California State University, Long Beach
College of Education

UDCP 410 Literacy Instruction in Inclusive Settings
Fall 2019

Professors:

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Email: In an email to the professors, please state on the subject line of your email: **your name** and **specific content** (e.g., Jane Doe journal 1). Your **name** on the subject line helps us keep track of the communication between you and us. Your **specific content** on the subject line is important for our timely attention and for an expedite response. We do not want your emails to be "lost" in many emails we receive each day.

In any communication between you and us, academic language is expected. We will try to respond to your emails within a period of 48 hours during weekdays.

Office Hours:

Dr. Shelley Hong Xu Mondays 7:30—9:00 p.m. (virtual office hours—any emails sent during this time period will be responded immediately); or by appointment.

Dr. Cara Richards-Tutor Tuesdays before or after class at Paddison Elementary or by appointment.

Beachboard Access

To access this course on BeachBoard - https://bbcsulb.desire2learn.com/ you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to BeachBoard - https://bbcsulb.desire2learn.com/ with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to CSULB - http://www.csulb.edu/'s homepage and clicking on the Beachboard link at the top of the page. Once logged in to Beachboard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Beachboard Support:
Email: helpdesk@csulb.edu, http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/
Phone: (562) 985-4959
Drop in: Academic Services Building, Room 120 (AS 120)

Beachboard Student Help Site http://www.csulb.edu/beachboard-support

Computer Access

Two open access computer labs are available for current CSULB students: the Spidell Technology Center - http://csulb.libcal.com/hours.php#!m/255, located in the Library and the Horn Center - http://www.csulb.edu/divisions/aa/academic_technology/horn_center/, located in lower campus.

Both the Horn Center and the Spidell Technology Center are a great resource for students needing to use a computer. Visit the Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

College of Education Vision and Mission Statement

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.

Teacher Dispositions

Teacher candidates are expected to demonstrate professionalism in the following ways:

- ❖ Course Work
  - ▪ Professional behaviors include display of courtesy toward the professors and classmates, active participation in class sessions, observance of due dates, flexibility regarding field experience activities, and unanticipated changes in the course calendar.
  - ▪ Participation includes demonstrating active contribution to class discussions, posing clarification, reflective, and/or information-seeking questions, communicating ideas or concerns with the instructor; and completing all assigned class tasks, class activities, and course assignments.
- ❖ Field Experience Assignment
  - ▪ Professional behaviors include display of appropriate demeanor in interacting with children at all times (e.g., use of oral and written communication, attitude toward teaching, learning, students, and physical space, overall attire), awareness of one's personal values and biases, and modeling of ethical behaviors.
  - ▪ Preparedness for assignments is essential to quality field experience teaching. Creative teaching is encouraged, but teacher candidates must consult with and seek approval from the classroom teacher prior to implementing a lesson and its accompanying activity. Lack of preparation for field experience teaching (e.g., absence of necessary instructional materials, lesson plan, off-topic instruction, and spur-of-the-moment improvisation) may result in loss of grade points and possible removal from field experience.

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 Format

This course requires students to (1) read, critically analyze, and discuss textbooks, articles, and course materials, and (2) generate meaningful discussions concerning the purpose, content, methods, and assessment of the reading process. Students should be prepared (1) to discuss topics and assigned readings during each class meeting and (2) to work collaboratively with peers; and (3) respect peers' perspectives and opinions.

Required Course Texts

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. (2016). *Creating literacy instruction for all students in* (9th ed.). New York: Allyn & Bacon.
2. Vaughn, S., & Bos, C. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). New York: Allyn & Bacon.
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/finalelaccssstandards.pdf.
5. California's English Language Development Standards (downloadable from the Beachboard under "Standards") http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf

Policy on email account

The CSULB campus email account, <first.lastname@student.csulb.edu>, is the default avenue of communication at CSULB. Active use of your CSULB campus email is essential for sending and receiving information related to this course and for university-wide business. Please be sure that your BeachBoard account is set to use your university campus email account. For assistance, contact the CSULB Technology HelpDesk (phone# 562-985-4959 or helpdesk@csulb.edu), also at http://www.csulb.edu/divisions/aa/academic_technology/thd/ .

Student Responsibilities

1. Class Attendance & 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. Arriving late or leaving early is disruptive to the learning of others. Given the nature of the course, learning by borrowing a classmate's class notes will be virtually impossible. Attendance will be recorded at the beginning of each class.

2). Each subsequent absence after the 1st 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.

2. *Class Civility*

In class, you are expected to actively participate in class discussions and activities, and act in a professional manner, including working collaboratively with peers and respecting peers' viewpoints and perspectives. Texting, talking on a cell phone, reading e-mails, surfing the Internet, doing homework, and talking during class time are disrespectful to both the professors and classmates. If there is a good reason for having a cell phone turned on during class, the student <u>must inform</u> the professors at the beginning of a class meeting.

3. *Academic Honesty*

With respect to the academic honesty of students, it is expected that all material submitted as part of any class assignments, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university academic policy (http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/).

4. *Course Syllabus, Course Materials, and Course Assignments*

1). You are responsible for the information and requirements stated in this course syllabus; guidelines for course assignments; instructional materials and announcements posted on the Beachboard; and email communications.

2). You are expected to download all course-related materials to your computer and put them in respective folders and subfolders **BEFORE EACH CLASS MEETING**. Downloaded course materials should be in a folder or a subfolder from which you can easily retrieve. There is **NO class time** allocated for you to download or search course materials, which is just a huge waste of your valuable class time and your tuition! **You are expected to bring course materials to the class meeting as specified in the course schedule**.

3). Once you have completed this course, you will NOT have access to the course content on the Beachboard.

5. *Quality of Assignments and Submission of Your Work*

1). You should word process all of your course assignments using 12-point font, black print, reasonable margins, numbered pages, and double-spacing.

2). Assignments are expected to have correct grammar, spelling, and punctuation.

3). It is your responsibility to label and submit each work (that is required to be submitted online) to a specific place on the Beachboard as specified in each guideline for a course assignment.

4). You are advised to keep a copy of each submitted work for your own records.

6. *Due Dates*

1). All course assignments are due on the date specified the course schedule.

2). Given that you cannot control the teaching schedule in the classroom where you are completing your field work-related course assignments, you are required to inform, in an email, the professors of the reason for a late work (e.g., you cannot turn in lesson reflection on the due date because you were not able to teach the lesson due to a fire drill in your

classroom). You should complete any fieldwork assignments once the teacher allows you to do so. Waiting until the end of the semester to complete your field work does not benefit your learning in this class and would put a burden on your cooperating teacher and his or her students.

4). **Any course assignment that does not follow its guideline will receive a grade of 0.**

Statement Regarding Students with Disabilities

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, Room110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Support Services on Campus

Student Affairs Services and Programs for Students
http://web.csulb.edu/divisions/students/programs.html

Student Affairs: Student Emergency Intervention and Wellness Program
http://web.csulb.edu/divisions/students/studentdean/emergency_grant/
The CSULB Student Emergency Intervention and Wellness Program (part of the *Basic Needs Program*) is a comprehensive initiative that identifies and immediately serves some of CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis, such as the following: Student Emergency Grant, The Meals Assistance Program (Feed a Need), and Short-Term Emergency Housing Program. Criteria for eligibility include: Be an enrolled CSULB student; Be able to demonstrate an urgent financial need (Supporting documentation is helpful where appropriate); and Must have exhausted all sources of financial assistance and aid.

Student Learning Outcomes (SLOs)

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)

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

Course Assignments

I. Field Experience Journals and Reflections (30 points, 3 points x 10)

The purpose of this assignment is for you to document what you have learned from required course readings, classroom observations, and teaching and to reflect on your learning and growth in pedagogical knowledge and skills. You will keep **at least 10 journals** throughout the semester, and submit the journals as ONE document on the Final day of this semester. You need to write one journal per week. Please refer to Assignment 1 Field Experience Journals and Reflections.

II. Field Experience and Lessons (field Experience)
1. Students must provide evidence of completing a minimum of 10 hours of field experience in a classroom with at least 25% of students classified as English learners and some students with disabilities.
2. Students will submit a field experience sign-in sheet at the end of the semester.
3. Students are expected to contact the cooperating teacher in advance if an absence becomes necessary. All absences must be rescheduled in a timely manner.
4. Two original lessons need to be developed, taught, and self-reflected. You can teach each lesson to a small group of children or to a whole class in the same classroom or in different classrooms. The guideline will be provided.

   Lesson 1: Develop, teach, and reflect on one comprehension lesson with informational text
   Lesson 2: Develop, teach, and reflect on one writing lesson

III. Classroom Observations and Assisting Classroom Teachers

You will participate in classroom observations and assisting classroom teachers during whole-class and small-group literacy lessons in general education and special education settings. You will also share your experience and reflection during each debriefing session. The details about classroom placement will be provided in class.

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.

Evaluation
This is a comprehensive, hands-on course that requires you to have considerable outside class preparation and commitment. If you find yourself unable to complete the course assignments on time, you are highly encouraged to review the withdrawal policy in the CSULB Fall 2019 Schedule. Incomplete grades are RARELY given in this course and only in cases of extreme circumstances. Becoming "overloaded" or "overwhelmed" does not constitute an emergency. You will need to keep me informed if you are experiencing difficulty in meeting the given deadlines. *Grading Scale*:

A=90-100   B=80-89   C=70-79   D=60-69   F=0-59

Class Activities and Course Assignments		*Possible Points*
Field Experience Journals and Reflections	(3 points x 10)	**30**
Comprehension Lesson with Informational Text (field experience) (SLOs# 2, 3, 4, 5, & 6; CCSS informational text)		**20**
Draft Lesson Plan	*7*	
Lesson Plan Revision	*3*	
Teaching and Reflection	*10*	
Writing Lesson (field experience) (SLOs# 2, 3, 4, 5, & 6; CCSS writing)		**20**
Draft Lesson Plan	*7*	
Lesson Plan Revision	*3*	
Teaching and Reflection	*10*	
Unit of Literacy Across Content Areas (SLOs# 2, 3, 4, 5, & 6)		**25**
Field Experience Sign-in Sheet		**5**
Total Points		**100**

A List of UDCP 410 Course Assignments

For your own convenience and reference, please use this sheet to keep track of due dates and document grades.

Course Assignments	Due Date	Grade
Field Experience Journals and Reflections		
Comprehension Lesson with Informational Text Draft, Revision, & Reflection		
Writing Lesson Draft, Revision, & Reflection		
Unit of Literacy across Content Areas		
Field Experience Sign-in Sheet		
Total Points		

Course Schedule
(Subject to Change)

Date	Topics	Readings and Dues
Week 1 8/27 9:00- 12:45 pm	1. Welcome 2. Syllabus (Overview of the Course and Course Assignments) 3. Field Experience 4. Beachboard 5. Signature Assignment (Unit of Literacy Across Content Areas on Dropbox on Beachboard) 6. What's Reading and What is Reading Instruction 7. What's Writing and What is Writing Instruction 8. Nature of Literacy 9. Common Core State Standards 10. Common Core State Standards and Students with Disabilities 11. English Language Development Standards 12. Multi-Tiered System of Supports (MTSS), Response to Intervention (RTI), and Universal Access (Differentiated Instruction)	1. Bring to Class a Print or an Electronic Copy of CCSS 2. Bring to Class a Print or an Electronic Copy of ELDS 3. Gunning, Chapter 1 4. Vaughn & Bos, Chapter 3 5. Handouts: Listed under Week 1 on Beachboard
Week 2 9/3	1. Linguistic Components and Cueing System 2. Teaching Phonics, High-Frequency Words, and Syllabic Analysis 3. Debriefing	1. Gunning, Chapter 5 2. Vaughn & Bos, Chapter 6 & 7
Week 3 9/10	1. Assessing for Learning 2. Fostering Emergent/Early Literacy 3. Possible Topics for Literacy across Content Areas 4. Debriefing	1. Gunning, Chapters 3 & 4 2. Bring to Class a Children's Book for K-2nd Grade Students
Week 4 9/17	1. Comprehension: Theory and Strategies (1) 2. Working on Possible Topics for Literacy across Content Areas 3. Debriefing	1. Gunning, Chapter 7 2. Vaughn & Bos, Chapter 8 (section on comprehension only pp. 234-273)

Date	Topics	Readings and Dues
Week 5 9/24	1. Reading Literature 2. Comprehension: Theory and Strategies (2) 3. Comprehension: Text Structures and Teaching Procedures (1) 4. Debriefing	1. Gunning, Chapters 8 & 10 2. Bring to Class a Children's Story Book AND an Informational Book **Due (by 11:59 pm):** **Possible Topics for the Unit of Literacy across Content Areas (Discussion)**
Week 6 10/1	1. Comprehension: Text Structures and Teaching Procedures (2) 2. Comprehension Lesson with Informational Text Draft 3. Feedback on Possible Themes for the Unit of Literacy across Content Areas 4. Debriefing	1. Bring to Class a Children's Informational Book
Week 7 10/8	1. Approaches to Teaching Reading Workshop (1) 2. Close Reading and Far Reading 3. Debriefing 4. Feedback on Comprehension Lesson with an Informational Text Lesson	1. Watch Videos of Reading Workshop 2. Handout: Reading Workshop 3. Bring to Class a Children's Informational Book 4. Snow & O'Connor's Article (on Beachboard) **Due (by 10/7, Monday, 8:30 am):** **Comprehension Lesson with an Informational Text Draft (Dropbox)**
Week 8 10/15	1. More Feedback on Comprehension Lesson with an Informational Text Draft 2. Reading Workshop (2) 3. Building Vocabulary 4. Debriefing	1. Gunning Chapter 6 **Due (by 10/14, Monday, 8:30 am): Comprehension Lesson with an Informational Text Revision (Dropbox)**

Date	Topics	Readings and Dues
Week 9 10/22	1. Debriefing 2. Facilitating Engagement by Differentiating Independent Reading 3. Writing Workshop (1) 4. Teaching Comprehension Lesson with an Informational Text	1. Kelly & Clausen-Grace's Article (on Beachboard) 2. Vaughn & Bos, Chapter 9 3. Watch Videos about Writing Workshop 4. Handouts: Writing Workshop 5. Articles about Writing Instruction **Due: Teach Comprehension Lesson with an Informational Text Lesson**
Week 10 10/29	1. Teaching Comprehension Lesson with an Informational Text 2. Sharing Teaching Experience 3. Writing Workshop (2) 4. Writing Lesson Plan Draft 5. Debriefing	**Due: Teach Comprehension Lesson with an Informational Text Lesson**
Week 11 11/5	1. Writing and Reading 2. Reading and Writing in the Content Areas 3. Feedback on Writing Lesson Draft 4. Debriefing	1. Gunning, Chapter 12 2. Gunning, Chapter 9 (pp. 375-399) **Due (by 11/4. Monday, 8:30 am): Writing Lesson Draft (Dropbox)**
Week 12 11/12	1. Working on Signature Assignment: Unit of Literacy Across Content Areas 2. Teaching Writing Lesson (ONLY for Dr. Richards' Group; Dr. Xu will be out of town for a conference) 3. Debriefing	**Due: Teach Writing Lesson** **Due (by 11/14, Thursday, 11:59 pm);** **Comprehension Lesson with an Informational Text Revision and Reflection (Dropbox)**
Week 13 11/19	1. Finalizing Unit of Literacy 2. Teaching Writing Lesson 3. Debriefing	**Due: Teach Writing Lesson**
Week 14 11/26	Little Lake School District Closes ONLINE CLASS	

Week 15 12/3	1. Working on Unit of Literacy Across Content Areas 2. Teaching Writing Lesson	
Week 16 12/10	1. Sharing Unit of Literacy Across Content Areas	**Due (by 11:59 pm):** **1. Unit of Literacy across Content Areas (Dropbox on Beachboard)** **2. Writing Lesson Revision and Reflection (Dropbox)** **3. Field Experience Sign-in Sheet**
12/17 Final	1. Field Experience Journals and Reflections	**Due (by 11:59 pm):** **Field Experience Journals and Reflections (Dropbox)**