

Course & Section Nos.	EDUC 610-01
Course Title	Creating Conditions for Engagement and Independence
Class Roster No.	
Course Day(s)	Modules run Saturday-Saturday
Time	Online
Course Location	Online
Semester / Year	Fall 2017
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Instructor	Erika Daniels, Ed.D.
Phone	760-750-8547
E-Mail	edaniels@csusm.edu
Office	UH 402
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 outcomes

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COURSE DESCRIPTION

Creating Conditions for Engagement and Independence in Literacy Classrooms

EDUC 610 is a discussion of theories and practices that create the conditions for engagement and independence, which in turn affect literacy development in PreK through adolescent learners. This course is designed to develop Masters students' understandings of how to create cultures of literacy and to develop literacy skills necessary in the 21st century for all learners. Components of research-based best practices will be a focus of the course with emphasis on creating cultures of literacy, supporting the development of information/technology/library skills and abilities, designing curriculum and instruction, and use of assessment as a means of fostering engagement. This course is aligned with the California Commission on Teacher Credentialing's standards for the Reading and Literacy Leadership Specialist Credential.

Course Prerequisites

Admission to the Masters of Education, Literacy program

GUIDING PRINCIPLES

Graduates with a literacy specialization from the CEHHS at CSUSM possess a set of skills, knowledge, and dispositions that frames their understanding of literacy development in PreK through adolescent learners. This conceptual framework of abilities, knowledge, and beliefs influences and guides the work they do with students, colleagues, administrators, and policy makers. The eight principles that create the foundation of EDUC 610 are:

Highly effective literacy teachers of monolingual and multilingual students . . .

1. Appreciate the role of professional judgment in order to use foundational and historically shared knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum (guiding principle #2)
2. Create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, authentic literature, curriculum materials, and the appropriate use of assessments (guiding principle #3)
3. Use a wide range of texts (e.g. narrative, expository, and poetry) from traditional print, digital, and online resources for a wide range of purposes and students' needs (guiding principle #4)
4. Develop proficiency for themselves and their students with the tools of technology to gather, synthesize, and critically evaluate information, and to create and communicate knowledge (guiding principle #7)
5. Display positive dispositions related to their own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors (guiding principle #8)
6. Participate in, design, facilitate, lead, and evaluate effective and differentiated literacy programs for students and professional development programs (guiding principle #9)
7. Develop and investigate questions, examine assumptions and beliefs, collect and analyze data to improve their teaching and their students' learning (guiding principle #10)
8. Develop and implement strategies to advocate for equity, excellence, and social justice for all students (guiding principle #12)

STUDENT LEARNING OUTCOMES

The California Standards of Program Quality and Effectiveness for the Reading and Literacy Added Authorization:

2.1: The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository, and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.

2.2: The program provides opportunities for candidates to review current research on the role of a culture of literacy for acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.

2.3: The program provides opportunities for candidates to review current research on the role of a culture of literacy for developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.

2.5: The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.

3.2: The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction including oral language development (3.2a), word analysis (3.2b), fluency (3.2c), vocabulary development (3.2d), listening and reading comprehension (3.2e), written language development (3.2f), and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (3.2g).

3.3: The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students' development including early and adolescent literacy, the implications of delays or differences in students' literacy development relative to grade level standards and when such delays/differences warrant further assessment, differentiated instruction, and intervention.

Credit Hour Policy Statement

Per the University Credit Hour Policy: The combination of face-to-face time, out-of-class online, and field time associated with the course totals to at least the minimum 45 hours per unit of credit, which means that 135 hours will be spent engaged with this course. Because this is a fully-online 8-week course, you should plan on spending approximately 16 hours per week engaged with the learning activities, deliverables, and signature (homework) assignments

REQUIRED TEXTS

Anderman, E., & Anderman, L. (2014). *Classroom motivation, 2nd edition*. Upper Saddle River, NJ: Pearson. ISBN: 978-0-13301-788-5

Scholarly articles posted in the Cougar Courses container

Recommended

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper Perennial.

COMPREHENSIVE EXIT PORTFOLIO (CEP)

The CEP requires that candidates demonstrate their understanding of the 12 guiding principles and their ability to create teaching and learning contexts reflective of those concepts. Throughout the program, candidates place examples of their understanding of the guiding principles into the CEP, which is found on the Cougar Courses Moodle platform and labeled as such. Each course has identified one signature assignment that is designed to show mastery of the Guiding Principles and will be placed in the Comprehensive Exit Portfolio. More information (and the rubric) about the CEP is provided in top section of the EDUC 606 Cougar Course container as well.

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.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997.*)

For this course: Completion of all tasks within each module constitutes “attendance” for that week. The learning activities in each module take the place of the time you would traditionally spend in class if this were a face-to-face course. The signature assignments are what traditionally constitute “homework.” Modules run from Saturday to Saturday, and all learning activities must be completed each Saturday by midnight. Students who leave two (2) modules incomplete cannot receive an A for the course. Students who leave three (3) modules incomplete cannot receive a B.

Students 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 Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Assessment Requirement

The 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 in EDUC 622 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, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

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.

All University Writing Requirement

This course ensures that the university's minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

Graduate Writing Requirements

The 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, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is a required across all graduate-level (600-level) courses.

Course Format

Per the CSUSM Online Instruction Policy, EDUC 610 is considered to be online instruction. All course learning experiences will be communicated via the Internet, and students should plan on spending approximately 16 hours per week on course activities. Each module begins with a box on Cougar Courses called "Step-By-Step Instructions," which detail the guiding questions and learning outcomes, explain the learning activities in which students will engage, and describe what deliverables must be submitted to earn credit for completing that module.

Necessary Technical Competency Required of Students

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates. The following link: <https://cc.csusm.edu/mod/page/view.php?id=27208>; details the technical requirements necessary for online learning and identifies resources for support and technical assistance as necessary.

Please save a digital copy of 1-2 signature assignments for your use in your comprehensive evaluation portfolio (CEP). All signature assignments are submitted online at Cougar Courses; deliverables for the learning activities are submitted electronically in a variety of formats as described by each modules "Step-By-Step Instructions."

Contact Information for Technical Support Assistance

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

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.

GRADING STANDARDS

Grading Scale (in percentages)

A: 93-100 A-: 90-92 B+: 78-89 B: 83-86 B-: 80-82 C+: 78-79

NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A "B" average must be maintained for continuation in the program.

Assignment	Points Possible
Theory ~ Practice Connections (September 16, 2017)	25
Technology Analysis (September 30, 2017)	24
Investigation Into Practice (October 21, 2017)	35
Reading Reflections (Each module)	16
Total Points	100

Final Exam Statement

There is no final exam for this course.

General Considerations:

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately. Notification of a concern does not constitute an excuse.

All written work should be word-processed and submitted to the appropriate space in the Cougar Courses container as a Word document by midnight of the due date specified in this syllabus.

Specific instructions for each assignment are listed below, and rubrics for each are found in the top section of our Cougar Courses container. I do not provide sample assignments as I want each candidate to focus on their own construction of meaning as opposed to attempting to replicate an arbitrary example. Similarly, I do not specify page minimums or maximums as I want you to focus on the content of the work.

THEORY ~ PRACTICE CONNECTIONS (Due on Cougar Courses: September 16, 2017)

Effective practice is necessarily informed by theory. Researchers conduct both qualitative and quantitative studies in order to test hypotheses, explore phenomena, and understand the meaning individuals make from various experiences. The theories that evolve from research then inform the strategic decisions practitioners make as they teach, lead, and advise. The purpose of this assignment is to think critically about what the research says about motivation and how it does or does not reflect itself your own professional practice.

You will explore the following questions: ***What does the research tells us about how, why and when individuals are motivated? How does motivation theory manifest itself in your own professional practice? How will your new learning about motivation theory inform the ways in which you create the conditions for engagement and independence?***

Write a paper that does the following:

1. Explains what the theorists say about motivation. Identify themes or ideas you see repeated across multiple theories as well as the differences that distinguish each.
2. Describes what your own professional practice looks like. What are your goals for your students? How do you support your students in achieving those goals?
3. Discusses the intersection between motivation theory and your professional practice. Explain areas of divergence on which you might focus during this course.

TECHNOLOGY ANALYSIS (Due on Cougar Courses: September 30, 2017)

Sara Kajder (an educator and technology expert) asks, “Does doing something old with new technology mean that I’m teaching with technology and that I’m doing so in a way as to really improve the literacy skills of the students in my classroom?” Wrestling with this question is the purpose of this assignment, and you will think about the shifting literacy demands on our students and on members of society in general by analyzing both your goals (learning outcomes, standards, informal goals) for your students and the ways you use technology in your professional practice.

You will explore the following questions: ***How do I develop innovative literacy skills in the students with whom I work? In what ways do I use what we know about motivation theory to develop students’ abilities to integrate information, technology, and library skills across a variety of tasks and demands?***

Write a paper that does the following:

1. Provides research-based background information about what knowledge and technology skills are essential for the students with whom you work.
2. Evaluates your own professional practice in terms of your goals for your students and the ways in which you integrate technology to achieve them.
3. Analyzes how technology is used as a vehicle for achieving those goals and reflects on whether it is the means to an end or the end itself. Be sure to make connections between the motivation theories you learn in this course and the manner in which you and your students use technology.

INVESTIGATION INTO PRACTICE (Due on Cougar Courses: October 21, 2017)

Teaching and learning are reciprocal process with the latter being the goal of the former. Carefully crafted lesson plans that have instructional activities closely aligned to standards and/or to learning outcomes are essential, but they alone do not foster motivation. In order for students of any age to learn what is taught, they need to be actively engaged in the classroom environment and learning experience. The purpose of this assignment is to analyze how your current practices foster engagement in your classroom (or other

professional space). Using your understanding of what theories and practices create conditions for engagement and independence, you will examine your own practice in light of motivation theory.

You will explore these questions: ***How well does your current practice foster engagement in your classroom or other professional space? How do you know? What can you do to better create conditions for engagement and independence for the students with whom you work?***

Do the following:

1. Conduct a status check on the motivation of your students (this can take any form you choose).
2. Review your *theory~practice connections* paper to identify what motivation theories are most prevalent in your practice.
3. Identify the motivation theories you have learned this semester that resonate with you and explain why.
4. Create a plan for strengthening your professional practice by reinforcing what you already do and implementing or revising additional strategies. Explain the rationale behind your thinking.
5. Represent your thinking about numbers 1-4 in any form you desire—narrative paper, graphic organizer, or a combination thereof. Be sure that you remain focused on the bolded questions above.

READING REFLECTIONS (Due at the end of each module)

The purpose of this assignment is for you to draw connections between key concepts from the readings and your own professional practice. At the beginning of each module, read the guiding questions and learning outcomes; then read the assigned texts or articles (as detailed in the course schedule below) with those questions and outcomes in mind. You will post your reflection in the specified place on Cougar Courses at the end of each module and feel free to use non-traditional formats to demonstrate your understanding. Each week’s reflection should include:

- A brief summary of the key ideas or major themes from the reading
- Connections between those abstract concepts and the way they are (or might be) operationalized in your professional practice

Module/Date	Topic	Preparation Required
Module 1 August 28-September 2, 2017	What is engagement?	<p>Read: Anderman, Chapter 1</p> <p>Read: Baskin, N. (2017). Helen Keller, Annie Sullivan, Mr. Thomsen, and Me, Nora Raleigh. <i>Voices From the Middle</i>, 24(4), 28-29.</p> <p>Read: Davis, A. & Forbes, L. (2016). Doing the impossible: Motivating middle school students, <i>Voices From The Middle</i>, 23(4), 14-18.</p> <p>Due: Reading Reflection #1</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 1</p>
Module 2 September 2-9, 2017	Understanding conditions for engagement	<p>Read: Anderman, Chapters 2 & 3</p> <p>Read: Fredricks, J., Blumenfeld, P., & Paris, A. (2004). School engagement: Potential of the concept, State of the evidence, <i>Review of Educational Research</i>, 74(1), 59-109.</p> <p>Due: Reading Reflection #2</p> <p>Submit: All deliverables as described in the step-</p>

<p>Module 3 September 9-16, 2017</p>	<p>Creating motivating learning environments that lead to strong cultures of literacy</p>	<p>by-step instructions for module 2 Read: Anderman, Chapters 5 & 7</p> <p>Read: Daniels, E. (2010). Creating motivating learning environments: What we can learn from researchers and students. <i>English Journal</i>, 100(1), 25-29.</p> <p>Read: Kiefer, S., Alley, K., & Ellerbrock, C. (2015). Teacher and peer support for young adolescents' motivation, engagement, and school belonging. <i>Research in Middle Level Education Online</i>, 38(8). DOI: 10.1080/19404476.2015.11641184</p> <p>Due: Reading Reflection #2</p> <p>Due: Theory ~ Practice Connections</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 3</p>
<p>Module 4 September 16-23, 2017</p>	<p>Using technology to increase engagement</p> <p>Developing information skills</p>	<p>Read: Styslinger, M., Walker, N., & Lenker, T. (2014). Beyond the sticky note and Venn diagram: Comprehension strategies for 21st century schools. <i>Voices From the Middle</i>, 22(2), 13-20.</p> <p>Read: Moss, B. (2014). Blended learning resources for middle grades teachers. <i>Voices From the Middle</i>, 10(12), 13-20.</p> <p>Due: Reading Reflection #4</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 4</p>
<p>Module 5 September 23-30, 2017</p>	<p>Using assessment to engage all learners</p>	<p>Read: Anderman, Chapter 4</p> <p>Due: Reading Reflection #5</p> <p>Due: Technology Analysis</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 5.</p>
<p>Module 6 September 30-October 7, 2017</p>	<p>Designing CURRICULUM that supports engagement</p>	<p>Read: Anderman, Chapter 9</p> <p>Read: Turner, J. (1995). The influence of classroom contexts on young children's motivation for literacy. <i>Reading Research Quarterly</i>, 30(3), 410-441.</p> <p>Due: Reading Reflection #6</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 6.</p>
<p>Module 7 October 7-14, 2017</p>	<p>Designing INSTRUCTION that supports engagement</p> <p>Supporting engagement through differentiation</p>	<p>Read: Anderman, Chapters 5 & 10</p> <p>Read: Marks, H. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high schools. <i>American Educational</i></p>

		<p><i>Research Journal</i>, 37(1), 153-184.</p> <p>Due: Reading Reflection #7</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 7.</p>
<p>Module 8 October 14-21, 2017</p>	<p>Creating school cultures that support engagement for all stakeholders</p>	<p>Read: Anderman, Chapters 6 & 11</p> <p>Read: Daniels, E. (2016). Logistical factors in teachers' motivation. <i>The Clearinghouse</i>, 10.1080/00098655.2016.1165166</p> <p>Read: Balfanz, R., Herzon, L., Maclver, D. (2007). Preventing student disengagement and keeping student on the graduation path in urban middle-grades schools: Early identification and effective interventions, <i>Educational Psychologist</i>, 42(4), 223-235.</p> <p>Due: Reading Reflection #8</p> <p>Due: Investigations Into Practice</p> <p>Submit: All deliverables as described in the step-by-step instructions for module 8</p>