



<p>Vision: <i>Equity & Excellence in Education</i></p> <p>Mission: <i>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.</i></p>

EDEL 452 Teaching and Learning Reading, K-8
Fall 2021
Department of Teacher Education

Course Information

Instructor: Dr. Shelley Xu	Email: shelly.xu@csulb.edu
Office Hours Days/Times: All emails are responded within 24-36 hours, Monday-Friday (except for the fall break and Thanksgiving, 11/22—11/26)	Office Hours Venue: via email or Zoom by appointment
Class Days/Times: Asynchronous	Class Venue: Asynchronous, Online

Virtual Wonderland: If you have any course-related wonders and questions that you cannot find answers in the course syllabus, guidelines for assignments, and FAQs, please post them in Virtual Wonderland under Discussions on BeachBoard. Anybody in this online community can reply to the questions posted. Please subscribe this forum so that you can read wonders, questions, and responses.

FAQs: Before you begin Module 1, please visit the FAQs page under “Content” to read the responses to many common questions.

Catalog Course Description

Prerequisite: Admission to the Multiple Subject Credential Program or Education Specialist Credential Program. Content, methods, and assessment for teaching reading to all students, including English language learners, speakers of non-mainstream English, and students with special needs, in culturally diverse, literature based classrooms: phonemic awareness, phonics, vocabulary development, comprehension, diagnosis, and the role of independent reading for proficient and delayed readers, the use of technology in literacy development. Minimum ten hours of fieldwork in elementary classrooms with at least 25% of students classified as English learners. Letter grade only (A-F). Academic units: 3.

Course Student Learning Outcomes and Goals

The following Student Learning Outcomes (SLOs) are aligned with the Multiple Subject Credential Program SLOs which are based on the Teaching Performance Expectations (TPEs, June 2016); Literacy Teaching Performance Expectations (Literacy TPEs, November 2019); Common Core State Standards (March, 2013); and RICA Content Specifications (Domains 1-5, 2007). Upon successful completion of the Multiple Subject Credential Program, students will demonstrate the following:

TPEs are listed under the Course Schedule and Evaluation Components

SLO 1-Lesson Design and Assessment

- 1.1 Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
- 1.2 Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
- 1.3 Lesson plan that includes a formative assessment tool and clear plan for summative assessment that allows students to demonstrate mastery in a variety of ways (TPE 3.4, 5.1)
- 1.4 Lesson plan that includes a step-by-step approach to the instructional sequence, procedures aligned with the lesson objective and appropriate task analysis (TPE 4.4)
- 1.5 Include plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
- 1.6 Lesson plan includes differentiated instruction (materials and/or proving behavior) for English Learners and at least one other identified subgroup at tiers 1 & 2 (TPE 1.4, 1.6, 3.5, 3.6, 4.4, 5.7, 5.8)
- 1.7 Lesson plan includes opportunities for students to actively think critically and work collaboratively (TPE 1.5, 4.6)
- 1.8 Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
- 1.9 Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)
- 1.10 Design lessons that capitalize on and expand students' existing knowledge and language, and they draw on and expand students' interests and experiences (Literacy TPEs Theme #1-Meaning Making)
- 1.11 Recognize in lesson planning, instruction, and assessment practices that students' literacy needs may be affected and influenced by the students' prior schooling experiences, current level of foundational skills knowledge, the language of instruction, the relationship between the students' primary language and English (for English learners), and the students' prior content knowledge (Literacy TPEs Theme #5-Foundational Skills)

SLO 2-Lesson Implementation and Assessment

- 2.1 Lesson is taught in alignment with specified standards (TPE 4.3)
- 2.2 Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)
- 2.3 Materials are prepared and utilized effectively (TPE 4.3)
- 2.4 Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
- 2.5 A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
- 2.6 The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
- 2.7 Students are engaged in self-assessment (TPE 4.5, 5.3)
- 2.8 Uses appropriate wait time during questioning (1.5, 1.6)
- 2.9 Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)
- 2.10 Organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners (Literacy TPEs)

- 2.11 Use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students (Literacy TPEs)

SLO 3-Classroom Management and Environment

- 3.1 Teaches, reteaches, or reinforces rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
- 3.2 Applies appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
- 3.3 Effectively implements proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
- 3.4 Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

SLO 4-Professionalism

- 4.1 Arrives on-time and prepared to engage in instruction (TPE 6.8)
- 4.2 Conducts regular reflection on performance (TPE 6.1)
- 4.3 Establishes professional learning goals (TPE 6.3)
- 4.4 Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
- 4.5 Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
- 4.6 Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4) activity: how to show parents how to do a read-aloud

5. Outline of Subject Matter

- I. Foundations for Teaching Reading (SLO 1)
 - 1. historical issues in reading instruction
 - 2. current issues in reading instruction
 - 3. theoretical perspectives of teaching reading
 - 4. using research-based effective strategies for teaching all children to read, including English language learners, speakers of non-mainstream English, and students with reading difficulties and students with dyslexia
 - 5. lesson design, delivery, and reflection
 - 6. universal design for learning (UDL)
- II. Foundational Skills (SLOs 1 & 2; CCSS Reading Standards for Foundational Skills, K-5; RICA Domains 2 & 3; Literacy TPEs Theme #5-Foundational Skills)
 - 1. language structure (phonology, morphology, semantics, syntax) and how English works
 - 2. sound-symbol relationships (phonics, alphabetic principle)
 - 3. phonological and phonemic awareness
 - 4. word recognition and decoding
 - 5. different types of words (sight words, single syllable, multisyllabic words)
 - 6. fluency
 - 7. print concepts
 - 8. relationship between foundational skills and early reading development and students' reading needs
 - 9. assessing, planning for, and explicitly teaching foundational skills and their applications

- III. Meaning Making and Instructional Approaches (SLOs 1, 2 & 3; CCSS Reading Standards for Literature K-5, 6-8; RICA Domains 1, 4, & 5; **Literacy TPEs Theme #1-Meaning Making**)

1. narrative text structure and complex text of a variety of forms and organizational patterns (e.g., traditional texts, music, maps, graphica, graphics, charts, timelines, images, and multimodal text such as podcasts and videos).
2. literal, inferential, and critical comprehension
3. instructional approaches to teaching how to read strategically, analytically, and critically
4. application of knowledge of factors that affect meaning making (e.g., students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests)
5. instructional approaches to teaching text structures of literature, and technology resources with varied levels of text complexity
6. plans for differentiated instruction for English learners, for students with reading difficulties including students with dyslexia, and for challenging students
7. using teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers
8. aligning instructional materials with state standards (and district standards if available)
9. adapting instructional materials for students' diverse needs, including English learners' language levels, and special education students' needs.
10. assessing, planning for, and explicitly teaching meaning making

IV. Content Knowledge and Instructional Approaches (SLOs 1, 2 & 3; CCSS Reading Standards for Informational Text, K–5, 6-8; RICA Domains 1, 4, & 5; Literacy TPEs Theme #4-Content Knowledge)

1. reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of each discipline
2. informational text structure and complex text of a variety of forms and organizational patterns (e.g., traditional texts, music, maps, graphica, graphics, charts, timelines, images, and multimodal text such as podcasts and videos).
3. instructional approaches to teaching vocabulary and academic language through the use of wide reading of appropriate high-quality literature, informational, technical, and other texts in the discipline(s), rich oral language interactions, and context
4. opportunities for students to read purposefully and participate in discussion to build discipline-specific knowledge in the content areas.
5. using strategies for capitalizing on, connecting to, and extending students' background knowledge and language relevant to a particular text and/or discipline
6. promoting students' engagement in research, inquiry, and project-based learning where and as appropriate to expand students' knowledge and pique their interest in the content
7. helping students understand the strengths and limitations of media and multiple information sources within the content discipline(s) and evaluate the credibility of information obtained through these sources
8. instructional approaches to teaching comprehension of informational texts, and technology resources with varied levels of text complexity
9. instructional approaches to teaching reading across content areas
10. assessing, planning for, and explicitly teaching content knowledge
11. aligning instructional materials with state standards (and district standards if available)
12. adapting instructional materials for students' diverse needs, including English learners' language levels, and special education students' needs.
13. plans for differentiated instruction for English learners, for students with reading difficulties, including students with dyslexia, and for challenging students

V. Formative Assessment, Diagnosis, and Evaluation of Reading Strengths and Needs (SLOs 2; RICA Domains 1, 2, 3, 4, & 5; **Literacy TPEs**)

1. designing a comprehensive assessment plan for a case study student
2. reading interests and concepts about reading
3. foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency)
4. comprehension of literature and informational text
5. conducting assessments and analyzing assessment data during and after teaching
6. planning appropriate instruction based on identified reading needs
7. writing a case study report that includes background information about the case study student, reading strengths and needs, and targeted instruction to address the needs (i.e., instructional materials, instructional strategies, and ways to monitor student progress)
8. use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students
9. Multi-tiered system of support (MTSS)

VI. Professionalism (SLO 4)

1. conducts regular reflection on lesson teaching and class activities
2. establishes professional learning goals in the course
3. learns to communicate effectively and collaborate with cooperating teachers about field work
4. models ethical conduct of teaching professionals, including use of technology and digital media in lesson teaching
5. learns how to engage with parents in supporting their children's reading development

VII. (Clinical 2: Hours completed after program admission, but before student teaching. These hours include fieldwork completed in pedagogy/methods courses.)

Required Texts/Course Materials:

Please note: I am using the 2010 and 2012 version of the textbooks to keep the textbooks more affordable. If you buy an early or late version of a textbook, the content and page numbers of the early version will be different from those of the current version listed below. You are responsible for completing readings on the current version of the textbook as specified in the course syllabus and in the modules. It is important that you have your textbooks prior to the specific modules you will be completing. Please refer to the module note for each textbook. **It is your responsibility to get each required book at least one week before the due date for the module(s) where the book is used.**

1. Gunning, T. G. (2012). *Creating literacy instruction for all students in Grades 4-8* (3rd ed.). New York: Pearson. (You will use this book for Modules 1-10 and RICA preparation.)
2. Xu, S. H. (2010). *Teaching English language learners: Literacy strategies & resources for K-6*. New York: The Guilford Press. (You will use this book for Modules 1-10 and RICA preparation.)
3. Rossi, J., & Schipper, B. (2012). *Case studies in preparation for the California Reading Competency Test* (4th ed.). New York: Allyn & Bacon. (You will use this book for Module 9 and RICA preparation.)
4. Polacco, P. (1988). *The Keeping Quilt*. New York: Simon & Schuster. (You may check out this book from a library or view it on YouTube https://www.youtube.com/watch?v=MWR_ON8x1QM .) (You will use this book for Modules 5-6.)
5. Wick, W. (1997). *A Drop of Water: A Book of Science and Wonder*. New York, Scholastic. (You may check out this book from a library or view it on YouTube <https://www.youtube.com/watch?v=6ksL2PfiX0U>.) (You will use this book for Module 7.)
6. Supplementary Readings: available on the BeachBoard under "Content", "Supplementary Readings". I strongly suggest that you download all the articles to your computer. Each supplementary reading is also listed under a specific module.

7. [California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects](http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf)
<http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>.
<http://www.corestandards.org/ELA-Literacy/> (searchable site)
8. RICA Content Specifications
https://www.ctcexams.nesinc.com/Content/StudyGuide/CA_RICA_SG_SMR_RC003.htm

About This Course/Teaching Philosophy/What to Expect

This is a comprehensive, hands-on course that requires you to have considerable outside class preparation and commitment.

1. Class Participation

This asynchronous, online course has 10 modules that require class members to (1) read, critically analyze, and discuss textbooks, articles, and/or online course materials, and (2) generate meaningful discussions concerning the purpose, content, methods, and assessment of the reading process and reading instruction. Participants should be prepared (1) to discuss online topics and assigned readings for each module, (2) to work collaboratively online with other class members; and (3) to complete each module and course assignments, and submit each module's responses and course assignments online by due dates as specified in the course schedule and the checklist for each module.

Each module has assigned readings (chapters, articles, and/or videos). It takes time to first complete the readings, and then compose and submit your responses to BeachBoard. Please start each module at your earliest convenience.

A module consists of class tasks and class activities. A **class task (ungraded)** is what you are required to do as if you were in a face-to-face class session (e.g., read Xu Chapter 1 and take notes on Handout 1). Each class task is numbered, such as Class Task 1.1 (which is Class Task #1 for Module 1). You are not required to turn in your work for class tasks, but it is important to your learning to complete every class task.

A **class activity (submitted and graded)** is what you are required to do as if you were in a face-to-face class session AND to show evidence of your understanding of the course content (e.g., completing a survey of linguistic concepts [after you have read assigned readings]). Each class activity is numbered, such as Class Activity 1.1 (which is Class Activity# 1 for Module 1).

You must complete ALL assigned class tasks and class activities in each module by the due date as specified in a checklist (and in course schedule) to earn participation points for the module. NO partial points will be given for some completed class activities, and class tasks. You are expected to have 110% commitment to your own learning in this course.

An **assignment (submitted and graded)** is what you are expected to do to demonstrate your understanding of course content across several Zoom meetings and modules (e.g., phonics lesson teaching; case study assessments).

Please complete class tasks, class activities, and course assignments in the order as they are presented under each module.

Beginning with Module 2, you are required to complete some class activities with your peer group. The purpose of group work is for you and your peers to learn from one another's

perspectives on how to teach one particular reading area. **Please plan ahead to form your group and start collaborating for each required group work.** It is strongly recommended that you work with your group peers throughout the course for all the group work unless there is an issue between you and your peer(s). Please click this link to form your group <https://docs.google.com/spreadsheets/d/1mdTDK3yx5nZa4YX1OSvsBozKot1NCIJX1TzFPnvUXeo/edit?usp=sharing>. Also refer to “EDEL 452 Group Work List” under BeachBoard’s Content, Alternative Field Work and S4. You will also work with your group for some course assignments.

2. Course Syllabus, Class Tasks, Class Activities, and Course Assignments

You are responsible for the information and requirements stated in this course syllabus; guidelines for class tasks, class activities, and assignments; instructional materials and announcements posted on the BeachBoard; and email communications I send you. I strongly advise that you download all course-related materials to your computer and put them in respective folders and subfolders, just in case that the BeachBoard is not working properly and just for your easy and quick reference to all course materials.

3. 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). For the work that needs to be scanned or photographed before submission, please make sure the quality of the scanned or photographed work is legible.
- 4). It is your responsibility to label and submit each work to a specific place on the BeachBoard as specified in each guideline for an assignment, or in the direction for a class activity.
- 5). **Any course assignment that does not follow its guideline will receive a grade of 0.**
- 6). **You are advised to keep a copy of ALL submitted assignments and responses for all modules.**

4. Due Dates

- 1). The date and hour for each due date are in Pacific Standard Time (PST) zone. You are responsible for adjusting the due date to your time zone if you are out of the PST time zone. After the due date, your work will NOT be accepted on the BeachBoard.
- 2). I understand that you cannot control the schedule of your group members and online teaching for group assignments (e.g., lesson planning and teaching). Hence, I provide you with a grace period for submitting your work related to such assignments. You may turn in your work past the due dates, **but no more than five days late, including weekends. No late assignments will be accepted beyond 12/7/2021.**
- 3). **Please inform the professor and submit appropriate documentation in a timely manner for any situation (e.g., serious illness, death of a family member) that affects your learning in this class and meeting the given due dates for modules and assignments. You will need them when you review for the RICA exam, TPAs, and student teaching.** You will not have access to the course on BeachBoard a week or so after the finals week.
- 4). **In the event of BeachBoard technical breakdowns**, please notify the professor via email shelley.xu@csulb.edu.

Mode of Delivery and Technical Requirements

This course is conducted entirely online, using asynchronous learning. Students will access the course material and modules on [BeachBoard](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard, participate in class modules, and

complete assignments. Students, who experience unexpected technical issues for a module or an assignment, will be provided with an opportunity to make up missed work. If students need technical assistance during the course or would like to report a technical issue with BeachBoard, they should contact the Technology Help Desk (<https://www.csulb.edu/academic-technology-services/academic-technology-resources-for-students>)

The university is expected to provide an in-person computer lab in the University Student Union during 2021-22 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.

To access this course on [BeachBoard](#) and [Zoom](#), you 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 you need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, please contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication

The professor will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please 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. Please also be sure to check your CSULB email accounts a minimum of once per week to receive important communications about the course from me or other enrolled students.

Course Schedule**Literacy TPEs are covered in the Course Schedule.**

Modules	Topics	Readings and Due Dates
Module 1	<ol style="list-style-type: none"> Navigating through the BeachBoard and Completing activities in <i>Getting Started</i> on the course homepage <ol style="list-style-type: none"> BeachBoard video and help site Welcome and Introduction Self-Introduction Course Syllabus Forming a Group Alternative Field Work S4 (https://app.calstates4.com/csub) Admit Card (or Letter) FAQs What's Reading and Reading Instruction Theories of Learning and Reading Development Typologies of English Learners Guiding Principles of Teaching Literacy to English Language Learners Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) Reading Workshop 	<ol style="list-style-type: none"> Gunning Chap. 1, Chap. 2, & Chap. 10 (pp. 422-430) Xu Chap. 1 & Chap. 3 (pp. 67-71) <p>Homework</p> <ol style="list-style-type: none"> Starting to form your group. Click the link here https://docs.google.com/spreadsheets/d/19M8uUfMQEEoCumRbm4uFmLzq9EeJE9CtaN_2xNAs6U0/edit?usp=sharing <p>• DUE by 11:59 p.m. PST 9/7</p> <ol style="list-style-type: none"> All class tasks and class activities (follow directions on Module 1)
Module 2	<p>(Literacy TPEs Foundational Skills and Language Development)</p> <ol style="list-style-type: none"> Linguistic Concepts and Cueing Systems Language Acquisition and Linguistic Interferences Phonemic Awareness and Phonics Phonemic Awareness Instruction Assessment and Instruction Common Core State Standards 	<ol style="list-style-type: none"> Gunning Chap. 4 (pp. 111-115) Xu Chap. 2 Manyak's Article Yopp's Article Gunning Chap. 3 <p>• DUE by 11:59 p.m. PST 9/14</p> <ol style="list-style-type: none"> All class tasks and class activities (follow directions on Module 2)
Module 3	<p>(Literacy TPEs Foundational Skills and Language Development)</p> <ol style="list-style-type: none"> Phonics Instruction Introducing Phonemic Awareness or Phonics Lesson Building Reading Fluency Emergent Literacy and Oral Language Introducing Case Study Assessment 1 Reading Interests and Concepts about Reading Survey Introducing Case Study Assessment 2 Letter Identification Introducing Case Study Assessment 3 Concepts about Print 	<ol style="list-style-type: none"> Xu Chap. 3; Chap. 4 (pp. 82-109) Gunning Chap. 4 (pp. 115-130; pp. 141-151) <p>• DUE 11:59 p.m. PST 9/21</p> <ol style="list-style-type: none"> All class tasks and class activities (follow directions on Module 3)

Date	Topics	Readings and Due Dates
Module 4	<p>(Literacy TPEs Foundational Skills and Language Development)</p> <ol style="list-style-type: none"> 1. Word Recognition and Word Identification 2. Teaching Sight Words and Word Identification 3. Evaluating a Children's Book (Using the Criteria Listed on Xu, pp. 166-168) 4. Introducing Case Study Assessment 4A Yopp-Singer Test of Phoneme Segmentation OR 4B Names Test 5. Introducing Case Study Assessment 5: San Diego Quick Assessment 	<ol style="list-style-type: none"> 1. Gunning Chap. 5 (pp. 207-211) 2. Xu & Rutledge's Article <p>• DUE 11:59 p.m. PST 9/28</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module)
Module 5 Part 1	<p>(Literacy TPEs Meaning Making and Language Development)</p> <ol style="list-style-type: none"> 1. Factors Associated with Comprehension 2. Comprehension Process 3. Learner Comprehension Strategies 4. Text Selection for Comprehension Instruction 5. Instructional Comprehension Strategies for Literature (<i>The Keeping Quilt</i>) 6. Introducing Case Study Assessment 6 Miscue Analysis and Retelling (Part 1) 	<ol style="list-style-type: none"> 1. Gunning Chap. 6, & Chap. 7 (pp. 279-282; pp. 288-317) 2. Xu Chap. 6 3. Snow & O'Connor's Article <p>• DUE 11:59 p.m. PST 10/5</p> <ol style="list-style-type: none"> 1. Class tasks (5.1, 5.2, & 5.3) and class activities (5.1—5.5) (follow directions on Module 5) 2. Phonemic Awareness/Phonics Lesson Plan (Submit to Dropbox)
Module 5 Part 2	<ol style="list-style-type: none"> 1. Reviewing Readings for Module 5 Part 1 	<p>• DUE 11:59 p.m. PST 10/12</p> <ol style="list-style-type: none"> 1. Class tasks (5.4-5.6) and class activities (5.6—5.9) (follow directions on Module 5) 2. Case Study Assessment 1 Reading Interests and Concepts about Reading Survey (Submit to Dropbox)
Module 6	<p>(Literacy TPEs Meaning Making and Language Development)</p> <ol style="list-style-type: none"> 1. Reading Workshop with <i>The Keeping Quilt</i> 2. Introducing Comprehension of Literature Lesson 3. Continuing Case Study Assessment 6 Miscue Analysis and Retelling (Part 2) 	<ol style="list-style-type: none"> 1. Gunning Chap. 9 2. Kelley & Clausen-Grace's Article <p>• DUE 11:59 p.m. PST 10/19</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module 6) 2. Case Study Assessment 2 Letter Identification Concepts About Print (Submit to Dropbox) 3. Case Study Assessment 3 Concepts About Print (Submit to Dropbox)

Date	Topics	Readings and Due Dates
Module 7 Part 1	<p>(Literacy TPEs Meaning Making, Content Knowledge, and Language Development)</p> <ol style="list-style-type: none"> 1. Characteristics of Expository Texts 2. Instructional Comprehension Strategies for Informational Text (<i>A Drop of Water</i>) 3. Study and Test-Taking Skills 4. Introducing Comprehension of Informational Text Lesson 	<ol style="list-style-type: none"> 1. Gunning Chap. 7 (pp. 283-288), & Chap. 8 <p>• DUE 11:59 p.m. PST 10/26</p> <ol style="list-style-type: none"> 1. All class tasks (7.1, 7.2, & 7.3) and activities (7.1, 7.2, & 7.3) (follow directions on Module 7) 2. Case Study Assessment 4A Yopp-Singer Test of Phoneme Segmentation OR 4B Names Test (Submit to Dropbox) 3. Case Study Assessment 5 San Diego Quick Assessment (Submit to Dropbox)
Module 7 Part 2	<p>(Literacy TPEs Meaning Making, Content Knowledge, and Language Development)</p> <ol style="list-style-type: none"> 1. Reviewing Readings from Module 7 Part 1 2. It is very important that you submit your analysis for Case Study Assessment 6 Miscue Analysis and Retelling 11/9 so that you would have time to revise based on my feedback. The analysis can be very complicated, and I want to give each of you an opportunity to revise to earn a full credit. 	<p>• DUE 11:59 p.m. PST 11/2</p> <ol style="list-style-type: none"> 1. All class tasks (7.4) and activities (7.4—7.6) (follow directions on Module 7) 2. Comprehension of Literature Lesson Plan (Submit to Dropbox) 3. Phonemic Awareness or Phonics Lesson Reflection (Submit to Discussions)
Module 8	<p>(Literacy TPEs Language Development and Content Knowledge)</p> <ol style="list-style-type: none"> 1. Vocabulary Development 2. Academic Vocabulary 3. Selecting Words for Vocabulary Instruction 4. Strategies and Activities for Vocabulary Instruction 5. Reminding about Submitting Your Field Work Hours and Relevant Information on S4 	<ol style="list-style-type: none"> 1. Gunning Chap. 5 2. Xu Chap. 5 <p>• DUE 11:59 p.m. PST 11/9</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module 8) 2. Comprehension of Informational Text Lesson (Submit to Dropbox) 3. Case Study Assessment 6 Miscue Analysis and Retelling (Submit to Dropbox) 4. <u>Revision</u> of Case Study Assessment 2 Letter Identification (If you have NOT earned a full credit) 5. <u>Revision</u> of Case Study Assessment 3 Concepts about Print (If you have NOT earned a full credit) 6. <u>Revision</u> of Case Study Assessment 4A Yopp-Singer Test of Phoneme Segmentation OR 4B Names Test (If you have NOT earned a full credit) 7. <u>Revision</u> of Case Study Assessment 5 San Diego Quick Assessment (If you have NOT earned a full credit)

Date	Topics	Readings and Due Dates
Module 9	<ol style="list-style-type: none"> 1. RICA Content Specifications 2. RICA Case Study Practice 3. Introducing Course Assignment: Case Study Report 4. Get Ready for RICA (Essay and Multiple Choice Questions) 5. Differentiated Instruction (Universal Access) 6. Introducing Signature Assignment: Reading Comprehension with an Informational Text Lesson Reflection 	<ol style="list-style-type: none"> 1. Rossi and Schipper's RICA Book 2. RICA Content Specifications (downloadable from the BeachBoard, "Content", "RICA") <p>• DUE 11:59 p.m. PST 11/16</p> <ol style="list-style-type: none"> 1. All class tasks and class activities (follow directions on Module 9 under "Content" on BeachBoard) 2. Revision of Case Study Assessment 6 Miscue Analysis and Retelling 3. Comprehension of Literature Lesson Reflection (Submit to Discussions)
Happy Fall Break and Thanksgiving! 😊 😊 😊		
Module 10	<ol style="list-style-type: none"> 1. Review for the Course 2. Sharing Case Study Report 	<p>LATE WORK WILL NOT BE ACCEPTED.</p> <p>• DUE 11:59 p.m. PST 11/30</p> <ol style="list-style-type: none"> 1. Class Activities (follow the direction on Module 10 under "Content" on BeachBoard) 2. Case Study Report (Submit to Dropbox)
		<p>LATE WORK WILL NOT BE ACCEPTED.</p> <p>• DUE 11:59 p.m. PST 12/7</p> <ol style="list-style-type: none"> 1. Submitting Your Field Work Hours and Relevant Information on S4 (https://app.calstates4.com/csulb) 2. Signature Assignment: Reading Comprehension with an Informational Text Lesson Reflection (Submit to Dropbox)

Course Evaluation Components and Grading

Evaluation Components

Please refer to the BeachBoard for a guideline for each assignment under "Content", "Guidelines for Course Assignments". The instruction for each class task and class activity is posted under each module on BeachBoard.

Course Grading Scale

Letter Grade	Percentage
A	257-286 (90-100%)
B	228-256 (80-89%)
C	200-227 (70-79%)
D	171-199 (60-69%)
F	0-170 (59% and below)

Evaluation Components and Weight

A minimum of 10 hours of alternative field work is required for this course. It is your responsibility to submit the 10 hours and relevant information to S4 at the end of this course. <https://app.calstates4.com/csulb>. Failing to do so will result in your failing in this course. Please also refer to "EDEL 452 Alternative Field Work and S4" under "Content" on BeachBoard.

Evaluation Component TPEs are introduced, Practiced and Assessed here	Points	Weight
Module Class Tasks and Class Activities (SLOs 1-6) (Participation Points for Weekly Module) (TPEs 1.1P; 1.3P;1.4P/A; 1.5P; 1.6P; 2.2P; 2.5P; 2.6P; 3.1P/A; 3.2P; 3.3P; 3.5 P/A; 3.8P; 4.1P; 4.6 I; 4.7P, 4.8P; 5.3P; 6.1P/A; 6.2P/A; 6.3P) Students will read assigned textbook chapters and supplementary articles, and watch videos of instructional practices posted under each model. They will take notes for each class task, and submit their response for each class activity. Each class activity is for students to demonstrate their understanding of course content and their ability to apply instructional strategies and materials (e.g., writing up a think-aloud script based on a children's book).	120 10 points x8 modules, 20 points each for Module 5 & 7 (parts 1 and 2)	41.96%
Phonemic Awareness or Phonics Lesson (field work) (SLOs 1, 2, 3, & 4; CCSS foundational skills) <i>Lesson Plan (10 points); Teaching and Reflection (10 points)</i> (TPEs 1.1P; 1.3P;1.4P/A; 1.5P; 1.6P; 1.8P; 2.2P; 2.5P; 2.6P; 3.1P/A; 3.2P; 3.3P; 3.4P; 3.5 P/A; 3.6P; 3.7P; 3.8P; 4.4P; 4.7P, 4.8P; 5.3P; 6.1P/A; 6.2P/A) Students will identify one California Common Core Standard related to foundational skills, and write up a lesson plan, including three types of assessment (formal, informal, and student self-assessment) and modifications for English learners and students with special needs. Students will revise the lesson plan based on instructor's feedback, teach the lesson, and reflect on teaching the lesson. The reflection focuses on what worked, what did not work, and improvement and modifications for future teaching.	20	6.99%
Comprehension of Literature Lesson (field work) (SLOs 1, 2, 3, & 4; CCSS literature) <i>Lesson Plan (10 points); Teaching and Reflection (10 points)</i> (TPEs 1.1P; 1.3P;1.4P/A; 1.5P; 1.6P; 1.8P; 2.2P; 2.5P; 2.6P; 3.1P/A; 3.2P; 3.3P; 3.4P; 3.5 P/A; 3.6P; 3.7P; 3.8P; 4.4P; 4.7P, 4.8P; 5.3P; 6.1P/A; 6.2P/A) Students will identify one California Common Core Standard related to comprehension of literature, and write up a lesson plan, including three types of assessment (formal, informal, and student self-assessment) and modifications for English learners and students with special needs. Students will revise the lesson plan based on instructor's feedback, teach the lesson, and reflect on the lesson. The reflection focuses on what worked, what did not work, and improvement and modifications for future teaching.	20	6.99%
Comprehension of Informational Text Lesson (field work) (SLOs1, 2, 3, & 4; CCSS informational text) <i>Lesson Plan (10 points)</i> (TPEs 1.3P;1.4P/A; 1.5P; 1.6P; 2.2P; 2.5P; 2.6P; 3.1P/A; 3.2P; 3.4P; 3.5 P/A; 3.6P; 3.7P; 3.8P; 4.7P, 4.8P; 5.3P) Students will identify one California Common Core Standard related to comprehension of informational text, and write up a lesson plan, including three types of assessment (formal, informal, and student self-assessment) and modifications for English learners and students with special needs). The lesson plan must address the case study student's needs in comprehension of informational text.	10	3.50%

Commented [A1]: TPEs 1.1P; 1.3P;1.4P/A; 1.5P; 1.6P; 2.2P; 2.5P; 2.6P; 3.1P/A; 3.2P; 3.3P; 3.5 P/A; 3.8P; 4.1P; 4.6 I; 4.7P, 4.8P; 5.3P; 6.1P/A; 6.2P/A; 6.3P

Commented [A2]: TPEs 1.1P; 1.3P;1.4P/A; 1.5P; 1.6P; 1.8P; 2.2P; 2.5P; 2.6P; 3.1P/A; 3.2P; 3.3P; 3.4P; 3.5 P/A; 3.6P; 3.7P; 3.8P; 4.4P; 4.7P, 4.8P; 5.3P; 6.1P/A; 6.2P/A

Commented [A3]: 1.1P; 1.3P;1.4P/A; 1.5P; 1.6P; 1.8P; 2.2P; 2.5P; 2.6P; 3.1P/A; 3.2P; 3.3P; 3.4P; 3.5 P/A; 3.6P; 3.7P; 3.8P; 4.4P; 4.7P, 4.8P; 5.3P; 6.1P/A; 6.2P/A

Commented [A4]: 1.3P;1.4P/A; 1.5P; 1.6P; 2.2P; 2.5P; 2.6P; 3.1P/A; 3.2P; 3.4P; 3.5 P/A; 3.6P; 3.7P; 3.8P; 4.7P, 4.8P; 5.3P

Case Study (field work) (SLO 2) (TPEs 5.1P; 5.2P; 5.6I/P) Students will analyze the case study data from the following six assessments and identify the case study student's 2-3 reading strengths and needs. The strengths and needs must be related to grade level specific California Common Core Standards in the areas of foundational skills, comprehension of literature, and comprehension of informational text.	60	20.98%
1. <i>Reading Interests and Concepts about Reading Survey (8 Points)</i>		
2. <i>Letter Identification (8 Points)</i>		
3. <i>Concepts about Print (8 Points)</i>		
4. <i>Yopp-Singer Test of Phoneme Segmentation OR Names Test (8 Points)</i>		
5. <i>San Diego Quick Assessment (8 Points)</i>		
6. <i>Miscue Analysis and Retelling (20 Points)</i>		
Case Study Report (SLOs 1 & 2) (TPEs 1.4P/A; 3.2P; 4.1P; 4.3P; 4.6I; 4.7P; 5.5P/A) Students will write a case study report based on the identified strengths and needs in the assignment of case study. For each of 2-3 identified strengths and needs, students will provide specific evidence from the case study. Students will also identify and describe 2-3 instructional strategies that address the needs of the case study student. The description of each instructional strategy must include at least one California Common Core Standard, specific steps for applying the strategy, instructional materials used along with the strategy, and ways to ensure student's active participation and to monitor student's progress during the application of the instructional strategy and material.	40	13.99%
Signature Assignment: Reading Comprehension with an Informational Text Lesson Reflection (SLOs 1 & 4) (TPEs 1.1P; 3.1P/A; 3.4P; 3.5 P/A; 3.6P; 3.8P; 5.1P; 6.1P/A; 6.2P/A) Students will write an analytical reflection, drawing upon the comprehension of informational text lesson that they have written and the case study data that they have analyzed. In the reflection, students will respond to the questions in the areas of 1) assessment (formal, informal, and student assessment), 2) application of instructional strategies and materials; 3) ways to ensure student success, motivation and engagement throughout the lesson, and 4) lesson modifications and future plan.	16	5.59%
Total	286	100%
Bonus Points for Course SPOT Evaluation	5	

Commented [A5]: 5.1P; 5.2P; 5.6I/P

Commented [A6]: 1.4P/A; 3.2P; 4.1P; 4.3P; 4.6I; 4.7P; 5.5P/A

Commented [A7]: 1.1P; 3.1P/A; 3.4P; 3.5 P/A; 3.6P; 3.8P; 5.1P; 6.1P/A; 6.2P/A

It is strongly advised that you take RICA AFTER you have completed both EDEL 442 and EDEL 452.

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.

A List of EDEL 452 Course Activities and Assignments

Note: For your own convenience and reference, please use this sheet to document the due dates and grades. Each class activity written in **red** is GROUP WORK. Please plan ahead for the group collaboration. PLEASE USE THIS SHEET!

Assignment Name	Due Date	Grade
Class Tasks and Class Activities		
Module 1		
Module 2 (Class Activity 2.2)		
Module 3		
Module 4		
Module 5 Part 1 (Class Activity 5.5)		
Module 5 Part 2		
Module 6 (Class Activity 6.2)		
Module 7 Part 1		
Module 7 Part 2 (Class Activity 7.6)		
Module 8		
Module 9		
Module 10		
Course Assignments		
Phonemic Awareness or Phonics Lesson Plan & Reflection		
Comprehension of Literature Lesson Plan & Reflection		
Comprehension of Informational Text Lesson Plan		
Case Study Assessments		
1. Reading Interests and Concepts about Reading Survey		
2. Letter Identification		
3. Concepts about Print		
4. 4A:Yopp-Singer of Phoneme Segmentation OR 4B: Names Test		
5. San Diego Quick Assessment		
6. Miscue Analysis and Retelling		
Case Study Report		
Signature Assignment: Reading Comprehension of an Informational Text Lesson Reflection		
Total Points		
Bonus Points (Course SPOT Evaluation)		

How to Thrive and Earn an A in This Course?

1. Have a thorough understanding about the course expectations.
2. Complete all required readings (textbooks and articles), class tasks and class activities in each module, and course assignments. **DO NOT** wait until the due date to start working on each module.
3. Follow directions for class tasks and class activities, and guidelines for course assignments.
4. **TAKE NOTES** in your notebook about what you are learning from the assigned readings.
5. Ask the professor questions in a timely manner.
6. Read the professor's feedback for modules and course assignments.
7. Enjoy online learning and respect everyone in the learning community.

Happy reading! Happy thinking! Happy learning!

I am here to guide you through your journey of learning in this course. Your success in this course is very important to me. So please feel free to contact me for any questions.

We are all in this together! We survive and thrive!



Course Policies

Attendance and Participation

This is an asynchronous, online course, and there are NO Zoom meetings. Your participation in this course is to follow specific guidelines and complete all modules and assignments by due date.

Late Work/Make-up Policy

In the event of an excused absence or a technical issue, please contact the professor in a timely manner about missed or late work.

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 [Academic Integrity](#) 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 your 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.

Incomplete grades are RARELY given in this course and only in cases of extreme circumstances. Becoming "overloaded" or "overwhelmed" does not constitute an emergency. **It is your responsibility to inform the professor and submit appropriate documentation in a timely manner for any situation (e.g., serious illness, death of a family member) that affects your learning in this class and meeting the given deadlines for course assignments.**

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.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

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 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.