California State University San Marcos
COLLEGE OF EDUCATION

EDSS 521 – Literacy in the Secondary School (3 credits)
Fall 2004: Part-time Cohort (CRN: 41887)

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Class Meets: Thursdays 5:30-8:30
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College of Education Mission Statement

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

Infused Competencies

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. See "Authorization to Teach English Learners Competencies."
(approved by CCTC in SB 2042 Program Standards, August 02)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Students with Disabilities Requiring Reasonable Accommodations

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Description

This course 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.

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?

Teacher Performance Expectation Competencies

This course is designed to help teachers seeking the Single Subject Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing an effective program 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. Failure to meet a minimum competence in any of the TPE's by the completion of the program will prevent the acquisition of the Single Subject Credential (A full-text version of the TPE descriptions can be downloaded from the CoE webpage: www.csusm.edu/COE). The following TPE's are addressed in this course, and the ones with *'s next to them will be evaluated via your TaskStream reflections (see assignment description):

Primary Emphasis
TPE 1b - Subject Specific Pedagogical Skills*
TPE 3 - Interpretation and Use of Assessments*
TPE 4 - Making Content Accessible
TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

Secondary Emphasis:
TPE 2 - Monitoring Student Learning During Instruction
TPE 5 - Student Engagement
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

Required Texts

Countryman, J. (1992). *Writing to learn mathematics, strategies that work.* Heinemann: Portsmouth, NH.

Fisher, D. & Frey, N. (2004). *Improving adolescent literacy: strategies at work.* Pearson, Merrill, Prentice Hall: Upper Saddle River, NJ.

www.taskstream.com (2004). Web page access for assessment/reflection of TPE's. Subscription required each semester. Will be used by most courses in the program.

Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12.* Stenhouse Publishers, Portland, Maine.

Course Website: http://courses.csusm.edu (WebCT used for online coursework and communications)

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

A non-fiction text that you might use in your content area classroom (article or essay, NOT another textbook). You might think about a text that could work with the unit plan you developed in EDSS 511.

The *Successful Inclusive Teaching* book by Joyce Choate will also be used (from your EDSS 511 class).

Optional Texts

Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse Publishers

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

California Dept. of Education (2000). *Strategic teaching and learning: standards-based instruction to promote content literacy in grades 4-12.*

Herrell, Adrienne L. (2000). *Fifty strategies for teaching English language learners*. New Jersey: Prentice-Hall, Inc.

Lenski, Susan Davis, Wham, Mary Ann, Johns, Jerry L. (1999). *Reading & learning strategies for middle & high school students*. Dubuque, IA: Kendall/Hunt.

Schoenbach, Ruth, et.al. (1999). *Reading for understanding: a guide to improving reading in middle and high school classrooms*. San Francisco: Jossey-Bass.

Assignments

- **Reading Responses/Participation**: Assigned reading and the accompanying reader responses 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." The strategies will come from your texts. **NOTE: You would <u>not</u> use a different strategy with your students every day or week.** Rather, you would teach a strategy and practice it with them often over a period of time. How many different strategies you teach them and use is up to you and them (based on students' needs). Quality and mastery are always preferred to quantity. We are using a different strategy each week for the purpose of you learning it, practicing it, and sharing with your colleagues, not only your learning, but your opinion of the strategy. Over the course of the semester, you will also evaluate a number of websites (another form of "text"), responding via the WebCT discussion board. **(Supports all principles)**

- **Strategy Presentations and Lesson Design**: With a small group, you will be responsible for developing and presenting/modeling writing and reading strategies to your colleagues, demonstrating their use in your particular content area. The strategies will come from our texts but you will need to put them in the context of your content area. These presentations will highlight a specific aspect of a lesson you design with subject matter text. Additional information about this assignment can be found on WebCT. *After you've completed your lessons and conducted your presentations, reflect on your learning in your TaskStream portfolio TPE 1B*. **(Principles 2, 3, 5, 6)**

- **Literacy Case Study**: The case study involves your working closely with an adolescent to identify his/her reading and writing strengths and weaknesses, to develop intervention strategies, and to reflect on the implications for your teaching. This will be a written report. Additional information about this assignment can be found on WebCT. *After completing your literacy case study, reflect on your learning in your TaskStream Portfolio TPE 3.* **(All principles)**

- **Reflective Papers**: You will write two reflective papers, one at the beginning of class that is a literacy autobiography, and one at the end of class which is a "connections" paper. The literacy autobiography will be a chance for you to reflect upon and consider the implications of your own literacy history, both in and out of school. The connections paper will be a chance for you to reflect on your learning over the semester and to put the pieces together in terms of how your learning will impact your instruction. Additional information about the literacy autobiography and the connections paper can be found on WebCT. **(Principles 1, 3, 6)**

Recap of Assignment Weights and Due Dates

All the major assignments are graded on a 4-point rubric and weighted (see below for weights). The major assignments are averaged at the end of the course. You should keep track of your grades (and on-going average) on your own grade record sheet. This will help you make a self-assessment at the end of the course.

As per the Summative Assessment Criteria (page 6), to be eligible for a B or an A <u>all major assignments</u> must have been completed.

Reading Responses/Participation	4 x 1	Due: see calendar (throughout)
Literacy Autobiography	4 x 1	Due: 9/16
Reading Strategy Presentation and Lesson Design	4 x 2	Due: 10/21
Literacy Case Study (notes due 10/16; rough due 11/6)	4 x 3	Final due: 11/11
Writing Strategy Presentation and Lesson Design	4 x 2	Due: 12/2-12/16
Connections Paper	4 x 1	Due: 12/16

Summative Assessment Criteria for EDSS 521

"A" teacher candidates:
1. complete ALL assignments thoroughly, thoughtfully, and professionally, receiving 3.5 – 4 average on all assignments.
2. meet attendance requirements (miss fewer than 2 classes—see attendance policy below).
3. demonstrate a solid understanding of the core principles and an ability to transfer that understanding to their classroom instruction. These teacher candidates are especially effective at planning and/or using literacy strategies as a means for improving content area learning and increasing students' literacy skills.
4. demonstrate high levels of responsible and professional behavior and work habits as detailed in the "Effective Teacher Attributes" and continually works to improve these affective skills.

"B" teacher candidates:
1. complete ALL assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.5-3.5 average on all assignments.
2. meet attendance requirements (miss fewer than three classes) (see attendance policy below).
3. demonstrate an increased understanding of the core principles and an ability to generally transfer that understanding to their classroom instruction. These teacher candidates can adequately plan for the use of some literacy strategies in their content area.
4. demonstrate reasonable levels of responsible and professional behavior and work habits as detailed in the "Effective Teacher Attributes." May be content with current level of performance or not fully cognizant of or pro-active about improving these affective skills.

"C" teacher candidates:
1. attempt all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.5 – 2.5 average on all assignments OR fail to complete ONE major assignment.
2. meet the minimum attendance requirements (see attendance policy below).

3. demonstrate some understanding of the core principles and some ability to transfer that understanding to their classroom instruction. It isn't clear, however, that these teacher candidates are prepared to adequately implement literacy strategies in their content area.
4. may demonstrate inconsistent levels of responsible and professional behavior and work habits as detailed in the "Effective Teacher Attributes." May have several attributes that require significant improvement.

"D" or "F" students fail to meet the minimum requirements of a "C." The specific grade will be determined based on rate of assignment completion, attendance, etc.

GRADING NOTES

➢ Students must meet the attendance and average assignment score requirements to be eligible for the grade described. They are "prerequisites" for being eligible for a particular grade.

➢ Students falling in between grade levels will earn a + or – at the instructor's discretion, depending on where they meet the criteria most fully.

➢ In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student's readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.

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

Attendance

CoE Policy: Due to the dynamic and interactive nature of courses in the CoE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor.

Instructor Application of the Policy: If two class sessions are missed, or if the student is late (or leaves early) more than three sessions, s/he cannot receive a grade of "A". If three class sessions are missed, the highest possible grade that can be earned is a "C+". If extenuating circumstances occur, the student should contact the instructor as soon as possible to make appropriate arrangements.

The Maintenance and Development of Positive Teacher Behaviors
in the College of Education Courses
(These are the AFFECTIVE objectives for our single subject courses.)

Purpose/Rationale

A variety of practitioner and university research suggests the importance of linking affective objectives (feelings, attitudes, values, and social behaviors) to all cognitive objectives (mental operations, content knowledge) in all subject areas (Roberts and Kellough, 2000). Krathwohl, Bloom and Masia (1964) developed a useful taxonomy for teachers to use in defining and implementing affective objectives. These student behaviors are hierarchical from least internalized to most internalized: 1) receiving; 2) responding; 3) valuing; 4) organizing; 5) internalizing and acting. There is a correlation between students' academic success and the degree to which teachers incorporate these affective objectives (Roberts and Kellough, 2000; Baldwin, Keating and Bachman, 2003).

In order for teachers to facilitate and integrate these affective expectations into their own teaching, it is essential that they demonstrate corresponding personal attributes (characteristics, qualities) in their own learning. In light of this, it is critical for pre-service teachers to be given an overall dispositional model (a range of these personal attributes) that can be used by them, as future teachers, and that illustrates the importance of and encourages the practice of these attributes. This dispositional model generally reflects the high expectations of quality teaching such as enthusiasm, positive attitudes, positive interactions and supportive interpersonal relationships within the teaching environment. In summary, there is a general consensus within the educational community that these attributes are considered highly desirable professional qualities in teachers (with an obvious range of individual manifestations) that will assist in promoting successful teaching and learning outcomes (Stone, 2002; McEwan, 2002; Dewey, 1910).

4 = **Exceeds expectations:** Student has demonstrated an especially high level of functioning with respect to this attribute (no sub par examples)

3 = **Meets expectations:** Student has demonstrated an acceptable level of functioning with respect to this attribute (some qualities may be high while others are more limited; while there is room for continued growth, this student is generally solid; no concerns exist)

2 = **Below expectations**: Student has demonstrated inconsistent levels of functioning with respect to this attribute; the student is on his/her way to meeting expectations, but needs time or a conscientious focus on this attribute in order to do so (numerous limitations or examples noted)

1 = **Well below expectations**: Student has demonstrated a low level of functioning with respect to this attribute (serious overall limitations noted in this area)

Generally Accepted Attributes of Highly Effective Teachers
(as seen in pre-service programs)

(Roberts and Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin,
Keating and Bachman, 2003; Johnson and Johnson, 1994; COE Mission Statement, 1997)

The following will be used as a guideline for defining each attribute:

1. **General classroom attendance, promptness, and participation:** is on time, respects time boundaries (breaks, etc.), regularly attends class, and actively participates.

2. **Attention to classroom discussion protocols** (per Epstein's Five Stage Rocket)**:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.

3. **Social and cooperative skills (as illustrated in cooperative projects)**: assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.

4. **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.

5. **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid and works to include all "voices" in the classroom; is aware of and responsive to issues and behaviors that might marginalize colleagues in the classroom.

6. **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces" back easily; can work calmly under stress.

7. **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

Tentative Calendar (Subject to Change)

Date	Topic	Reading Assignment Due (on date listed)	Assignment Due (on date listed)
#1: 9/2	• Introductions • Literacy and content teaching • Read aloud protocol		
#2: 9/9	• Read aloud: _____ _____ • Autobiography reader response • Reading processes • The adolescent reader	♦ "Chapter 2: The Learner's Club" (From *Insult to Intelligence,* 1990 by Frank Smith)—available on WebCT under "Class Notes." ♦ Tovani, Ch. 6 ♦ Fisher & Frey, Ch. 3, pages 37-42 ("Read Alouds") ♦ Download and bring the full text of *Adolescent literacy: A position statement for the commission on Adolescent Literacy of the International Reading Association.* www.reading.org	♦ Pre-instruction survey and course principles self-evaluation (on WebCT: "Assignments"—Assessment section) ♦ Literacy autobiography rough draft (see assignment details on WebCT) ♦ Reader response: **Smith**: G.I.S.T. handout (under "Class Notes" on WebCT)—bring completed handout to class.
#3: 9/16	• Read aloud: _____ _____ • Reading comprehension • Assessing students' reading/content skills • Intro. case study	♦ Tovani, Ch 1, 2, 8 ♦ Choate, Ch. 5 ♦ Countryman, Ch. 3 ♦ Read case study assignment (WebCT, "Assignments")	♦ Reader response: Create two visuals: one that depicts what good readers do when they read, and one that depicts "fix-up" strategies to use when comprehension breaks down (both from Tovani). Your visuals should help you understand and remember these points. ♦ Literacy autobiography due (original and revision) with an explanation of how you revised.
#4: 9/23	• Read aloud: _____ _____ • Assessing texts • Making texts accessible	♦ Tovani, Ch. 3, 4, 5 ♦ Fisher & Frey, Ch. 1, 2 ♦ Countryman, Ch. 5 ♦ Online text: Excerpt from Lenski text: Appendix C and D	♦ Bring content area texts to class ♦ Apply the readability formulate to a portion of your textbook or non-fiction text to determine its readability level. ♦ Create a cloze exercise from one of your content area texts.
#5: 9/30	• Read aloud: _____ _____ • Vocabulary building • Developing a scaffolding	♦ Fisher & Frey, Ch. 5, 6, 7 ♦ [For those with optional Allen text: any part of it, but especially the beginning 1-2 chapters]	♦ Bring content area texts to class. ♦ Reader response:

	• "frame" • Re-visit case study		
#6: 10/7	• Read aloud: _____ _____ • Inquiry strategies • Lesson design preparation	♦ Fisher & Frey, Ch. 4 ♦ Countryman, Ch. 4	♦ Bring materials for lesson design ♦ Reader response:
#7: 10/14	• Read aloud: _____ _____ • Case study writing discussions • Support through groups and talk • Lesson design preparation	♦ Tovani, Ch. 7 ♦ Fisher, Ch. 9	♦ Case study notes ♦ Bring materials for lesson design ♦ Reader response:
#8: 10/21	• Strategy presentations	♦	♦ Strategy presentation and group evaluation
#9: 10/28	**No class meeting:** Internet and WebCT work	♦ Online text: Excerpt from Lenski text ♦ ELL content-area article: www.ncela.gwu.edu/pubs/resource/ells/language.pdf (replace "language" with "science", "math", "social" for other content areas) Spanish: use "language" article.	♦ Evaluate 3 content-area websites according to the assignment (see WebCT for details). ♦ Respond to the two prompts on the WebCT discussion board (under your content area) by midnight on 10/28. One prompt is about your website evaluations; the other is about working with second language learners in your classroom.
#10: 11/4	• Read aloud: _____ _____ • Case study reader response groups • Catch up/Internet discussions • Intro. writing across content areas	♦ Countryman, Ch. 1, 2	♦ Case study rough draft ♦ Reader response:
#11: 11/11	<mark>**CLASS HELD AT CSUSM**</mark>, Room: ___ • Read aloud: _____ _____	♦ Online text: Excerpt from William Zinsser's *Writing to Learn*, Ch. 11 ♦ Countryman, Ch. 6 ♦ Fisher & Frey, Ch. 8	♦ Case study final draft ♦ Reader response:

	• Case study implications • Writing in the content areas		
#12: 11/18	• Read aloud: _____ _____ • Writing in the content areas • Lesson design preparation	♦ Online text: Excerpt from William Zinsser's *Writing to Learn*, Ch. 5 ♦ Choate: Ch. 8	♦ Reader response:
#13: 12/2	• Read aloud: _____ _____ • Lesson design preparation • Strategy presentations		♦ Strategy presentation
#14: 12/9	• Read aloud: _____ _____ • Strategy presentations • Testing issues—reading and writing	♦ Fisher & Frey, Ch. 10 ♦ Countryman, Ch. 7	♦ Strategy presentation ♦ Reader response:
#15: 12/16	• Read aloud: _____ _____ • Strategy presentations • Content area reflection & connections	♦ Tovani, Ch. 9 ♦ Countryman, Ch. 8	♦ Connections paper ♦ Course self-assessment