California State University, Long Beach
Single Subject Credential Program
EDSE 457 Section 07: Reading and Writing in Secondary Schools
(Science, Engineering Mathematics, Health Sciences & PE)
Spring 2021—*Wednesdays 4:00pm-6:45pm, online*

Instructor Information

Instructor: Noah Asher Golden, Ph.D.
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Note: E-mail is the most reliable way to reach me.

College of Education Mission Statement

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.

Department Vision Statement

The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents and families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

Course Description

Prerequisite: EDSS 300 (A, C, D, F, G, H, M, N, P, or S); or admission in the Single Subject Credential Program; or consent of the University Coordinator of the Single Subject Credential Program. Emphasis on reading and writing assessment and instruction; textbook selection; vocabulary development; comprehension strategies; content area reading and study skills; writing instruction; English Language Development; the reading needs of less prepared, English language, and accelerated learners;

and issues of diversity and equity. Minimum fifteen hours of field work required. Course fee may be required. Letter grade only (A-F). May be repeated to a maximum of 6 units.

Course Objectives/ Student Learning Objectives

Through assigned readings, class meetings, field experiences, and course assignments, students will be able to address issues regarding:

1) Contexts Related to Literacy Instruction
(a) Students will have at least a beginning understanding of the relationship of curriculum, instruction, and assessment, particularly as it relates to content and literacy
(b) Students will have an understanding of the importance and necessity of cross-curricular emphases on reading and writing.
(c) Students will know the impact of state curricular and task force documents on reading and writing activities in the school.
(d) Students will have a beginning understanding of theoretical approaches to teaching reading and the resulting practice of these theories.
(e) Students will have an understanding of the relationship of thinking, speaking, reading, and writing.

2) Technology
(a) Students will demonstrate an understanding of at an introductory level legal and ethical issues concerned with the use of computer-based technology, including privacy issues, inappropriate web sites, etc.
(b) Students will demonstrate understanding of digital literacy, citizenship, internet security through practice and assessment using digital tools through technology rich lesson plans
(c) Students will demonstrate an understanding of teachers' uses of computer software and hardware to promote literacy in the classroom
(d) Students will demonstrate an understanding of fundamental vocabulary associated with the use of the Internet to promote literacy activities
(e) Students will experience, develop an understanding and discuss the use of internet-based (web 2.0) technology such as wikis, blogs, twitter, and social networking sites as communication and learning tools
(f) Students will develop a base for understanding the appropriate use of computer-based technology in teaching and learning through the use of teaching strategies aligned to international technology standards

3) Comprehension
(a) Students will demonstrate an understanding of levels of reading comprehension in relation to Bloom's taxonomy and in application as related to several reading comprehension strategies and uses of assessment in field work placements
(b) Students will demonstrate an understanding of the relevance of content area reading strategies in helping their students access key information from content-based expository texts
(c) Students will demonstrate an understanding of the use of checklists for evaluating instructional materials, including textbooks, trade books, media and other sources of information

(d) Students will demonstrate an understanding of the role of readability, cloze tests, standardized tests, and student interest in evaluating instructional materials.
(e) Students will be introduced to the process of evaluating and modifying textbooks and instruction using textbooks.
(f) Students will be able to develop a content-area lesson plan that involves the use of reading comprehension/text-based comprehension strategies.

4) Vocabulary
(a) Students will demonstrate an understanding of how to support higher order literacy in the classroom.
(b) Students will demonstrate an understanding of the distinction between academic and content area vocabulary
(c) Students will develop a beginning understanding of the role of vocabulary instruction in relation to their specific content area
(d) Students will be able to develop a lesson plan for teaching vocabulary.

5) Writing across the Curriculum
(a) Students will have experience with several scoring rubrics.
(b) Students will be able to respond to narrative, descriptive, and expository writing prompts.
(c) Students will be able to see the uses of writing to learn and of formalized writing tasks in the content areas.
(d) Students will be able to design a content-area lesson plan that embeds writing to learn or formal writing
(e) Students will demonstrate an understanding of and experience the writing process in relation to content area material
(f) Students will be able to develop a writing rubric appropriate for content area activities.

6) Literacy in Middle and Secondary Schools
(a) Students will be knowledgeable about literacy practices in middle and secondary schools.
(b) Students will have an understanding of the relationships between reading, writing, and thinking in the secondary classroom.
(c) Students will have an understanding of how to approach modifying classroom instruction to provide equal access for all students.
(d) Students will demonstrate an understanding of ways to encourage and evaluate students' listening and speaking.
(e) Students will have an understanding of bottom-up, top-down, interactive theories of reading acquisition, as well as schema-based and socio-cultural theories of literacy.
(f) Students will have an understanding of the impact of state standards, the common core standards, and standardized testing upon content area instruction and the teaching of literacy based practices

7) English Language Learners
(a) Students will demonstrate an understanding of approaches to teaching the ELL student and classroom implications of English Language Development. Students will demonstrate an understanding of classroom assessment of English Language Development within discipline specific contexts.
(b) Students will demonstrate an understanding of district requirements for the ELL student.

(c) Students will demonstrate an understanding of the meaning of SDAIE, BICS, CALP and other acronyms often used in conjunction with ELD and ELL.
(d) Students will be familiar with state and federal laws.
(e) Students will be able to develop appropriate instruction and assessment for ELLs, through the effective interpretation of multiple assessment data sources to support English Language Development. This instruction will be appropriate to ELD students in relation to subject-specific pedagogy.
(f) Students will demonstrate an understanding of the reclassification of English learners, including definition of performance in basic skills, range of performance in basic skills, and pupils of the same age. They will be familiar with basic skills criteria and how to work with specialists to examine data from/ with EL/ ELD specialists.
(g) Students will demonstrate an understanding of accommodations for the ELPAC (English Language Proficiency Assessments for California)

8) Diversity in the Classroom
(a) Students will demonstrate an understanding of the socio-linguistic implications of language in the classroom and as a communicative tool including a familiarity with issues of code-switching and the use of standard academic English as a content area tool
(b) Students will demonstrate an understanding of the needs of GATE, ELLs, diverse learners and students with special needs in relation to literacy and language.

9) Designing Literacy Conscious Content Area Instruction
(a) Students will be able to design lessons with appropriate language and content objectives
(b) Students will be able to modify instruction for GATE, ELL, and other special needs learners.
(c) Students will be able to construct a differentiated lesson plan for ELLs of 3 distinct levels. This may be a SDAIE lesson.
(d) Students will experience a collaborative approach to unit and lesson planning
(e) Students will be able to present a short literacy based lesson to the remainder of the class.
(f) Students will demonstrate an understanding of the theoretical underpinnings and practical uses of cooperative learning

10) Developmental Principles of Literacy
(a) Students will demonstrate an understanding of adult literacy and their own strategies as readers and writers.
(b) Students will demonstrate an understanding of pleasure reading and the importance of choice in reading.
(c) Students will demonstrate an understanding of the developmental nature of reading.
(d) Students will demonstrate an understanding of the integrated nature of knowledge
(e) Students will demonstrate an understanding of the importance of metacognition in relation to the development of literate practices

Required Texts

- Brozo, William G. (2017) *Disciplinary and Content Literacy for Today's Adolescents (6th Edition)* New York: Guilford Press.

- Echevarria, J., Vogt, M.E. & Short, D. (2017). *Making Content Comprehensible for Secondary English Learners: The SIOP model. (3rd Edition)* Boston, MA: Pearson. **A Day 1 Digital Access (D1DA) e-book is offered; if this is not of interest you must opt-out early in the semester.**

- California Common Core Standards—available from: http://www.cde.ca.gov/re/cc/index.asp

Additional readings, resources and weblinks will be posted on Beachboard

Course Policies

o   MODE OF DELIVERY AND TECHNICAL REQUIREMENTS

This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous 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 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 me as soon as possible to let me know.

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 spring 2021 semester 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.

o   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.

Technology and Participation

This course includes several technology-based requirements/options: a technology-based 21st century literacy assignment, and online discussion boards. As 21st century literacies are a key component of the course, we will be piloting the use of this technology to promote our own learning and communication.

Beachboard

Please familiarize yourself with Beachboard. This syllabus, announcements, course lectures, supplementary readings and other relevant material will be posted there.

Annotation

I highly recommend that you annotate our shared texts as you read them. Many of our readings in this course will be pdf documents available on Beachboard. Please note that there are several excellent applications that allow you to annotate pdf documents. These include tools you can use through your browser or on your tablet (if you have one) such as Adobe Reader, iAnnotate, AnnotDoc, and PDFescape.

Electronic Devices

Please be professional with your use of electronic devices during the course. Silence cell phones during class time. Leave class if there is an emergency and you MUST take a call during class.

Photo/Video Posting Policy

You are welcome to photograph and share any work that we create in class (for personal use or for sharing on social media); however, please do not video, record, or photograph students or me without permission. I will let you know when I am taking photographs to post publicly and will not post pictures of class members without permission.

Email

Please make sure that your BeachBoard account has the most up-to-date email address available for you – the one that you check and use without fail. I will use these addresses as one of my main ways to communicate with you outside of class. Please check your email regularly and to

keep your email address current. To facilitate our learning each others' names as quickly as possible, please upload a photo to your Beachboard profile.

Journal/Discussions (reflections on the reading and online discussions on Beachboard)
A written reflection, called a "Journal/Discussion" will be assigned multiple times throughout the semester. Your task is to respond to the reading(s) through a set of prompts, and then post this "journal entry" online in the Discussion Board on Beachboard. In addition to this "journal entry," your assignment also requires that you respond to *at least* two of your peers' entries. This is to be done **by noon** on the day the assigned unit of reading is due. (I encourage you to have your initial post done 1-3 days prior to our class meeting so that you have time to read your peers' responses and respond to them.

University Withdrawal Policy
It is a student's responsibility to register and withdraw from classes. Instructors may give permits to students who petition enrollment; instructors have no obligation to withdraw students who do not attend courses. 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.

Incompletes
Incompletes are strongly discouraged. Because of the difficulty in making up work after the fact, it is not in the best interest of students. In order for an incomplete to be granted, a minimum of 2/3 of the course assignments must be completed with a satisfactory grade.

Academic Dishonesty Policy
Academic dishonesty includes plagiarism, cheating, inventing false information or citations, and helping someone else commit an act of academic dishonesty. ANY misrepresentation of another's work as your own is considered plagiarism. This includes a lack of citation for any materials used from another source (including internet-based lesson plans). Serious consequences including forced withdrawal from the course and removal from the university may result from academic dishonesty. 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.

Statement on SSCP Fieldwork Policy
Students are reminded that fieldwork hours in this course must be completed independently and that there is no double dipping of module/fieldwork hours between different courses in the Single Subject Credential Program. This policy is to ensure that you meet the minimum requisite

number of fieldwork hours required by the California Commission on Teacher Credentialing for receiving a preliminary credential.

Statement on SSCP Attendance Policy
Attendance and participation in class is very important. The Single Subject Credential Program has a common attendance policy for all courses. Without an excused absence, students cannot miss more than two classes. In terms of being late on arrival to class, or leaving early, instructors have discretion in determining how much time missed is equivalent to an absence.*

Statement on Attendance and Student Privacy
It is imperative that you actively participate in class. If your computer allows for it, you may choose a Zoom background for Zoom portions of this course. (CSULB backgrounds are available on our university website).The expectation is that you are actively participating. For more on student privacy rights, please see the CSU FAQ. If you have any concerns, you are encouraged to speak about them with the professor.

Professor's statement on Attendance & Participation
Your engagement and presence are of the utmost importance. I am not the only teacher in the room; we all have life experiences and responses to the shared texts that are worthy of discussion. In order to succeed in this class, you must be here (see above SSCP policy). Students who miss too much class time will be ineligible for credit. Plan to come to class with all readings and assignments done to the best of your ability. Also, come prepared to participate fully as an "interested and concerned citizen" of our course, university, and society.
Note: Missing more than two classes will mean that it is not possible to earn credit in the class, and being late three times is equivalent to an absence.

Statement Regarding Students with Disabilities
Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

Student Support Services
Please click on http://web.csulb.edu/divisions/students/programs.html for a list of general student supports offered by the Division of Student Affairs. The Division of Student Affairs has also 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 or call (562)985-2038.

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking
Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at https://www.csulb.edu/equity-diversity/title-ix or contacting the Office of Equity & Diversity at OED@csulb.edu.

Course Assignments
The requirements for this course have been aligned with the Teaching Performance Expectations (TPEs). The chart below identifies each of the TPEs. The TPEs that are introduced, practiced, and/or assessed in this course are: 1-6.

TPE / CSTP Domain	TPEs	Summary of TPEs addressed
1 – Engaging and Supporting All Students in Learning	1.1	Knowledge of students
	1.3	Relevant connections to support/ extend student learning
	1.4	Use of appropriate instructional strategies for diverse learners
	1.5	Promoting critical thinking & problem solving
	1.6	Promoting language development
	1.7	Providing access to curriculum through VAPA
	1.8	Monitoring student learning
2 – Creating and Maintaining Effective Environments for Student Learning	2.2	Creating inclusive, safe, environments that reflect the diversity of students in the classroom
	2.3	
	2.5	Maintain high expectations for all students
3 – Understanding and Organizing Subject Matter for Student Learning	3.1	Demonstrate subject matter knowledge
	3.2	Demonstrate pedagogical content knowledge
	3.3	Plan and designing disciplinary/ cross-disciplinary learning experiences
	3.4	Plan individually & through consultation & collaboration
	3.5	Adapt subject matter appropriately for diverse learners
	3.6	Use resources to provide curricular access to all students

	3.7	Model & develop digital literacy
4—Planning Instruction and Designing Learning Experiences for All Students	4.1	Understand & use student data for instructional planning
	4.2	Understand & use adolescent development for planning
	4.3	Design & implement instruction and assessment that blends disciplinary knowledge & learning skills
	4.4	Use instructional strategies to promote student learning
	4.6	Access resources for planning and instruction
	4.7	Use communication strategies to promote student participation
	4.8	Use digital tools to support student demo of learning
5 – Assessing Student Learning	5.1	Use a variety of assessments
	5.2	Use multiple measures to modify instruction & monitor student learning
	5.3	Involve students in self-assessment
	5.7	Use EL assessment data to plan instruction
	5.8	Use data for SN students to differentiate instruction
6 – Developing as a Professional Education	6.1	Reflect on teaching practice
	6.2	Recognize & address bias as it affects the classroom

Course Assignments	Due Date	Points
Classroom Participation/ Attendance/ Journal-Discussions	Ongoing	40
Funds of Knowledge Exploration	**Week 3, 2/3**	15
PBL Assessment	**Weeks 7 & 8, 3/3 and 3/10**	30
Lesson Plan Portfolio – 2 lesson plans (60 points total) (First lesson plan is 15 points each for initial version and revision, and Second lesson plan is worth 30 points): • Both plans must integrate appropriate literacy related strategies in the teaching of content as demonstrated through appropriate content & language objectives and instructional planning • Optional: the first plan may incorporate critical or digital literacy explicitly, using the ISTE standards or P21 framework • **The second plan must address each ELD level (emerging, expanding, bridging) and show appropriate competence with language differentiation. The ELD differentiated lesson plan is the signature assignment for this course****	Plan 1: **Week 11, 4/7** Full portfolio (Plan 2; revisions to plan 1): **Week 15, 5/5**	60
Clinical practice Module Write-up (15 hours total)***	**Week 15, 5/5**	40

Final reflection	Final exam week	15
TOTAL		200

All assignments MUST be typed (12 point font, Times New Roman); All assignments be submitted via Beachboard Dropbox by 11:59pm on the due date. More specific information about all course assignments will be discussed in class and are posted to Beachboard

*** Students will complete 15 hours of structured fieldwork in diverse classroom settings. NOTE: FIELD EXPERIENCES MUST BE EXPLICITLY LINKED TO THE TEACHING PERFORMANCE EXPECTATIONS (TPEs) and reflection done on fieldwork experiences should be consistent with the course objectives.

Grading

Total points earned (of the 200 total possible points) for the assignments listed above will be calculated and divided by the total points possible, with the course grade based on the following scale:
- 180-200 points (90-100%) : A
- 160-179 points (80-89%) : B
- 140-159 points (70-79%) : C
- 120-139 points (60-69%) : D
- 119 points or lower: F

Late Work Policy

These are trying times, and we are all managing challenges that may include health, work, family, or financial issues. If you are experiencing challenges that make it hard to meet a deadline, it is imperative that you reach out to the professor in advance to discuss options. Late work is accepted in this course **only if a request has been made in advance of the due date**. When there are extenuating circumstances, the professor will accept late work up to five (5) days after the original due date of an assignment. Each day late that work is submitted will result in a 5% overall grade deduction. Work will not be accepted after 5 days past the due date.

Schedule* of Topics, Readings, & Assignments

*This schedule may change based on our discussions and needs. The instructor reserves the right to make changes, and will give ample notice to students in the event of changes to readings or assignments.

Class Session	Date	Guiding Questions and In-class Activities	Readings and Assignments (to be read/done before class for that week's session)
Week 1: Introduction Course Overview	1/20	Focus Questions: • What is literacy? • What is *critical* literacy? • What is content area literacy, and what are disciplinary literacies? • What is the role of literacy in my discipline?	• Welcome to our course! • Please upload a photo to Beachboard so that we can all learn each others' names as quickly as possible.
Week 2: Adolescent Identities & Literacies	1/27	Foci: • Disciplinary literacies and Content-area literacy • Funds of Knowledge project	• Read: Brozo ch. 1 • SIOP pp. 9-16 • Moje, E. B. (2008). Foregrounding the disciplines in secondary literacy teaching and learning: A call for change. Journal of Adolescent & Adult Literacy, 52(2), 96-107. • Journal/Discussion #1 on Beachboard due by noon the day of this week's class meeting • Recommended reading: Darvin, J. (2007) Teaching Critical Literacy Principles to Math and Science Educators, *Teaching Education, 18*(3), 245-256.
Week 3: Culturally & Linguistically	2/3	Foci:	• Read: Brozo ch. 2; • Behizadeh, N. (2015). Engaging students through authentic and

Diverse (CLD) Students		• Authenticity in learning activities • Supporting all learners • Language & Content Objectives Evaluation • Objective Design Activity	effective literacy instruction. *Voices from the Middle. 23,*1, 40-50. • DUE: Funds of Knowledge project • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 4: Where do we want them to be? Objectives for Learning	2/10	Foci: • Learning • Language & Content Objectives Evaluation • Objective Design Activity	• Read SIOP Chapter 2; • Read Brozo Ch. 5; • Journal/Discussion #2 on Beachboard due by noon the day of this week's class meeting • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 5: How are literacies used in our disciplines?	2/17	Foci: • Discipline specific readings on literacy • Criticality and lesson/unit design • In-class group work on PBL Assessments	• DUE: CHOICE ARTICLES (by discipline), in-class presentations • Journal/Discussion #3 on Beachboard due by noon the day of this week's class meeting • Muhammad, G.E. (2018). A plea for identity and criticality: Reframing literacy learning standards through a four-layered equity model. *Journal of Adolescent & Adult Literacy, 62,* 2, 137-142. • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 6: Where do we want them to be? 21st Century Learning & Assessment	2/24	Foci: • Linked Learning Pathways • Linked Learning, Literacy & Critical Thinking • What is PBL? Examples of problem- and project-based learning	• Brozo Ch. 4 • What is the UbD framework? (pp.2-6) • Read P21 Framework pdf and supporting document • Journal/Discussion #4 on Beachboard due by noon the day of this week's class meeting • Complete 1-2 hours of Fieldwork (either tutoring or observation)

Week 7: PBL Collaborative Work	3/3	PBL Presentations: How do we engage learners through a project-based approach?	• PBL Assessment DUE, presentations in class • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 8: Language of the Discipline Vocabulary Strategies	3/10	Foci: • The importance of academic language • Vocabulary strategies	• Read Brozo Ch. 6 • SIOP Ch. 3 • Continued PBL Group Project Presentations • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 9: Making Meaning Text-Based Comprehension	3/17	Focus: • Comprehension	• Read Brozo Ch. 9 • Begin thinking about lesson plans • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 10: Making Meaning Non-traditional Texts; Digital Literacy	3/24	Foci: • Comprehension Strategies • Digital tools activities • Planning time: Comprehension focus	• Read Brozo Ch. 8 • ISTE Standards • Complete 1-2 hours of Fieldwork (either tutoring or observation)
No class		**Spring Break**	• **3/29-4/2**
Week 11: Communicating Meaning Writing & Speaking	4/7	Foci: • Reading & Writing in the disciplines • Common Core and Argumentative Writing • Evidence in writing	• Read Brozo Ch. 7 • Journal/Discussion #6 on Beachboard due by noon the day of this week's class meeting • DUE: Lesson #1 (general literacy strategies in a lesson with a critical/justice-oriented focus, Optional: 21st century literacies) • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 12: Focus: Who are ELLs? What are our expectations for ELLs?	4/14	Foci: • Emergent bilingual education (ELD, SIOP, SDAIE) • Exploring resources and strategies	• Read: SIOP pp. 1-8; ch. 10 & 9 • The California Revised ELD standards • SIOP ch. 9 • Cline, Z., & Necochea, J. (2003). Specially designed academic instruction in English (SDAIE): More than just good

ELD Standards and Assessments			instruction. Multicultural Perspectives,5(1), 18-24. • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 13: Focus: Specific Language Supports for ELLs	4/21	Foci: • ELL Strategies Jigsaw • Strategies Demos • Planning time: EL Focus	• Read: SIOP Jigsaw (Ch. 4-7); • Prepare for your Jigsaw discussion groups • Journal/Discussion #6 on Beachboard due by noon the day of this week's class meeting • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 14: Critical Thinking & Critical Literacy (Depth & Complexity)	4/28	Focus questions: • What do we mean by critical? • How does critical literacy relate to my discipline? • How do issues of identity and critical thinking inform our work as teachers?	• Readings: Janks, H. (2014) Critical literacy's continued importance *Journal of Adolescent & Adult Literacy, 57*(5), 349-356. • Journal/Discussion #7 on Beachboard due by noon the day of this week's class meeting • Complete 1-2 hours of Fieldwork (either tutoring or observation)
Week 15: Reflections	5/5	• Discussion: Final reflections • In-class workshop time • *Conclusion to our course*	• DUE: Full lesson portfolio (Both lessons, with the revisions to the first lesson plan included), and the Clinical Practice Module • Final reflection (due exam week) • Participation grade (due exam week)