

**Engaging diverse communities through leading and learning for social justice**

Course & Section Nos.	CRN 40306 and CRN 4 0307
Course Title	EDSS 521:Literacy in the Secondary School
Class Roster No.	Cohort 1: CRN 4 0307 Cohort 2: CRN 40306
Course Day(s)	Mondays
Time	Cohort 2: 7:30 -10:00 Cohort 1: 1:30 -4:00
Course Location	Cohort 2: UH 4 41 Cohort 1: UH 444
Semester / Year	Fall 201 8
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**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

# Table of Contents

<b>COURSE DESCRIPTION</b>	2
Course Prerequisites	3
Course Objectives	3
<b>REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS</b>	4
Required Text for all content areas:	4
Additional Recommendation for Science Teachers:	4
Additional Recommendation for Mathematics Teachers:	4
Optional Resources on Reserve in Kellogg Library:	4
Cougar Courses	5
TaskStream Account	5
<b>COURSE LEARNING OUTCOMES</b>	5
Authorization to Teach English Learners	5
Teacher Performance Expectation (TPE) Competencies (2017)	5
Teacher Performance Assessment	6
Expected Dispositions for the Education Profession	6
<b>PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)</b>	7
<b>Course Schedule</b>	8
<b>COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS</b>	9
Course Assignments	10
Grading Standards	11
Final Exam Statement	11
School of Education/Course Attendance Policy	11
Policy on Late/Missed Work	11
<b>GENERAL CONSIDERATIONS</b>	11
CSUSM Academic Honesty Policy	12
Plagiarism	12
Students with Disabilities Requiring Reasonable Accommodations	12
Credit Hour Policy Statement	12
All University Writing Requirement	13
Electronic Communication Protocol	13

## 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.

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.

Gorski, P. & Pothini, S. (2014). *Case Studies in Diversity and Social Justice Education*. New York, NY: Routledge. *(Provided in class; no need to purchase)*.

### **Additional 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 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 521 when you register for the class.

### **TaskStream Account**

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

## **COURSE LEARNING OUTCOMES**

### **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 (201 7)**

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: Engaging and Supporting all Students in Learning**

- 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: Planning Instruction and Designing Learning Experiences for All Students**

- 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: Assessing Students for Learning

- 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: Developing as a Professional Educator

- 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 2018-19 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment)

**CalTPA:** To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on this website: <http://www.ctcpa.nesinc.com/Home.aspx>

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 lifelong 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.




# COURSE SCHEDULE

*Subject to Change As Needed*

**Note: Assignments & Readings are due at the start of class for the listed week.**

Week	Date	Agenda	Assignment(s) & Readings Due
1	August 27	The role of content teachers in ensuring equitable access via literacy instruction. <ul style="list-style-type: none"> <li>● The “Reading Minute”</li> </ul>	Chapter 1, <i>Subjects Matter</i> ; Take Notes using handout provided.
2	September 3 (Online Class)	What does it mean to read? <ul style="list-style-type: none"> <li>● Understanding purpose</li> </ul>	Chapter 2, <i>Subjects Matter</i>
3	September 10 Joint Session	<b>Joint Session:</b> Collaborative Vocabulary Lesson Planning	
4	September 17	What does great reading instruction look like? <ul style="list-style-type: none"> <li>● Team teaching lesson assignment intro</li> <li>● Technology literacy skills &amp; practice</li> </ul>	Chapters 5 & 11, <i>Subjects Matter</i> (skim both chapters; you don't need to read closely; mark strategies you might want to try).
5	September 24 Joint Session	<b>Joint Session:</b> Assessment	
6	October 1	What should students be reading? Moving beyond just the textbook. <ul style="list-style-type: none"> <li>● Equity literacy across the content areas</li> <li>● Preparing to observe your Focus Student #3 (for the Mini-Case Study due Week 8)</li> </ul>	Chapters 3 & 4, <i>Subjects Matter</i> (Note: you have a large assignment due this week. I recommend starting this reading during week 5).  Vocabulary Lesson Plan Due (Focus on Third Student for This Class)
7	October 8	But the textbook <i>is</i> important. So, how shall we use it? <ul style="list-style-type: none"> <li>● Subject matter literacy</li> <li>● Planning your literacy lesson-- collaboration time.</li> </ul>	Chapter 6, <i>Subjects Matter</i>
8	October 15	Reading Workshops & Books Clubs--Not just for English class (but also great for English class!) <ul style="list-style-type: none"> <li>● In class peer review on vocabulary rationale</li> </ul>	Chapters 8 & 9, <i>Subjects Matter</i> (skim both chapters, don't need to read closely; mark passages you find

		<i>Note: Your videotaped lesson will be due next class--you'll want to plan to video sometime this week.</i>	intriguing).  Mini Case Study & Vocabulary Lesson Plan Rationale Due
9	October 22 <a href="#">Joint Session</a>	<b>Joint Session:</b> Review student data; wrap up action research; begin CalTPA planning.  <i>Note: You will want to bring your videotaped literacy lesson to the joint session with you.</i>	Videotape your literacy lesson before Oct. 22. Bring to class on Oct. 22.
10	October 29	Using inquiry units to deepen students' understanding across all content areas	Chapter 10, <i>Subjects Matter</i>
11	November 5	Inquiry unit: Team time  CalTPA peer review re: Student #3	Bring your chosen reading to class re: the inquiry project.  Bring your draft CalTPA submission to class, either in hard copy or an easily shareable electronic format (Google Docs, for example). It should be in very good shape!
12	Veterans' Day November 12 <b>(No Classes)</b>	<b>CalTPA Submission Due Tuesday, Nov. 13</b> <b>No Late Submissions!</b>	Good luck! You're going to do great.  Continue your inquiry project.
13	November 19 <b>(Online Class)</b>	Online Class:  <i>Happy Thanksgiving!</i> 	Continue with your inquiry project
14	November 26 <b>6xq</b>	Inquiry project discussion & debrief  Developing as a Professional Educator (Part II)	Inquiry project due
15	December 3 <a href="#">Joint Session</a>	<b>Joint Session:</b> Wrap up semester; goal setting, evaluations, working with parents & the community.	Crafting a Community of Learners Due: _____.

## COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

## **Course Assignments**

### **Reading Minute** (10 points)

You will sign up to present a “reading minute” at the start of one class during the semester. The assignment is very short, and takes just 5 minutes to deliver in class, but you must be on time for class the day you present in order to get the credit. No exceptions.

### **Videotaped Literacy Lesson (Co -Planned)** (20 points )

You will choose a strategy for teaching reading that is discussed in *Subjects Matter*, Chapters 5 or 11. You will work with a partner to craft a lesson that works for what you are doing in your practicum. Then, each of you will go teach and video the lesson, bringing that back to class to discuss and debrief.

### **Mini Case Study & Vocabulary Lesson Plan Rationale** (20 points )

For this assignment, you will choose a student to learn more about (the “third” student for your CalTPA submission). You will submit a “case study” that includes a classroom observation of that student *outside your content area*, as well as a rationale for how your vocabulary lesson plan (a joint assignment with 511 and 555) addresses the needs of this target student.

### **Scope and Sequence Unit: Literacy Focus Reflection** (20 points)

As part of the Scope and Sequence Unit you will be doing in your methods classes, you will turn in a reflection to this class that explains how you infused literacy strategies throughout the unit. You’ll complete a checklist (provided later) that explains how your plan addressed literacy issues, including how you planned for struggling readers.

### **Inquiry Unit Reflection & Annotated Bibliography** (20 points)

You will work in site study teams to explore an issue of interest to you related to the equity issues you’re exploring in EDUC 555’s Social Justice Action Plan. What you do in this class will complement and supplement the work you’re doing in EDUC 555. The assessment will be a reflection on the process and an annotated bibliography.

### **Crafting a Community of Learners** (10 points)

As a capstone to the class, you’ll write a reflection on how you can use what you learned in our class to create a community of learners in your own classroom (Chapter 7, *Subjects Matter*). What might that look like for you? What strategies, habits of mind, and equity principles can you bring into your practice that will help ensure all students have access to your content area?

- Reading Minute 10 points
- Literacy Lesson (Co-planned) 20 points
- Mini Case Study & Vocabulary Lesson Design Rationale 20 points
- Scope and Sequence Unit: Literacy Focus Reflection 20 points
- Inquiry Unit Reflection & Annotated Bibliography 20 points
- Crafting a Community of Learners Reflection 10 points

**Note:** There will be additional small assignments, including in-class reflections or discussion posts, that may be added throughout the course. Advanced notice of such assignments will be provided.

### Grading Standards

Candidates may earn up to 100 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. Individual instructors may adopt more stringent attendance requirements. 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](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 seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

*If you have any issues in this regard that you would like to bring to my attention, please do. I am happy to work with you to make sure your experience in my class is a comfortable one. Please don't hesitate to reach out to me if you think you might benefit from adjustments or accommodations.*

## 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 CaITPA.

## 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 online discussions are a very specific form of communication, with their own nuances and etiquette . For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended . With that said, please be mindful of all e -mail and online 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.

Per university policy, please use my CSUSM e-mail address to communicate with me about any issues (rather than my personal e-mail). That address is [svansteenbergen@csusm.edu](mailto:svansteenbergen@csusm.edu)