



**California State University, Long Beach
Single Subject Credential Program**

EDSE 457 Section 1 (2055) & Section 2 (2081) Reading and Writing in Secondary Schools
Spring 2021 – ASYNCHRONOUS ONLINE

Instructor Information

Shawne Hume

Telephone: (714) 893-6571 ext 53126

Email: shawne.hume@csulb.edu – email is the best way to contact me

Office: MHB 709

Office Hours: Virtual via Zoom -- by appointment, Monday – Friday; set up appointments via email to schedule a Zoom session.

Mode of Instruction: ONLINE

The course is asynchronous so students will not be required to be online for any class meetings at a specific time. Instructor will communicate with students through Beachboard and email. Students are required to submit all assignments through Beachboard.

*Course materials will be posted each week **no later than Wednesday at 5pm**; weekly work **must be submitted no later than the following Tuesday at 11:59pm**. Some material may be available earlier. Students may work at their own pace and are welcome to submit assignments earlier than the specified deadlines.*

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.

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

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- Vacca, R., Vacca, J. & Mraz. (2017). *Content Area Reading: Literacy and Learning Across the Curriculum*. 12th edition. MA: Boston. Pearson.
 - Echevarria, J., Vogt, M.E. & Short, D. (2014). *Making Content Comprehensible for Secondary English Language Learners: The SIOP model*. 3rd edition. Boston: Allyn & Bacon.
 - 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*
 - ***A middle school or high school text or textbook for your content area.*** These can be purchased from online sources like eBay or Amazon, borrowed from the CSULB library, your local library, a contact that you have in a local school, or they may be borrowed from Professor Hume. A photocopy of a unit/ chapter would also be acceptable, and several are available on Beachboard. Having a content area text or textbook on which to base your lessons will be helpful. Please make plans to have this text by **Week 5**

Course Policies and Requirements

Self-Motivated Learning and Timely Participation

Online courses require high levels of self-motivation. Your timely participation and completion of all course requirements is critical to your success. Successful participation and engagement include:

- Completing all class activities on time and in their entirety
- Seeking clarification and help when needed in a timely, professional manner
- Being professional in your conduct and the way you address colleagues, topics and the instructor

I realize you may experience emergencies, and there may be extenuating circumstances that force you to miss deadlines. Please communicate with me as soon as you encounter a situation that may affect your ability to complete coursework in a timely manner. Attendance at certain school-mandated events, family emergencies, bereavement related absences and illnesses that can be substantiated by a medical professional will be considered excused and students will be granted extensions for assignment deadlines. All other missed deadlines (including work-related situations) will be considered unexcused and students will not be granted extensions for assignment deadlines.

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 intend to use these addresses as my main way to communicate with you. Please check your email regularly and keep your email address current.

Other Important Course Considerations

SSCP Fieldwork During Alternative Modes of Instruction

Fieldwork hours for Spring 2021 will be completed by tutoring a school aged student (Kindergarten – 12th grade).

Suggestions for how to connect with a student are included in the fieldwork assignment.

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.

Campus Programs and 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.

Withdrawals

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. Withdrawals during the final 3 weeks of class are not permitted except in cases such as an accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control.

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 lesson plans). Serious consequences including forced withdrawal from the course and removal from the university may result from academic dishonesty. Please refer to the catalog and student handbook for a full description of academic dishonesty policy. CSULB Student Honor Pledge is assumed.

Course Assignments

The requirements for this course have been aligned with the Teaching Performance Expectations (TPEs). The chart below identifies each of the TPEs. All 6 TPEs are addressed and practiced in this course:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

TPE / CSTP Domain	TPE	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 & 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
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

<p align="center">Course Assignment Quick Guide*</p> <p align="center">All assignments will be submitted to Beachboard Dropbox and due no later than Tuesday at 11:59pm unless otherwise specified.</p>	<p align="center">Percentage of Grade</p>
<p>Lesson Plans</p> <ul style="list-style-type: none"> Lesson Plan #1: Vocabulary (<i>due Week 6: submit to Beachboard dropbox no later than Tuesday 11:59pm</i>) Lesson Plan #2: Comprehension (<i>due Week 10: submit to Beachboard dropbox no later than Tuesday 11:59pm</i>) Lesson Plan #3 (Signature Assignment): Writing to Learn (<i>due Week 13; submit to both Beachboard dropbox no later than Tuesday 11:59pm</i>) 	<p align="center">30%</p>
<p>Demonstrating Comprehension Assignments: 2 Quizzes, 4 sets of Reading Notes, and 3 Course Reading Blog Assignments– (<i>See Weekly Assignment Schedule for due dates</i>)</p>	<p align="center">10%</p>
<p>Weekly Assignments and Activities: These will be included in weekly lecture notes and/ or videos. All work will be posted each week no later than Wednesday at 5pm; weekly work must be submitted no later than the following Tuesday at 11:59pm.</p> <p><i>A note about weekly assignments: the purpose of each week’s work is to ensure that you are understanding the week’s content and learning to apply the concepts to your content area. While this work should be academic in nature, they are the “conversation” that demonstrates your understanding. As you work, be specific, but concise. Be sure to always clearly explain how the concepts apply to your content area.</i></p>	<p align="center">30%</p>
<p>21st Century Learning Work:</p> <ul style="list-style-type: none"> 21st Century Skills Study: Discussion Board; 2 original post and 4 replies (<i>Original Posts due Sunday of Week 10 by midnight; replies are due no later than Tuesday of Week 10 by 11:59. See Beachboard discussion board for details.</i>) 	<p align="center">10%</p>
<p>15 hour Field Experience: Observation of Content Area Literacy Practices</p> <p><i>**Note: All fieldwork for Fall 2020 will be completed in AMI mode. See page 4 above for details. Module work due Week 12; submit to Beachboard dropbox no later than Tuesday at 11:59pm; required templates posted on Beachboard.</i></p> <p><i>Module work will also be posted to S4 as word documents after work has been graded. Do not submit work to S4 until directed to do so.</i></p>	<p align="center">15%</p>
<p>Final Reflection (<i>due Week 15; submit to Beachboard dropbox no later than Wednesday 11:59pm</i>)</p>	<p align="center">5%</p>

*More specific information about all course assignments will be discussed in lecture and posted to Beachboard

Grading

Final grade will be earned on the following scale: A = 100 - 90%; B = 89 - 80%; C = 79 – 70%; D = 69 – 60%; F = 59% or below

Schedule of Topics, Readings, and Assignments

Schedule is subject to change. Changes will be announced in class and/ or posted on Beachboard.

Date	Topics	Readings & Content	Assignments
<p>Tuesday, January 19th</p>	<p>The form below is linked here and on Beachboard for your convenience. You need to complete the form only once.</p> <p>Task 2 is due no later than 11:59pm on Thursday, January 21st.</p> <p>Task #1: Review the syllabus posted on Beachboard. The Week One module described below will be available soon; an email and a Beachboard news alert will be sent when it is ready. Work for the Week 1 module will be due no later than 11:59pm Tuesday, February 2nd.</p> <p>Task #2: Please complete the course confirmation form available here and on Beachboard and <u>at this link.</u></p> <p>This task counts as your first “attendance” to the class. Students who do not complete the form will be considered “absent” and dropped from the section. <i>Several students are trying to add the course, and it will be helpful for me to know if any seats are going to become available. I hope that you continue in the course and I am happy to support you in any way that you need.</i></p> <p>Task #3: Review the Day One Digital Access Information; decide if you would like to participate. This is a low-cost resource to allow you to access the texts for this course. Your CSULB account will be charged \$56.44, unless you OPT OUT on or before February 1, 2021.</p>		
<p>Week 1 01/27 – 02/02 (Wednesday – Tuesday)</p>	<p>Introduction: What is Content Area Literacy? Course Overview Lecture Video & Lecture Slides</p> <p>Guiding Questions: What is Content Area Literacy? Why is it important? What will we learn? How will we learn?</p>	<p><i>Note: Readings are designed to support the lecture the week that they are due</i> Read and take notes on all material unless otherwise indicated.</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Complete Lecture Slide activities • Introduce yourself to me – see lecture slides for details. • Submit Lecture Slide Activities and Introductions by Tuesday at 11:59pm
<p>Week 2 02/03 – 02/09</p>	<p>Theories of Literacy: Frameworks for Understanding Learning, Literacy and Language Based Assessment</p> <p>Guiding Questions: What are ways that we can understand and assess learning; language acquisition and literacy development? How do these frameworks affect our work in our content areas?</p>	<p>Vacca CH 1, 2</p> <p>Skim and familiarize yourself: CCSS Standards (See links on Beachboard)</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Read Vacca chapters & take freestyle reading notes • Submit Lecture Slide Activities by Tuesday at 11:59pm • Submit freestyle notes by Tuesday at 11:59pm

Date	Topics	Readings & Content	Assignments
<p>Week 3 02/10 – 02/16</p>	<p>Lesson Planning with Literacy in Mind SIOF Method: Introduction and Overview</p> <p>Guiding Questions: What are content and language objectives? How can I (and why should I) use them to guide my lesson planning? How does my own literate identity affect my instruction regarding literacy?</p>	<p>Vacca CH 5; Echevarria CH 2, 8 SIOF Videos Posted on Beachboard</p> <p>Reading quiz; notes are not required for this reading assignment.</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Read Vacca & Echevarria chapters • Submit Lecture Slide Activities by Tuesday at 11:59pm • Take reading quiz by Tuesday at 11:59pm
<p>Week 4 02/17 – 02/23</p>	<p>Lesson Planning with Students in Mind: Roles of CLD in content area instruction</p> <p>Guiding Question: How does the cultural and linguistic diversity of my students affect my instruction, particularly in regard to literacy? Why are their experiences with literacy and my content area important?</p>	<p>Vacca, CH 3; Echevarria CH 1</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Read Vacca & Echevarria chapters • 1st blog (Freestyle) You will create one original post by Sunday at midnight; you will respond to someone else's post by Tuesday at 11:59pm. • Submit Lecture Slide Activities by Tuesday at 11:59pm
<p>Week 5 02/24 – 03/02</p>	<p>Activating Prior Knowledge & Vocabulary Instruction Lesson Plan #1 Scenario Assigned (<i>Due no later than Week 6</i>)</p> <p>Guiding Questions: Why is it important to access/ activate students' prior knowledge related to my content? What role does vocabulary instruction play in my content area?</p>	<p>Vacca, CH 6&8; Echevarria, CH 3</p> <p>Optional IRIS Readings for Vocabulary Development Strategies – (See Beachboard for recommended readings and links)</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Read Vacca & Echevarria chapters • Submit Lecture Slide Activities by Tuesday at 11:59pm • Submit Cornell notes by Tuesday at 11:59pm
<p>Week 6 03/03 – 03/09</p>	<p>Lesson plan #1 work week – no new course readings, videos, or work this week.</p>		<ul style="list-style-type: none"> • Submit Lesson Plan #1: Vocabulary by Tuesday at 11:59pm

Date	Topics	Readings & Content	Assignments
<p>Week 7 03/10 –03/16</p>	<p>Comprehension Strategies (part 1) Working with/Evaluating textbooks</p> <p>Guiding Question: How can I help students break down text in ways that make it more comprehensible for them?</p>	<p>Vacca, CH 7/ 10</p> <p>Reading quiz; notes are optional for this reading assignment.</p> <p>Optional IRIS Readings for Comprehension Strategies (See Beachboard for recommended readings and links)</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Read Vacca chapters • Take reading quiz by Tuesday at 11:59pm • Submit Lecture Slide Activities by Tuesday at 11:59pm
<p>Week 8 03/17 – 03/23</p>	<p>Comprehension Strategies (part 2)</p> <p>Guiding Questions: How can I support struggling readers?</p> <p>Lesson Plan #2 Scenario Assigned (<i>Due no later than Week 10</i>)</p>	<p>Vacca, CH 7/10 Echevarria CH 4 Comprehension videos posted on Beachboard</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Read Echevarria Chapter • 2nd blog (Text to text, text to world, text to self) In each topic, you will create one original post by Sunday at midnight; you will respond to someone else's post by Tuesday at 11:59pm. This means there are 6 total posts for this assignment. • Submit Lecture Slide Activities by Tuesday at 11:59pm
<p>Week 9 03/24 – 04/06 Work is due after Spring Break</p>	<p>SDAIE & SIOP Strategies</p> <p>Essential Question: How can I use SDAIE & SIOP strategies to support my instruction? How can I differentiate and adapt instruction to ensure that all students can access my curriculum?</p>	<p>Echevarria, CHs 5, 6, & 7 Differentiation Videos posted on Beachboard</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Submit Lecture Slides Activities by Tuesday at 11:59pm (work is due after Spring Break)
03/31 -- Spring Break – No Class Session			
<p>Week 10 04/07 – 04/13</p>	<p>21st Century Learning Skills ISTE Skills P21 Learning Skills</p> <p>Guiding Questions: How does my content area support student learning in these areas?</p>	<p>ISTE article & P21 article posted on Beachboard</p>	<ul style="list-style-type: none"> • Watch video • 21st Century Skills Posts and Replies to Discussion Board due: Original posts due by Sunday at midnight; replies due by Tuesday by 11:59pm • Submit Lesson Plan #2: Text-Based Reading Comprehension by Tuesday at 11:59pm

<p>Week 11 04/14 – 04/20</p>	<p>Writing in the Content Areas (part 1) Writing to Learn</p> <p>Lesson Plan #3 Assigned: Writing to Learn <i>(Due to Beachboard no later than Week 13)</i></p> <p>Essential Questions: What is writing to learn? How can I use writing to support my content area instruction?</p>	<p>Vacca, CH 9</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Read Vacca chapters • Submit Double Entry Journal notes by Tuesday at 11:59pm • Submit Lecture Slide Activities by Tuesday at 11:59pm
<p>Week 12 04/21 – 04/27</p>	<p>Writing in the Content Areas (part 2) Learning to Write (Subject/ Discipline Specific Formal Writing)</p> <p>Guiding Questions: How can students learn to write like content area specialists? What does formal writing tell us as an assessment of content area learning?</p>	<p>Writing Next, pdf posted on Beachboard</p>	<p>3rd blog (Directed Thinking) Post original ideas by Sunday at midnight. Responses must be posted by 11:59pm on Tuesday.</p> <ul style="list-style-type: none"> • Fieldwork Modules due to BB drobox no later than Tuesday at 11:59pm. Do not submit to S4 until directed to do so.
<p>Week 13 04/28 – 05/04</p>	<p>Lesson plan #3 work week – no new course readings, videos, or work this week.</p>		<ul style="list-style-type: none"> • Lesson Plan #3: Writing due; submit to BB Dropbox no later than 11:59pm on Tuesday
<p>Week 14 05/05 – 05/11</p>	<p>Assessments: Evaluating Content and Language Objective Mastery throughout Instruction</p> <p>SBAC Assessment: The current literacy and numeracy accountability measurement in California.</p> <p>Guiding Questions: How does taking language into account affect assessment? How do high-stakes forms of assessment impact my instruction? How can peer interaction help students develop their literacy skills?</p>	<p>Vacca, CH 4 Echevarria, CH 9</p>	<ul style="list-style-type: none"> • Watch video • Read Lecture Slides • Read Vacca & Echevarria Chapters • Graphic Organizer notes due Tuesday by 11:59pm • Submit Lecture Slide Activities by Tuesday at 11:59pm
<p>Week 15 05/12 Work due Wednesday</p>	<p>Final Reflection – assignment details are posted on Beachboard.</p>		<ul style="list-style-type: none"> • Final Reflection Due; submit by Wednesday at 11:59pm