <p>RtI²: A Persuasive Oral Argument</p> <p>Action Research: Volunteerism Log and Reflections</p> <p>Class Journal Reflections</p> |
| <p>7-B: Single Subject Reading, Writing, and Related Language Instruction</p> <ul style="list-style-type: none"> ▪ Content-based Literacy Strategies ▪ Reading Comprehension Strategies ▪ Writing using Discipline-Specific | Sessions 3-12 Text readings, lectures, discussions, and class activities | <p>Action Research: Volunteerism Log and Reflections</p> <p>Class Journal Reflections</p> |

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| <p>Formats</p> <ul style="list-style-type: none"> ▪ Vocabulary Development ▪ Academic Language ▪ Assessment ▪ Universal Access/Differentiated Instruction | | |
| <p>Standard 9: Equity, Diversity, & Access to the Core Curriculum for All Children</p> | <p>Session 2, 5, 9, 12, 15</p> <p>Text readings, lectures, discussions, and class activities</p> | <p>Case Study: Data Analysis and Instructional Planning</p> <p>Class Journal Reflections</p> |
| <p>Standard 13: Preparation to Teach Special Populations in the General Education Classroom</p> | <p>Sessions 1-6; 9, 12-15</p> <p>Text readings, lectures, discussions, and class activities</p> | <p>Case Study: Data Analysis and Instructional Planning</p> <p>Principled Lesson Design for Learner with ASD</p> <p>RtI² Presentation</p> <p>Class Journal Reflections</p> |

The following are the primary Preliminary Mild/Moderate Education Specialist credential standards emphasized in EDMX 622:

| Standard | Where/How Addressed | Artifact |
|--------------------------------------|---|--|
| <p>3: Educating Diverse Learners</p> | <p>Sessions 2, 5, 9, 12, 15</p> <p>Text readings, lectures, discussions, and class activities</p> | <p>Case Study: Data Analysis and Instructional Planning</p> <p>RtI² Presentation</p> <p>Principled Lesson Design for Learner with ASD</p> |

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| 4: Effective Communication and Collaborative Partnerships | Sessions 2-4; 9-11; 13, 14 Text readings, lectures, discussions, and class activities | Case Study: Data Analysis and Instructional Planning RtI ² Presentation Action Research: Volunteerism Log and Reflections Observation of a Student with ASD |
| 5: Assessment of Students | Sessions 2, 6-10 Text readings, lectures, discussions, and class activities | Case Study: Data Analysis and Instructional Planning RtI ² Presentation |
| 9: Preparation to Teach Reading/Language Arts | All class sessions Text readings, lectures, discussions, and class activities | All assignments |
| 10: Preparation to Teach English Language Learners | Sessions 3; 5-10; 12-15 Text readings, lectures, discussions, and class activities | Case Study: Data Analysis and Instructional Planning |
| 11: Typical and Atypical Development | Sessions 1, 3, 6-8 Text readings, lectures, discussions, and class activities | Principled Lesson Design for Learner with ASD RtI ² Presentation Observation Report of |

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| | | Children with ASD |
| 13: Curriculum and Instruction of Students with Disabilities | Sessions 2-5; 9-14 Text readings, lectures, discussions, and class activities | Case Study: Data Analysis and Instructional Planning Principled Lesson Design for Learner with ASD |
| 15: Field Experiences in a Broad Range of Service Delivery Options | Session 6 Text readings, lectures, discussions, and class activities | Action Research: Volunteerism Log and Reflections Observation Report of Children with ASD Reflections on Observations of Reading Instruction: RICA Domains; Reading to Children Reflection |

The following elements of the Autism Authorization Standard I: *Characteristics of Students with Autism Spectrum Disorder* are emphasized in EDMX 622:

| Standard 1 Elements | Where/How Addressed | Artifact |
|---|--|---|
| 1-1: The ability to access and articulate current research and literature regarding the basis for and characteristics of ASD and the resulting implications for learning and functioning. | Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities | A Principled Lesson Design for Students with Autism Spectrum Disorder |
| 1-2: The ability to plan for instruction of a student with ASD based upon the characteristics of ASD and the | Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and | A Principled Lesson Design for Students with Autism Spectrum Disorder |

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| student's cognitive functioning. | discussions of students with ASD; lectures; class activities | |
| 1-3: Knowledge of unique verbal and nonverbal communication and language development characteristics/challenges of students with ASD and implications for program planning and service delivery | Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities | A Principled Lesson Design for Students with Autism Spectrum Disorder Observation Report of Children with ASD |
| 1-4: Knowledge of unique auditory and visual processing and sensory integration characteristics/challenges of students with ASD and implications for program planning and service delivery. | Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities | A Principled Lesson Design for Students with Autism Spectrum Disorder Observation Report of Children with ASD |
| 1-5: Knowledge of social skill and behavioral characteristics/challenges of students with ASD and implications for program planning and service delivery. | Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities | A Principled Lesson Design for Students with Autism Spectrum Disorder Observation Report of Children with ASD |

Course Requirements

Teacher education is a professional preparation program. It is expected that candidates will come to every class prepared to discuss the readings, submit required assignments (including online class responses), and participate in class activities. Candidates are expected to adhere to academic honesty and integrity policies, and 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 School 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.

Assignments and Grading Standards

All assignments have specific rubrics to guide completion. No course grade may be less than a C+, and a B-average must be maintained to earn a credential. Candidates earning less than a C+ in any credential program course must repeat the course. Please refer to the University Catalog for further details regarding grading policies. In EDMX 622, the following grading standards apply:

A = 93-100% A- = 90-92 B+ = 87-89% B = 83-86% B- = 80-82% C+ = 77-79%

Infused Competencies

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the School 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.

Graduate Writing Assignment Requirement

California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM School of Education graduate-level courses. For further

information, see

http://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

All University Writing Requirement

Every course at the University must have a writing requirement of at least 2500 words. This course meets that requirement through the assignments noted in the *Assignments and Grading Standards* table. In EDMX 622, this requirement will be met through completion of the following tasks and assignments: Journal Responses, Principled Lesson Design, Case Study, Observation of a Child with ASD, and Literacy Action Research.

CSUSM Academic Honesty and Integrity

“[Candidates] will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. [Candidates] are responsible for honest completion of their work. There will be no tolerance for infractions. If you believe there has been an infraction by someone in class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with 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.” (see University Catalogue)

Incidents of Academic Dishonesty will be reported to the Program Coordinator, Dean and Associate Dean of the School of Education, and the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If candidates are in doubt about whether their work is paraphrased or plagiarized, they should see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>.

Use of Technology

Candidates are expected to demonstrate competency in using various forms of technology (i.e., word processing, electronic mail, Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the instructor’s discretion. Candidates should keep a digital copy

of all assignments for their teaching portfolio. Some assignments will be submitted online; some will be submitted in hard copy. Details will be given in class.

Electronic Communication Protocol: Electronic correspondence is an important and ever-increasing part of candidates' professional interaction. If candidates need to contact the instructor, e-mail is often the easiest way to do so (thood@csusm.edu). It is the instructor's intention to respond to all received e-mails in a timely manner. E-mail and online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, and/or slang often communicate more than the sender originally intended. Please be mindful of all e-mail and online discussion messages sent to 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.

Consider:

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

In addition, if candidates ever have a concern with an electronic message they receive, they should speak with the author in person in order to correct any confusion.

Course Assignments and Values

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| Course Attendance, Professionalism, & Participation | 10 points |
| Interventions + Response to Intervention (RtI ²): Persuasive Arguments and Group Panel Presentation MS/SS Standards 7, 13 ES Standards 3, 4, 5, 9, 11 | 15 points |
| Observation of Children with Autism Spectrum Disorder ES Standards 9, 11, 15 Autism Authorization Standards: 1 (Elements 3-5) | 15 points |
| Principled Lesson Design for a Learner with ASD Autism Authorization Standards: 1 (Elements 1-5) | 20 points |
| Pre-K-12 Volunteerism: Literacy Action Research/RICA Observations MS/SS Standard 7 ES Standards 4, 9, 15 | 20 points |
| Case Study: Best Practices Project (Middle Level English Learner) MS/SS Standards 6, 7, 9, 13 ES Standards 3, 4, 5, 9, 10, 13 | 20 points |
| Total Points: | 100 points |

Assignment details will be sent to candidates separately, and will also be posted in the online course supplement (Moodle/Cougar Course).

EDMX 622 TENTATIVE COURSE SCHEDULE: Fall 2012

[Bring texts to classes in which they are assigned. Bring journal every week.]

| Class # | Topics | Readings and Assignments Due |
|-----------------------------|---|---|
| #1 8/30 UH 460 F2F | <p>Welcome & Introductions; Course overview; Syllabus</p> <p>Journal Types & Tasks; Pair Sign Up</p> <p>Today's Journal: <i>Personal</i></p> <p>EDMX 622 Assignments</p> <p>Intervention Sm. Group Sign Up</p> <p>RICA Poll</p> <p>What is Literacy?</p> <p>Emergent & Functional Literacy (S&B, pp. 499- 502)</p> <p>Implications of Disability and Literacy</p> <p>Disability Matrix Model Review</p> <p>Goal #1: Characteristics of children with special learning needs</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | <p>Syllabus (Read online before class.)</p> <p>Purchase texts</p> <p>Bring a hard copy of the Tentative Course Schedule to class.</p> <p>To be done in class:</p> <ol style="list-style-type: none"> 1. Journal #1 (Type: Personal) 2. Sign up for weekly journal activity presentations (pairs) 3. Sign up for Intervention presentations (small groups) 4. Readings: <ul style="list-style-type: none"> • Snell & Brown (p. 499-513) • Kluth & Chandler-Olcott (pp. 25-29) |

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| <p>#2</p> <p>9/6</p> <p>UH 460</p> <p>F2F</p> | <p>Journal: <i>Home-School</i></p> <p>Universal Access</p> <p>6:00-7:00</p> <p>Volunteerism Assignment: Guest: Pat Giles, Program Manager of <i>Reading Legacies Community Connections</i></p> <p>Adolescent Development</p> <p>When Older Students Can't Read:</p> <ul style="list-style-type: none"> • decoding • word recognition • comprehension • fluency • written response <p>Response to Instruction and Intervention (RtI²) What is RtI? http://www.rti4success.org/whatisrti (NCRTI Webinar)</p> <p>RtI² and Adolescent Literacy</p> <p>Tips for Teaching Adolescents</p> <p>Goal #2: The California Reading/ Language Arts Framework</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6</p> | <p>*Bring hard copy of <i>Tentative Course Schedule</i> to class</p> <p>Sign up for Intervention Presentations</p> <p>Bring laptops or copy of Reading/ Language Arts Framework</p> <p>Reading/ Language Arts Framework Ch. 1, 2, & 7 + all (K-12) Universal Access sections http://www.cde.ca.gov/ci/rl/</p> <p>State Board Adopted Instructional Materials (2008) http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp</p> <p>Adolescent Development: http://pubs.cde.ca.gov/tcsii/adoldev/adoldev4rec2.aspx</p> <p>Ten Core Components: RtI Resources from the CA Dept. of Education: http://www.cde.ca.gov/ci/cr/ri/rtiresources.asp</p> |
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| <p>#3 9/13 UH 237 F2F</p> | <p>RtI² Panels</p> <p>Typical and Atypical Language Development</p> <p>How Communication Affects Reading/Language Arts Development</p> <p>“Who should see a Speech Clinician?” video</p> <p>6:45-8:30 Guest: Dr. Jodi Robledo “Students with Autism”</p> <p>Journal: <i>Learning Log</i></p> <p>Goal #3: How the patterns of typical/atypical language development influence students in school</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | <p>RtI² Assignment - Part #1: Persuasive Arguments Panels</p> <p>Speech and Language Development:</p> <p>ASHA: <i>Speech Communication Development and Speech Disorders</i> http://www.asha.org/public/speech/development/communicationdevelopment.htm</p> <p>http://www.asha.org/public/speech/disorders/LateBlooming.htm</p> <p>NIH: <i>Developmental Milestones of Speech and Language</i> http://www.nidcd.nih.gov/health/voice/pages/speechandlanguage.aspx#2</p> <p><i>A Day in the Life of an SLP</i>: http://nichcy.org/wp-content/uploads/docs/fs11.pdf</p> <p>KC: Intro + Ch. 1 & 2</p> |
| | <p>NEXT CLASS IS ONLINE</p> | |
| <p>#4 9/20 OL</p> | <p><i>[Consult Moodle for Class Session Activities and Assignments]</i></p> <p>Content Comprehension and Interventions for Students in Grades 6-12 (Tovani)</p> <p>Observing Language Use in Children with ASD</p> <p>Goal #6: Becoming sensitive observers of children’s language-using behaviors</p> | <p>Online Activities (See Moodle)</p> <p>Due 9/23 midnight: Tovani: Ch. 1-6</p> <ol style="list-style-type: none"> a. One Prompt/Seventeen Responses Acknowledged b. Fifteen Responses/Acknowledgements Read <ul style="list-style-type: none"> • Ch. 2: Candidates 1-3 [Badino, Donalson, Humphrey] • Ch. 3: Candidates 4-6 [Jeanbart, Kapadekar, McAvoy] • Ch. 4: Candidates 7-9 [Meza, Moran, Percy] • Ch. 5: Candidates 10-12 [Perrin, Salazar, Scott] • Ch. 6: Candidates 13-15 [Strambi, Strom. Taibleson] • Ch. 7: Candidates 16-18+ [Taylor, Wright, Zuidema] <p>Due by 9/25 midnight: Observation of a Child with ASD</p> |

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| | <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | <p>Report</p> |
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| <p>#5 9/27 UH 460 F2F</p> | <p>Journal: <i>Reading Response</i> (S&B, Activity #1: p. 522)</p> <p>RtI² Intervention Pres.</p> <p>Approaches to Teaching Academic Skills</p> <p>Differentiating Literacy Instruction in Inclusive Classrooms & Grouping for Success</p> <p>Literacy Beyond Mild & Moderate Disabilities</p> <p>Goal #9: Designing responsive instruction and environments</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | <p>RtI² Part #2: Interventions Presentations</p> <p>Kluth Ch. 5 + 6</p> <p>Review Tovani Ch. 7</p> <p>Snell & Brown: Ch. 13 (pp. 492-513)</p> |
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| <p>#6 10/4 UH 460 F2F</p> | <p>Journal: <i>Metacognitive</i></p> <p>Assessing Literacy Learning</p> <p>Entry Level, Progress Monitoring, and Summative Assessment</p> <p>DIBELS</p> | <p>Tovani Ch. 8</p> <p>Kluth Ch. 4</p> <p>FWK/Ch. 6</p> <p>Principled Lesson Design due by midnight 10/2</p> |

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| | <p>What and When to Assess</p> <p>Sm. Group (3) Workshop on Six Writing Traits http://www.writingfix.com/Traits.htm#inservice (for next week's presentation)</p> <p>Goal #7: Formal language and literacy assessment</p> <p>ES Standard: 3, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | |
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| <p>#7</p> <p>10/11</p> <p>UH 460</p> <p>F2F</p> | <p>Journal: <i>Character</i></p> <p>Teaching Writing: The Writing Process Model</p> <p>Six Writing Traits Activity</p> <p>Effective Language Arts Instruction: Goal and Key Components</p> <p>Novel Ideas: Literature Circles + Roles</p> <p>Graphic Organizers for Reading and Writing</p> <p>Goal #4: Current approaches to teaching reading and writing to children with special needs</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | <p>Six Writing Traits Demos http://www.writingfix.com/Traits.htm#inservice</p> <p>Read prior to class: http://www.litcircles.org/ "Overview" Section</p> <p>Review FWK Ch. 2 and Writing Standards: <i>See relevant sections of Gr. 3 and 4 of FWK</i></p> <p>Kluth Ch. 3</p> <p>Graphic Organizers for Reading: http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension</p> <p>SDCOE Resource of Graphic Organizers: http://www.xmarks.com/site/www.sdcoe.k12.ca.us/score/actbank/torganiz.htm and http://sms.sdcoe.net/SMS/resources/HS_WRITING_PROCESS.pdf</p> |

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| #8 10/18 UH 460 F2F | <p>Journal: <i>Buddy</i></p> <p>Case Study Workshop #1: Marcus (Background; Informal literacy assessment)</p> <p>Comprehension Strategies for Diverse Learners</p> <p>Goal #5: The value of SDAIE for students with diverse backgrounds</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | <p>Case Study Part 1 Draft to be completed today in class.</p> <p>Review Tovani's Text on Content Comprehension</p> |
| | NEXT CLASS IS ONLINE | |
| #9 10/25 OL | <p><i>[Consult Moodle for Class Session Activities and Assignments]</i></p> <p>Assessing Students Informally: Creating a 5-Question Assessment</p> <p>Case Study Postings</p> <p>Goal #8: Informal language and literacy assessment</p> <p>ES Standard: 3, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | <p>Online Activities (See Moodle)</p> <p>Post your 5-Question Assessment in Moodle by midnight 10/25</p> <p>Write-Up/Post to Moodle: Case Study Part 1: due by midnight, 10/28 Background Info.</p> <p>Write-Up/Post to Moodle: Case Study Part 2: due by midnight, 10/30 Assessment Analysis</p> |

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| #10 11/1 UH 460 F2F | <p>Journal: <i>Double Entry</i></p> <p>Review/Feedback of Case Study Work; Revisions as necessary</p> <p>Case Study Part 3 Lesson Design Workshop</p> <p>The Relationship between Assessment and Instruction</p> <p>Goal #10: How assessment results drive instruction</p> <p>ES Standard: 3, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | <p>http://teachingld.net/pdf/teaching_how-tos/assessment.pdf</p> <p>Tovani Ch. 8</p> |
| #11 11/8 UH 460 F2F | <p>Journal: <i>Dialectic</i></p> <p>14 Issues and Counting</p> <p>Peer Evaluation</p> <p>Goal #11: Middle and secondary school literacy issues</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6</p> | <p>Write-Up/Post to Moodle: Case Study Part 3: due by midnight, 11/7. Lesson Design</p> |
| | NEXT CLASS IS ONLINE | |

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| <p>#12 11/15 OL</p> | <p><i>[Consult Moodle for Class Session Activities and Assignments]</i></p> <p>Journal: <i>Dialogue</i></p> <p>The Meaningful and Relevant Curriculum</p> <p>Goal #12: Success for middle and secondary learners</p> <p>ES Standard: 3, 4, 5, 9</p> | <p>Online Activities (See Moodle)</p> <p>Write-Up/Post to Moodle: Case Study Part 4: due by midnight, 11/15</p> <p>Reflections (4 responses)</p> <p>Engage in Dialogue Journal Activity per Moodle prompt re: The Meaningful, Relevant Curriculum</p> <p>Tovani Ch. 9</p> |
| <p>NEXT CLASS IS ONLINE</p> | | |
| <p>#13 11/22 OL</p> | <p><i>[Consult Moodle for Class Session Activities and Assignments]</i></p> <p>Goal #13: Influencing literacy decisions in today's schools</p> <p>ES Standard: 3, 4, 9 MS Standard: 6</p> | <p>Goal 13 Online Activities (See Moodle)</p> <p>FWK Ch. 8 & 9</p> <p><i>MODIFIED THANKSGIVING WEEK SCHEDULE</i></p> |
| <p>#14 11/29 UH 460 F2F</p> | <p>Journal: <i>Personal</i></p> <p>The Responsible Professional</p> <p>Goal #14: Selecting appropriate materials and strategies</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p> | <p>Volunteerism Reflection and Log</p> <p>*Bring a copy of Fry's Readability Graph from http://school.discoveryeducation.com/schrockguide/fry/fry.html</p> <p>*Bring a TEXT SET on a 4-12 topic of your choice and prepare to explain why you included the materials you chose. (@4-8 books or other written materials)</p> <p>*Bring one school textbook (Gr. 4-12), or novel listed on CA 4-12 reading lists</p> <p>Journal Submission to Instructor</p> |

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| #15 | Attributes of Highly Effective Literacy Teachers | Kluth Ch. 7 Course Evaluation |
| 12/06 | Course Review | |
| UH 237 | Goal #15: Respecting all students | |
| F2F | ES Standard: 3, 4, 5, 9 MS Standard: 6 | |