California State University
SAN MARCOS

SCHOOL OF EDUCATION

Engaging diverse communities through leading and learning for social justice.

Course & Section Nos.	**EDSS 521 (01) & (02)**
Course Title	**Literacy in the Secondary School**
Class Roster No.	**(01): CRN 41109 & (02): CRN 41110**
Course Day(s)	**Fridays**
Time	**Cohort 2: 7:30-10:00 Cohort 1: 1:30-4:00**
Course Location	**Cohort 2: UH 439 Cohort 1: UH 444**
Semester / Year	**Fall 2017**
Instructor	**Teri Gerent**
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Office Hours	**By Appointment**

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

COURSE DESCRIPTION

Secondary Literacy

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and secondary language learning in integrated and inclusive secondary classrooms.

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

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the edTPA and more importantly in your credential program

Course Prerequisites

Admission to the Single Subject Program, EDUC 350, EDUC 364, EDUC 422

Course Objectives

Upon successful completion of this course, candidates will be able to discuss core principles, apply them in the secondary classroom and answer the following essential questions.

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

1. Reading Processes: the literacy processes and factors that affect reading development and proficiency are complex.
   - How do elements of the reading process influence skilled or proficient reading?
   - What is the role of metacognition during the reading process?
   - What role does background knowledge play in reading?
   - How do teachers incorporate their knowledge of reading theories and processes into content lessons?
2. Comprehension and Content Learning: comprehension and content learning are increased through vocabulary development, and writing, listening, discussion, and reading texts.
   - How do teachers support adolescents' reading fluency, comprehension, and content learning?
   - How do teachers support comprehension of content text through vocabulary development?
   - How do teachers use writing in various genres to help adolescents understand nonfiction texts, including informational and expository texts?
   - How do teachers use discussion and instructional conversations to support reading comprehension?
3. Adolescent Literacy: Proficient adolescent readers engage in reading texts critically and deeply.
   - Given what we know about who adolescents are, how they learn, and what they read, how do teachers motivate them to engage meaningfully with text?
   - How do teachers draw on adolescents' multiple literacies to create a foundation for academic literacy?
   - How do teachers use critical literacy to deepen adolescents' comprehension of multiple texts?
   - How can teachers create classroom environments that facilitate the social interaction necessary for adolescents' literacy development?
4. Assessment: Informal and formal literacy assessments guide effective secondary content instruction.
   - How do content teachers use literacy assessments to determine their students' reading and writing abilities, backgrounds, and interests?

- How do teachers use informal and formal assessment findings to guide the design and implementation of content lessons?
- How do teachers select and evaluate the appropriateness of texts for their particular students?
- When and how should teachers refer students to a reading specialist or for special education services?

5. Differentiation: Adolescents learn most effectively when instruction addresses their academic, linguistic, and cultural needs and interests.
   - What is differentiated instruction?
   - How do teachers effectively differentiate instruction?
   - In what ways do teachers select and adapt texts and other content materials for students with diverse literacy needs?
   - What instructional approaches and strategies should be selected to make content accessible for all students?

6. Planning and Integration: Effective content lessons include the integration of literacy strategies for the purpose of content learning.
   - How do teachers use literacy strategies to promote literacy development and content learning?
   - How do teachers select and coordinate literacy strategies to support students' access to text?
   - How do teachers select and coordinate literacy strategies to help students develop into proficient writers?
   - How do teachers use literacy strategies to foster metacognition and critical thinking in their students?

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Text for all content areas:

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

Additional (strong) Recommendation for Science Teachers:

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

Additional (strong) Recommendation for Mathematics Teachers:

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

Optional Resources on Reserve in Kellogg Library:

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

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

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

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

Cougar Courses

You have access to the Cougar Course website for EDSS 544A when you register for the class.

TaskStream Account

You will need to set up an account for your Single Subject Credential.

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

Teacher Performance Expectation (TPE) Competencies (2016)

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

TPE 1: <u>Engaging and Supporting all Students in Learning</u>
      1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests
      1.3 Connecting subject matter to meaningful, real-life contexts
      1.5 Promoting critical thinking through inquiry, problem solving, and reflection
TPE 4: <u>Planning Instruction and Designing Learning Experiences for All Students</u>
      4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
      4.3 Developing and sequencing long-term and short-term instructional plans to support student learning.
      4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.
TPE 5: <u>Assessing Students for Learning</u>
      5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.
      5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.
      5.3 Review data, both individually, and with colleagues, to monitor student learning.
      5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.
      5.5 Involving all students in self-assessment, goal setting, and monitoring progress.
      5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.
      5.7 Using assessment information to share timely and comprehensible feedback with students and their families.
TPE 6: <u>Developing as a Professional Educator</u>
      6.1 Reflecting on teaching practice in support of student learning.
      6.7 Demonstrating professional responsibility, integrity, and ethical conduct.

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2017-18 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

edTPA

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:
http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation program. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

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

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations (as referred to above) and complete critical assessment tasks- specific assignments for this course. It is the teacher candidate's responsibility to understand expectations and complete assignments by stated due dates.

SCHEDULE/COURSE OUTLINE

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

Week	Topics	Assignment Due
September 1	Overview of Class / Definition – Significance – Theme / *Subjects Matter*, Ch. 1 / Mind Maps	Subjects Matter, Ch. 1 Reading log DUE Personal Education Story essay DUE
September 8	What is Literacy? Observe and interview teachers at your site to get an idea of how they teach content vocabulary – take notes and bring to class on September 22nd.	Subjects Matter, Ch. 2 Reading log DUE
September 15 Joint Session	Talk Like a Pirate Day! Vocabulary Lesson Plan Workshop	
September 22	Cultural Proficiency and Adolescent Literacy / Vocabulary and language development in the content areas	Subjects Matter, Ch. 3 Reading log DUE
September 29 Joint Session	Guest Speaker: Luis Pichardo, founder of DSTL Arts	
October 6	Vocabulary Lesson Plans and Planning Commentary	Subjects Matter, Ch. 4 Reading log DUE Vocabulary LP DUE
October 13	Assessment and Cultural Proficiency / Tools for Content Literacy	Subjects Matter, Ch. 6 Reading log DUE
October 20	Content Areas – Writing and Formative Assessment - edTPA	Subjects Matter, Ch. 7 Reading log DUE
October 27	Inquiry Units / Access	Subjects Matter, Ch. 8 Reading log DUE
November 3 Joint Session		
November 10 Online Class Veteran's Day observed	Work on Case Study	Subjects Matter, Ch. 9 Reading log DUE
November 17		Subjects Matter, Ch. 10 Reading log DUE
November 21 Online Class Thanksgiving week	Work on Case Study	Subjects Matter, Ch. 11 Reading log DUE
November 28	Bloom's Taxonmy / Depth of Knowledge (DOK)	Subjects Matter, Ch. 12 Reading log DUE
December 5 Joint Session	Reflection and Professional Goals / Evaluations / Closure	Case Study DUE

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

- **Personal Education Story:**   **20 points**
  You may recall writing an essay for your EDUC 364 class on a "Personal History of Otherness" in which you describe yourself in eight different categories, including: ethnicity, age, sexual orientation, gender, religion, socio-economic status, physical/mental ability, and language as a dominant and/or subordinate member of each group.
  This assignment is similar in that you are describing yourself using those eight descriptors, but applying them in the context of your experience as a student throughout your educational experience K-12. Questions to consider for this essay:
  - What was your educational experience like?
  - What was your favorite subject – and why?
  - Was English your first or second language? And if it was your second language, was types of strategies did your teacher(s) use to making the content more accessible for you?
  - Was it positive, negative, or somewhere in between?
  - What was your best year like, and what was your worst year like?
  - How involved were your parents in your educational journey?
  - Did your educational experience – whether positive or negative – lead to your decision to become a teacher?

  The essay should be at least two typed, double-spaced pages, but not longer than four pages.

- **Pocket Strategies**   **10 points**
  You will receive a strategy for teaching reading that is discussed in *Subjects Matter*, Chapter 5. You will read through the description of the strategy in the book, and be ready to share what you learned with the rest of the class. It's called 'pocket' strategy because it is short, and you can keep the information in your pocket – your bag of tricks for literacy.

- **Vocabulary Lesson Design:**   **20 points**
  Write and implement an appropriate content lesson that includes vocabulary instruction (10) and planning commentary (10).

- **Case Study:**   **30 points**
  The purpose of this assignment is for you to get to know an individual student better, assessing his/her learning strengths and needs as well as his/her attitudes about school and academic success in general. Knowing that you cannot do this type of in depth assessment with 170 students in a secondary setting, it is important to recognize that you need to "know" your students. There are parts of this case study that you can do with all students, e.g. attitudinal inventories, learning styles inventories, interest surveys, reading and writing practices surveys, analyzing results from standardized tests informally assessing writing samples, etc. A more involved assessment, like this case study, would be conducted with a few students who you know need additional help and you want to pin point their needs to more accurately modify your teaching practices.

- **Action Research Literacy Lesson Plan**   **20 points**
  Plan due on CC in conjunction with EDSS 555 lesson plan. **Content Literacy Lesson Design (Critical Assessment Task)**: Create and execute a 2 day content lesson using an appropriate CA content and 2 ELD standards and 2-3 tools from "Subjects Matter" that address 2 of the language development domains – listening, speaking, reading, and writing. A second Argumentation essay for formative assessment may be used for this assignment.

- Personal Education Story   20 points
- Pocket Strategies   10 points
- Vocabulary Lesson Design   20 points
- Case Study   30 points
- Action Research Literacy Lesson Plan   <u>20 points</u>
     100 points

Grading Standards

Candidates may earn up to 1000 points through the above assignments. A grading percentage scale for the final grade is as follows:
90-100% = A
80 – 89% = B
75 – 79% = C+

Final Exam Statement

There is no final exam for this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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. <u>Individual instructors may adopt more stringent attendance requirements</u>. Should the candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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

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

Policy on Late/Missed Work

As a general rule, late work will not be accepted. However, teacher candidates are encouraged to discuss individual circumstances in regard to assignments should it become necessary. Instructors reserve the right to develop individual contracts based on the needs the candidate.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students 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. 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- In this course with face-to-face instruction students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class).

All University Writing Requirement

Teacher Candidates will fulfill the writing requirement of 2500 words through written reflections, lesson plans, blogs, Action Research and Planning and Instructional Commentaries as required by edTPA.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line 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, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to 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 there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.