

California State University San Marcos
COLLEGE OF EDUCATION

EDSS 521 – Literacy in the Secondary School (3 credits)
Fall 2002: Part-time Cohort

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University Hall: Room 307

Office Hours: before and after class and by arrangement

Class Meets: Thursdays 6:00–8:45
Academic Hall: Room 406

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 is designed to help secondary teachers better understand how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers and will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful literacy for lifelong learning.

Course Goals

Credential candidates will:

1. understand the challenges of working with assumptions (personal and systemic) that ascribe literacy “responsibility” to only a few content areas.
2. develop a growing awareness of the complexity of literacy acquisition and of defining literacy.
3. explain how context and culture affect literacy development.
4. scaffold reading and writing activities so that students of varied literacy backgrounds and skill levels have access to a variety of texts.
5. use a wide variety of strategies to help all students access content-area texts.
6. know SDAIE and apply its strategies effectively/appropriately in designing lessons.
7. integrate literacy activities (including technology-based activities) in the content area to facilitate students’ learning content knowledge while also growing as readers and writers.
8. develop methods for diagnosing students’ literacy skills in the context of their content area.
9. assess the appropriateness of reading materials for students in their content area.

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. The following TPE’s are addressed in this course:

Primary Emphasis

TPE 4 - Making Content Accessible

TPE 6c - Developmentally Appropriate Practices in Grades 9 -12

TPE 6d - Developmentally Appropriate Practices for Special Education

Secondary Emphasis:

TPE 1b - Subject Specific Pedagogical Skills

TPE 2 - Monitoring Student Learning During Instruction

TPE 3 - Interpretation and Use of Assessments

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

AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development and <u>content</u> instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about Their students
II. Theories and Factors in First- and Second- Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

Required Texts

Lenski, Susan Davis, Wham, Mary Ann, Johns, Jerry L. (1999). *Reading & Learning Strategies for Middle & High School Students*. Dubuque, IA: Kendall/Hunt. (RL)

Walter, Teresa (1996). *Amazing English!* Addison-Wesley. (AE)

Zinsser, William. (1988). *Writing to Learn*. New York: Harper & Row, Publishers (WTL)

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.

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

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

- Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse Publishers
- 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.
- Schoenbach, Ruth, et.al. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.

Assignments

- **Class Preparation and Participation:** Critical, engaged discussion will make this a richer class for all of us. In preparation for that kind of thoughtful discourse, you will be responsible for reading and responding to a variety of texts. You will respond in any of the following ways: maintaining an interactive journal (you'd do this throughout your reading); writing a double entry journal; creating a graphic organizer or visual with a narrative statement; or using another approach assigned in class. Remember the goals for any response method you choose: to help you better contemplate, organize, and understand your reading, and to be prepared for thoughtful discussion. **These will be due with each article/excerpt assigned—see calendar.** Please keep all your reading responses together in your notebook or in a journal, etc. You will also be responsible for a variety of informal in-class presentations. Come to class prepared to participate.
- **Strategy Presentations:** With a partner or 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.
- **Literacy Case Study:** You will receive a separate handout on this assignment. The case study involves your shadowing, interviewing, and gathering work samples from an adolescent. You will identify his/her reading and writing processes, make observations about their instructional needs, and reflect on the implications for your teaching. This will be a written report. (Critical Assessment Task)
- **Reflective Papers/Table:** You will write two informal papers, one at the beginning of class that is a literacy autobiography, and one at the end of class which is a “connections” paper. You will also create a website table. The literacy autobiography will be a chance for you to reflect upon and consider the implications of your own literacy history. 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 you'll structure your future classes with a literacy component. This is also the place where you will discuss your progress toward meeting the course goals. For the website table, you will evaluate a series of websites—both professional and those you would use in your content-area classes—and create a summary table that synthesizes your findings and offers suggestions for how you might use the site. We will discuss all of these further in class.
- **Sample Lesson Plans:** You will be responsible for completing two lesson plans demonstrating your ability to integrate literacy strategies and SDAIE into your content area. The goal is for you to develop lessons you might also use in your methods course and in your future student teaching. (Critical Assessment Task)

Grading Rubric for EDSS 521

“A” students:

1. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
2. complete all assignments thoroughly, thoughtfully, and professionally, receiving 3.7 – 4 average on all assignments.
3. make insightful connections between all assignments and their developing overall understanding of literacy and its effects on student learning in their content area; they continually question and examine assumptions in a genuine spirit of inquiry.
4. show high level achievement of course goals.
5. always collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
7. demonstrate responsibility to meeting attendance requirements (miss fewer than 2 classes) (see syllabus).

“B” students:

1. simply comply with the course requirements and expectations.
2. complete all assignments, usually thoroughly, thoughtfully, and professionally, receiving 2.7 –3.6 average on all assignments.
3. usually connect assignments to their developing overall understanding of literacy and its effects on student learning, especially within their content areas; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
4. show reasonable achievement of course goals.
5. generally collaborate with their colleagues in professional and productive ways, enhancing each participant’s learning.
6. complete most class preparation work and are ready to engage in thoughtful discourse
7. demonstrate responsibility to meeting the attendance requirements (miss fewer than three classes) (see syllabus).

“C” students:

1. demonstrate an inconsistent level of compliance to course requirements and expectations.
2. complete all assignments but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 1.7 – 2.6 average on all assignments.
3. make limited connections between assignments and their developing overall understanding of literacy and its effects on student learning; may not be open to examining assumptions or implications and might actually “dismiss” the role of building students’ literacy skills within their content areas.
4. attempt but show limited progress in achieving course goals.
5. collaborate with their colleagues in ways that are not always professional or productive; participant’s may be distracted from learning.
6. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
7. meet the minimum attendance requirements (see syllabus).

“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 requirements to be eligible for the grade described. It is a “prerequisite” for earning 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

Due to the dynamic and interactive nature of course 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. 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.

Tentative Calendar (Subject to Change)

Date	Topic	Reading Assignment Due	Assignment Due
9/5	Introductions Syllabus/Jumping in! What is literacy and how does it relate to content-area courses?		
TUES 9/10	Learning to read Cycle of reading instruction	<ul style="list-style-type: none"> ◆ Handout: “The Learner’s Club” (Frank Smith) ◆ AE: 42-48 (part of ch. 3) 	<ul style="list-style-type: none"> ◆ Reader response of your choice (Smith response required; AE response optional) ◆ Literacy autobiography ◆ Pre-instruction survey
TUES 9/17	Reading comprehension Vocabulary building Supporting readers in the content areas Intro. case study	<ul style="list-style-type: none"> ◆ RL: Ch. 1 ◆ RL: Ch. 3—read overview closely and skim the strategies ◆ Choate: Ch. 5 	<ul style="list-style-type: none"> ◆ Reader response of your choice
TUES 9/24	Assessing students’ reading/content skills Assessing text levels and textbooks Creating a scaffolding frame	<ul style="list-style-type: none"> ◆ RL: Appendix C and D 	<ul style="list-style-type: none"> ◆ Reader response of your choice ◆ Bring content area textbook to class ◆ Bring money for photocopying essay texts
10/3	Literature circles Connecting strategies to content area text—working with a scaffolding frame	<ul style="list-style-type: none"> ◆ Two chosen essays from last class 	<ul style="list-style-type: none"> ◆ Reader response: complete literature circle role. ◆ Bring RL to class
10/10	Strategy modeling/presentations		<ul style="list-style-type: none"> ◆ Finish strategy presentation
10/17	6:00-6:30: Case study writing discussions (we can start as early as 5:15 for people who want more time) 7:00-8:30: Calif. Ctr. for the Arts to see Jonathon Kozol		<ul style="list-style-type: none"> ◆ Case study notes
10/24	Struggling readers 2 nd language acquisition	<ul style="list-style-type: none"> ◆ AE: Ch. 1 and 2 ◆ RL: Ch. 5 overview and skim the types of strategies described 	<ul style="list-style-type: none"> ◆ AE: Reader response of your choice ◆ RL: respond by choosing one strategy you especially like and

			reflecting on how you'd use it
TUES 10/29	Case study—reader response groups 2 nd language strategies Reading critically—adding to the scaffold	<ul style="list-style-type: none"> ◆ AE: Ch. 4 ◆ ELL content-area article ◆ RL: Ch. 6 overview and skim the strategies described 	<ul style="list-style-type: none"> ◆ Case study rough drafts ◆ Reader response of your choice for AE or article ◆ RL: respond by choosing one strategy you especially like and reflecting on how you'd use it
11/7	Case study implications Computer lab for media “reading”		<ul style="list-style-type: none"> ◆ Case study final draft
11/14	Writing in the content areas	<ul style="list-style-type: none"> ◆ WTL: Ch. 1, 2, 4 & 5 	<ul style="list-style-type: none"> ◆ Reader response of your choice ◆ Bring content area textbook
11/21	Writing in the content areas	<ul style="list-style-type: none"> ◆ WTL: Ch. 9-11 ◆ RL: Ch. 9 overview; skim strategies 	<ul style="list-style-type: none"> ◆ WTL: Reader response of your choice ◆ RL: respond by choosing one strategy you especially like and reflecting on how you'd use it ◆ Website table due
TUES 11/26	Writing in the content areas Developing group strategy presentations	<ul style="list-style-type: none"> ◆ Choate: Ch. 8 	
12/5	Lesson plans critique Start strategy presentations		<ul style="list-style-type: none"> ◆ Two lesson plans—complete but rough ◆ Strategy presentation
12/12	Finish strategy presentations		<ul style="list-style-type: none"> ◆ Two lesson plans—final drafts ◆ Strategy presentation
12/19 6:45- 8:45	Content area reflection/connections Career seminar guest speaker		<ul style="list-style-type: none"> ◆ Connections paper ◆ Course grade rationale

Self-Evaluation of Course Goals for _____

On a scale of 1-4 (4 being high, 1 being low) rate your sense of competence for each of the course goals below—how well are you able to currently meet each goal?

Course Goals	September	December
Credential candidates will:		
1. Understand the challenges of working with assumptions (personal and systemic) that ascribe literacy “responsibility” to only a few content areas.		
2. Develop a growing awareness of the complexity of literacy acquisition and of defining literacy.		
3. Explain how context and culture affect literacy development.		
4. Scaffold reading and writing activities so that students of varied literacy backgrounds have access to texts.		
5. Use a wide variety of strategies to help students access content-area texts.		
6. Know SDAIE and apply its strategies effectively/appropriately in designing lessons.		
7. Integrate literacy activities in the content area to facilitate students’ learning content knowledge while also growing as readers and writers.		
8. Develop methods for diagnosing students’ literacy skills in the context of their content area.		
9. Assess the appropriateness of reading materials for students in their content area.		
10.		
11.		
12.		
13.		

Note: The assignments you complete for the course and the final connections paper you write in December should show evidence of your progress in meeting these goals. As you work through each course assignment, bear in mind how it might be helping you to become more competent in a particular area.