



**Vision:**

*Equity & Excellence in Education*

**Mission:**

*The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*

## UDCP 410 Literacy Instruction in Inclusive Settings

Fall 2020

### Department of Liberal Studies Urban Dual Credential Program

#### Course Information

<p><b>Instructors:</b> Lidiana Portales Blair Stephanie Hunt</p>	<p><b>Email:</b> Lidiana.PortalesBlair@csulb.edu Stephanie.Hunt@csulb.edu</p>
<p><b>Virtual Office Hours Days/Times:</b> Lidiana Portales Blair: Tuesdays before or after class or by appointment  Stephanie Hunt: Tuesdays before or after class or by appointment</p>	<p><b>Office Hours Zoom Link:</b> To attend office hours, either stay after class or schedule office hours with professors individually.</p>
<p><b>Class Days/Times:</b> Tuesdays 10:45am-12:45pm</p>	<p><b>Class Zoom Link:</b> <a href="https://csulb.zoom.us/j/96599044153?pwd=V1RodGIKQnJORVlwTU9nWk1lZXQ5UT09">https://csulb.zoom.us/j/96599044153?pwd=V1RodGIKQnJORVlwTU9nWk1lZXQ5UT09</a>  Meeting ID: 965 9904 4153 Passcode: 119658</p>

#### Catalog Course Description

Prerequisite: Admission to Urban Dual Credential Program.

Content, methods, and assessment for teaching literacy to all students, including English language learners and students with special needs in culturally and linguistically diverse classrooms. Minimum 10 hours of fieldwork in classrooms with at least 25% of students classified as English learners and some students with

disabilities. Traditional grading only (A-F).

### **Course Student Learning Outcomes and Goals**

The following Student Learning Outcomes (SLOs) are aligned with the UDCP SLOs, which are based on the California Commission on Teacher Credentialing Standards for both MSCP and EDSP, the *Teaching Performance Expectations* (TPEs, revised and adopted March, 2013); Common Core State Standards (revised March, 2013); RICA Content Specifications (Domains I-V, revised 2007); and English Language Development (ELD) Standards.

Upon successful completion of the course, students will be able to:

- SLO 1** Demonstrate knowledge of foundations of teaching reading, writing, language skills, and speaking and listening skills. (TPE 3.1, 4.3, 4.4)
- SLO 2** Understand the role that literature and informational text, text complexity play in reading and writing instruction; in strategies and materials for teaching reading, writing, and speaking and listening skills. (TPE 3.1)
- SLO 3** Demonstrate knowledge of and create lessons using modifications for English learners and students with special needs. (TPE 1.1, 1.4, 1.6, 2.5, 3.2, 4.4, 4.5)
- SLO 4** Select, evaluate, and incorporate into lessons literature (including international children’s literature), informational text, and technology resources with varied levels of text complexity. (TPE 3.6, 3.7, 3.8, 4.8)
- SLO 5** Design, teach, and reflect on lessons of comprehension of literature and informational text, writing, language skills, and speaking and listening skills. (TPE 3.3, 6.1)
- SLO 6** Use the components of specially designed academic instruction in English (SDAIE) and appropriate accommodations and modifications (Tier 1 of MTSS/RTI) while 1) teaching speaking and listening skills, language skills, and comprehension of literature and informational text; 2) matching instruction to the level of English language proficiency and to the developmental needs of students with disabilities. (TPE 1.4, 1.6, 2.5, 3.2, 3.6, 4.2, 4.4, 4.5)

### **Outline of Subject Matter**

- I. Foundations for Teaching Literacy (SLO 1)
  - A. historical issues in literacy instruction
  - B. current issues in literacy instruction
  - C. theoretical perspectives of teaching reading and writing
  - D. lesson design with universal access for English language learners, speakers of non-mainstream English, and students with disabilities, with sensitivity to the culture, language, and abilities of students
- II. Comprehensive Literacy Instruction for all students, including English learners and students with disabilities (SLOs 5 & 6)
  - A. instructional approaches to teaching speaking and listening
  - B. instructional approaches to teaching text structures of literature and informational text, and technology resources with varied levels of text complexity

- C. instructional approaches to teaching comprehension of literature and informational texts, and technology resources with varied levels of text complexity
  - D. instructional approaches to teaching writing, including language skills (e.g., spelling, writing convention, and vocabulary)
  - E. instructional approaches to teaching literacy across content areas
  - F. assistive technology to support students with disabilities
- III. Instructional Materials for Teaching Literacy (SLOs 2 & 4)
- A. becoming knowledgeable of various genres of children’s literature and informational text (including international literature) and different types of texts (e.g., print, non-print) and a role that literature and informational text (including technology resources) play in reading and writing instruction
  - B. become knowledgeable of assistive technology that provides support for students with disabilities
  - C. selecting, evaluating, and teaching with instructional materials (literature, informational texts, and technology resources)
- IV. Organizing Comprehensive Literacy Instruction with Universal Access for All Learners (SLOs 3, 5, & 6)
- A. flexible grouping, systematic, explicit instruction
  - B. differentiated instruction for English learners, students with disabilities
  - C. SDAIE strategies for differentiated instruction
  - D. Tier 1 of MTSS/RTI intervention during literacy instruction

**Required Texts/Course Materials:**

**Please note:** If you buy an early version of a textbook, the content and page numbers of the early version will be different from those of the current version as listed on this page. You are responsible for completing readings from the current version of the textbook as specified in the course syllabus.

1. Gunning, T. G. (2019). *Creating literacy instruction for all students* (10<sup>th</sup> ed.). New York: Allyn & Bacon. ISBN 9780134986487
2. Vaughn, S., & Bos, C. (2015). *Strategies for teaching students with learning and behavior problems* (9<sup>th</sup> ed.). New York: Allyn & Bacon. ISBN 978-0133570731
3. Supplementary Readings: available under a specific week’s folder under “Content”. We strongly suggest that you download all the articles to your computer.
4. California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects (downloadable from the BeachBoard under “Standards”) <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.
5. California's English Language Development Standards (downloadable from the BeachbBoard under “Standards”) <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

**Mode of Delivery and Technical Requirements**

This course is conducted entirely through Alternative Modes of Instruction, using synchronous online learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students are encouraged to keep cameras on during synchronous class meetings. This class includes a great deal of discussion and interaction and, historically, this class has been a great community builder for UDCP. The classroom culture will be strongest if we can all see each other. Please feel free to use virtual backgrounds. If

you cannot have your camera on, then you are encouraged to participate as much as possible through the chatbox, reactions, etc.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email the professors as soon as possible.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

### **Course Communication**

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

## **Course Evaluation Components and Grading**

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### **Evaluation Components**

#### *I. S4 Reflections (30 points, 3 points x 10)*

The purpose of this assignment is for you to document what you have learned from viewing recorded lessons and/or classroom observations and to reflect on your learning and growth in pedagogical knowledge and skills. You will complete at least 10 reflections throughout the semester and record on S4. You need to write one journal per week.

#### *II. Field Experience and Lessons (field Experience)*

1. Students must provide evidence of completing a minimum of 10 hours of field experience either in viewing recorded lessons or in a classroom with at least 25% of students classified as English learners and some students with disabilities.
2. If observing a classroom, students are expected to contact the cooperating teacher in advance if an absence becomes necessary. All absences must be rescheduled in a timely manner.
3. Students will develop two original lessons. Professors will provide feedback on the lessons and students will revise based on the feedback. Guidelines will be provided.  
Lesson 1: Develop one comprehension lesson with informational text  
Lesson 2: Develop one writing lesson

### *III. Classroom Observations and Assisting Classroom Teachers*

You will observe recorded classroom lessons and/or participate in classroom observations and assisting classroom teachers during whole-class and small-group literacy lessons in general education and special education settings.

### *IV. Unit of Literacy Across Content Areas*

You will select a topic from a content area (e.g., civil rights movement; volcanoes; fractions) and develop a unit with at least five lesson plans. The guideline will be discussed and provided in class.

### *V. RICA Preparation*

1. Students will take mini RICA quizzes every two weeks. These quizzes will be short, open-book, un-timed quizzes with questions linked to the topics covered in the prior two weeks. The goal is to help students prepare for the style of questions on the RICA.
2. Throughout the semester, students will be responsible for creating flashcards for terminology, vocabulary and key concepts presented in their reading and in class. Students may choose to create flash cards with notecards, on Word or through online apps. At the end of the semester, students will share evidence of their flash cards for credit.
3. For the final project, students will attempt the RICA multiple-choice practice test (available for free online). Students will use the answer key to correct their own test. Then, using the answer key, students will analyze areas for improvement. Students will write a reflection in which they create an individualized study plan for themselves to highlight areas of study for the RICA.

## **Course Grading**

### **Grading Scale**

<b>Letter Grade</b>	<b>Percentage</b>
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

## Evaluation Components and Weight (Sample)

Evaluation Component	Points
S4 Reflections	30
Mini RICA Quizzes	20
RICA Flash Cards	20
Comprehension Lesson with Informational Text Draft Lesson Plan        7 Lesson Plan Revision    3	10
Writing Lesson Draft Lesson Plan        7 Lesson Plan Revision    3	10
Unit of Literacy Across Content Areas	25
FINAL: RICA Practice Test Multiple-choice practice test and study plan	30
<b>Total</b>	<b>160</b>

## Course Policies

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### Attendance and Participation

- 1). **Class attendance is mandatory.** Professionalism requires you to be **on time** for each class and **fully prepared** by finishing all required readings and assignments. You must be on time and remain throughout the full class. Given the nature of the course, learning by borrowing a classmate's class notes will be virtually impossible. Participation will be monitored both through attendance at Zoom sessions. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.
- 2). **Each** subsequent absence after the 1<sup>st</sup> absence will result in a 5-point reduction in your final grade. Excused absences will be granted **ONLY** if evidence (e.g., a doctor's written notice, a letter for jury duty or university business, or a copy of a funeral program) is provided **in a timely manner** (i.e., when you come to class after your absence). Excused absences are: (1) student's illness or injury; (2) death, injury, or serious illness of an immediate family member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities. Students are fully responsible for the content of the classes due to absences.

### Late Work/Make-up Policy

Students are encouraged to submit all assignments on time. Please communicate with the professor at least 24 hours before the deadline if your assignment will be late. As future teaching professionals, it is important to

demonstrate professionalism in meeting deadlines and communicating proactively if problems are anticipated. We all anticipate this academic year to be fluid and challenging as we all manage health, work, family responsibilities, and other issues. We encourage students to be proactive and reach out to professors if they are falling behind or anticipate absences or missed work.

Late assignments turned in after the due date stated in the syllabus will have a full letter grade deducted. For example, an assignment that would have otherwise earned an A grade, will be assigned a B grade. Assignments may not be submitted later than the finals date.

### **Plagiarism/Academic Integrity Policy**

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

### **University Withdrawal Policy**

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

### **Special Needs Accommodations**

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

## **Additional Information**

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### **Student Support Services**

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### **Syllabus Changes**

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

<b>Course Schedule</b>
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Week	Topics	Readings & Due Dates
1 8/25	<ol style="list-style-type: none"> <li>1. Welcome</li> <li>2. Syllabus (Overview of the Course and Course Assignments)</li> <li>3. Field Experience</li> <li>4. BeachBoard</li> <li>5. Group Activity: Road to Literacy</li> <li>6. RICA Mini Quizzes</li> <li>7. RICA Flash Cards</li> <li>8. Signature Assignment (Unit of Literacy Across Content Areas on Dropbox on BeachBoard)</li> <li>9. Common Core State Standards</li> </ol>	<p>Download the Common Core State Standards for ELA</p> <p>Download the CA ELD standards</p>
2 9/1	<ol style="list-style-type: none"> <li>1. What's Reading and What is Reading Instruction</li> <li>2. What's Writing and What is Writing Instruction</li> <li>3. Nature of Literacy</li> <li>4. Common Core State Standards and Students with Disabilities</li> <li>5. English Language Development Standards</li> <li>6. Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), and Universal Access (Differentiated Instruction)</li> </ol>	<p>Gunning, Chapter 1 <i>The Nature of Literacy</i></p> <p>Vaughn &amp; Bos, Chapter 3 <i>Response to Intervention and Multi-Tier System of Supports</i></p> <p>Handouts: Listed under Week 2 on BeachBoard</p>
3 9/8	<ol style="list-style-type: none"> <li>1. Linguistic Components and Cueing System</li> <li>2. Teaching Phonics, High-Frequency Words, and Syllabic Analysis</li> </ol>	<p>Gunning, Chapter 5, <i>Teaching Phonics, High-Frequency Words and Syllabic Analysis</i></p> <p>Vaughn &amp; Bos, Chapter 6, <i>Assessing and Teaching Oral Language</i></p> <p>Vaughn &amp; Bos, Chapter 7, <i>Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition</i></p> <p><b>Mini RICA Quiz 1</b></p>
4 9/15	<ol style="list-style-type: none"> <li>1. Assessing for Learning</li> <li>2. Fostering Emergent/Early Literacy</li> <li>3. Possible Topics for Literacy across Content Areas</li> </ol>	<p>Gunning, Chapter 3, <i>Assessing for Learning</i></p> <p>Gunning, Chapter 4, <i>Fostering Emergent/Early Literacy</i></p> <p>Bring to Class a Children's book for K-2<sup>nd</sup> Grade students</p>



5 9/22	<ol style="list-style-type: none"> <li>1. Comprehension: Theory and Strategies (1)</li> <li>2. Working on Possible Topics for Literacy across Content Areas</li> </ol>	<p>Gunning, Chapter 7, <i>Comprehension: Theory and Strategies</i></p> <p>Vaughn &amp; Bos, Chapter 8 (<i>section on comprehension only pp. 234-273</i>)</p> <p><b>Mini RICA Quiz 2</b></p>
6 9/29	<ol style="list-style-type: none"> <li>1. Reading Literature</li> <li>2. Comprehension: Theory and Strategies (2)</li> <li>3. Comprehension: Text Structures and Teaching Procedures (1)</li> </ol>	<p>Gunning, Chapter 8 <i>Comprehension: Text Structures and Learning Procedures</i></p> <p>Gunning, Chapter 10 <i>Reading Literature</i></p> <p>Bring to Class a Children's Story Book AND an Informational Book</p> <p><b>Due (by 11:59 pm): Possible Topics for the Unit of Literacy across Content Areas</b></p>
7 10/6	<ol style="list-style-type: none"> <li>1. Comprehension: Text Structures and Teaching Procedures (2)</li> <li>2. Comprehension Lesson with Informational Text Draft</li> <li>3. Feedback on Possible Themes for the Unit of Literacy across Content Areas</li> </ol>	<p>Bring to class a Children's Informational Book</p> <p><b>Mini RICA Quiz 3</b></p>
8 10/13	<ol style="list-style-type: none"> <li>1. Feedback on Comprehension Lesson with an Informational Text Lesson</li> </ol>	<p>Watch Videos of Reading Workshop</p> <p>Handout: Reading Workshop</p> <p>Snow &amp; O'Connor's Article (on BeachBoard)</p> <p><b>Due (by 10/12, Monday, 8:30 am): Comprehension Lesson with an Informational Text Draft (Dropbox)</b></p>
9 10/20	<ol style="list-style-type: none"> <li>1. More Feedback on Comprehension Lesson with an Informational Text Draft</li> <li>2. Reading Workshop (2)</li> <li>3. Building Vocabulary</li> </ol>	<p>Gunning Chapter 6 <i>Building Vocabulary</i></p> <p><b>Due: Comprehension Lesson with an Informational Text Revision (Dropbox)</b></p> <p><b>Mini RICA Quiz 4</b></p>
10 10/27	<ol style="list-style-type: none"> <li>1. Facilitating Engagement by Differentiating Independent Reading</li> </ol>	<p>Kelly &amp; Clausen-Grace's Article (on Beachboard)</p>

	2. Writing Workshop (1)	<p>Vaughn &amp; Bos, Chapter 9 <i>Assessing and Teaching Writing and Spelling</i></p> <p>Watch Videos about Writing Workshop</p> <p>Handouts: Writing Workshop</p> <p>Articles about Writing Instruction</p>
11 11/3	<ol style="list-style-type: none"> <li>1. Writing Workshop (2)</li> <li>2. Writing Lesson Plan Draft</li> </ol>	<b>Mini RICA Quiz 5</b>
12 11/10	<ol style="list-style-type: none"> <li>1. Feedback on Writing Lesson Draft</li> </ol>	<p>Gunning, Chapter 12 <i>Writing and Reading</i></p> <p>Gunning, Chapter 9 <i>Reading and Writing in the Content Areas and Study Skills</i> (pp. 375-399)</p> <p><b>Due (by 11/9 Monday, 8:30 am): Writing Lesson Draft (Dropbox)</b></p>
13 11/17	<ol style="list-style-type: none"> <li>1. Writing and Reading</li> <li>2. Reading and Writing in the Content Areas</li> <li>3. Working on Signature Assignment: Unit of Literacy Across Content Areas</li> </ol>	<p><b>Due: Writing Lesson Revision (Dropbox)</b></p> <p><b>Mini RICA Quiz 6</b></p>
14 11/24	<ol style="list-style-type: none"> <li>1. Finalizing Unit of Literacy</li> </ol>	
15 12/1	<ol style="list-style-type: none"> <li>1. Working on Unit of Literacy Across Content Areas</li> </ol>	
16 12/8	<ol style="list-style-type: none"> <li>1. Sharing Unit of Literacy Across Content Areas</li> </ol>	<b>Due (by 11:59 pm): Unit of Literacy across Content Areas (Dropbox)</b>
Finals Week 12/15	<ol style="list-style-type: none"> <li>1. S4 Reflections</li> <li>2. RICA Practice Test and Study Plan Reflection</li> <li>3. RICA flashcards</li> </ol>	<p><b>Due (by 11:59 pm):</b></p> <ol style="list-style-type: none"> <li>1. S4 Reflections</li> <li>2. RICA Practice Test and Study Plan (Dropbox)</li> <li>3. RICA flashcards (Dropbox)</li> </ol>