



**EDSE 457 - Reading and Writing in Secondary Schools (STEM)**

**Spring 2021 - Heather C. Macias, Ph.D.**

**Teacher Education - SSCP**

<b>Class Info:</b> Section 5, Tuesday, 4-6:45PM; Section 8, Thursday, 4-6:45PM ( <i>check pre-class activities checklist for Zoom links</i> )	<b>Office:</b> ED2-270 (when campus opens again)
<b>Email:</b> heather.macias@csulb.edu <i>*Please use Slack to DM me before emailing me</i>	<b>Zoom Office Hours:</b> W, 3-5PM; T/Th, after class, up to 20 minutes ( <i>check Beachboard for Zoom links</i> )

**Land and Territorial Acknowledgement**

CSULB is located on the sacred site of Puvungna. We acknowledge that we are on the land of the Tongva/Gabrieleño and the Acjachemen/Juaneño Nations who have lived and continue to live here. We recognize the Tongva/Acjachemen Nations and their spiritual connection as the first stewards and the traditional caretakers of this land. We thank them for their strength, perseverance and resistance.

**College of Education Vision**

Equity and Excellence in Education.

**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.

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*Course Information*

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**Catalog 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 Learning Objectives/Student Learning Objectives**

Students/Teacher candidates who complete this course will...

- **Contexts Related to Literacy Instruction**
  - Have at least a beginning understanding of the relationship of curriculum, instruction, and assessment, particularly as it relates to content and literacy. (CLO1)
  - Have an understanding of the importance and necessity of cross-curricular emphases on reading and writing. (CLO2)
  - Have an understanding of the relationship of thinking, speaking, reading, and writing. (CLO3)
- **Technology**
  - Demonstrate understanding of digital literacy and citizenship through practice and assessment using digital tools through technology rich lesson plans. (CLO4)
  - Develop a base for understanding the appropriate use of computer-based technology in teaching and learning through the use of teaching strategies aligned to technology standards. (CLO5)
- **Comprehension**
  - Demonstrate an understanding of the relevance of content area reading strategies in helping their students access key information from content-based expository texts. (CLO6)
- **Vocabulary**
  - Demonstrate an understanding of the distinction between academic and content area vocabulary. (CLO7)
  - Develop a beginning understanding of the role of vocabulary instruction in relation to their specific content area. (CLO8)
- **Writing across the Curriculum**

- See the uses of writing to learn and of formalized writing tasks in the content areas. (CLO9)
- Demonstrate an understanding of and experience the writing process in relation to content area material. (CLO10)
- **Literacy in Middle and Secondary Schools**
  - Demonstrate an understanding of ways to encourage and evaluate students' listening and speaking. (CLO11)
  - 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. (CLO12)
- **English Learners**
  - Demonstrate an understanding of approaches to teaching the EL student and classroom implications of English Language Development. (CLO13)
  - Demonstrate an understanding of the meaning of SDAIE, BICS, CALP and other acronyms often used in conjunction with ELD and EL. (CLO14)
  - Be familiar with state and federal laws. (CLO15)
  - Develop appropriate instruction and assessment for ELs, 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. (CLO16)
  - 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; familiarity with basic skills criteria. (CLO17)
- **Diversity in the Classroom**
  - Have an understanding of how to approach modifying classroom instruction to provide equal access for all students, including ELs, diverse learners and students with special needs in relation to literacy and language. (CLO18)
- **Designing Literacy Conscious Content Area Instruction**
  - Be able to design lessons with appropriate language and content objectives that use different literacy skills in relation to their specific content area. (CLO19)
  - Be able to construct a differentiated lesson plan for ELs of 3 distinct levels; this may be a SDAIE lesson. (CLO20)
  - Experience a collaborative approach to unit and lesson planning. (CLO21)
- **Developmental Principles of Literacy**
  - Demonstrate an understanding of pleasure reading and the importance of choice in reading. (CLO22)
  - Demonstrate an understanding of the importance of metacognition in relation to the development of literate practices. (CLO23)

- **Fieldwork**

- Completed a required minimum of 15 hours of fieldwork/clinical practice. (CLO24)
  - 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.*

### **Required Texts**

- Brozo, William G. (2017). *Disciplinary and Content Literacy for Today's Adolescents. (6<sup>th</sup> Edition)* New York: Guilford Press.
- Echevarria, J., Vogt, M.E. & Short, D. (2018). *Making Content Comprehensible for Secondary English Learners: The SIOP model. (3rd Edition)* Boston, MA: Pearson.
- California Common Core Standards, available [here](#).
- Additional readings, resources and weblinks will be posted on Beachboard and/or Slack.

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## **Course Policies**

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### **Attendance and Participation**

- Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.
- **ASYNCHRONOUS Class Participation:**
  - Each week, you may be asked to watch an online lecture(s), participate in an online discussion(s), and/or complete online an assignment(s). Participation is required and depends on your ability to provide original questions, thoughtful insight, and text-based evidence, as necessary. Any work or comments that are considered lewd, crude, or rude will not be tolerated and will receive zero credit. As long as you follow all guidelines and complete the assignments thoughtfully, you will receive credit.

- *SYNCHRONOUS Class Participation:*
  - Participation includes moving the class-based conversations and activities forward through asking questions, contributing examples/comments, participating in partner/ group activities, constructively building on the ideas of others, and actively listening and responding to others' ideas.
  - Your participation grade also depends on being prepared for class by being on time, attending the entire class, having completed that week's assigned reading and any assignments that were to be completed, and bringing the necessary course materials (notes, books, and other texts) to class.
    - Lastly, part of your participation grade depends on being sensitive to your level of participation and to the engagement of your colleagues. If you are off task (doing other class work, grading, browsing the internet, texting, etc.) or leave class early without a valid reason, your lack of participation will be noted and you will be docked HALF the participation points you receive for that session.
    - Please help create and maintain an environment that facilitates learning. Please put your phone on silent and refrain from using phones, laptops, and/or other devices for unrelated activities (Facebook, Twitter, email, etc.) during class.

### **Class Absences**

- The Single Subject Credential Program has a common attendance policy for all courses. You are allowed two unexcused absences, although this is not recommended. With the third unexcused absence, your grade will automatically be dropped one letter grade.
  - Attendance at certain school-mandated events, religious holidays, bereavement-related absences, and documented will be considered excused absences if discussed with the professor before the missed class.
  - All other absences (including work-related absences) will be considered unexcused.
- Any absences beyond the second absence will only be excused from this policy with relevant documentation (for example, a note from your doctor). If for any reason you're having a seriously off week (life happens - prolonged sickness, personal issues, family, etc.), please do your best to alert me prior to class via Slack and we can work something out as necessary.
- Timeliness is also crucial to full participation. Arrival to class after I have begun the session will be noted as follows: tardiness within the first 10-15 minutes of the class session will be counted as ½ absence and tardiness 16 minutes or more after the class session has started will be counted as a full absence.
- *Make-up work:*
  - Make-up work will be at my discretion. It is your responsibility to talk to me about the assignments you want to turn in late and then get the missed

assignments, notes, and/or information from the class meeting from your peers and Beachboard/Slack.

- *Late Work:*
  - Late work for major assignments (specific assignments listed in the “Course Grading” section) is accepted in this course only when a “Late Work Contract” is submitted on the due date of the major assignment AND any parts of the assignment that have been completed up to that point. The contract can be found on Beachboard under the “Course Information and Syllabus” content tab.
  - This contract is meant as a way for you to explain the circumstances behind your late submission and get an extension, as well as a chance for you to reflect on the circumstances surrounding the late submission.
  - All contracts **MUST** be submitted on the due date of the assignment to be considered. Any late contracts or contracts missing the parts of the assignment you have completed will not be accepted. Any late work submitted without a fully completed contract will not be accepted.

### **Course Communication**

- This class regularly uses the app/website [Slack](#) to communicate with one another. You are **REQUIRED** to download the app or at least bookmark the website. Please make a **regular** habit of checking and using Slack to communicate with me and your peers.
  - I will likely not answer any questions sent via email and instead ask you to resend the question via Slack; please use Slack if you want a timely response (within 24 hours).
- Please check Slack regularly because that is where all course-related communication will be posted, including announcements, pre-class activities, Zoom class links, and updates.
  - *Please note:* It is the student’s responsibility to check Slack a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. The same applies to Beachboard.
- Please check the course syllabus first before asking me a question about course expectations. If you ask a question that may require a discussion to be properly answered, I will request that you see me in office hours or set an appointment with me.
- When contacting me, please practice proper correspondence etiquette. I will do my best to reply to you in a timely manner, but please realize I will not immediately reply to a message sent at an unreasonable hour.

### **Mode of Delivery and Technology 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 message 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 provides a variety of technology resources to students.
- Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).
- Please visit the following links if you need help with technology:
  - Please refer to this [link](#) if you need help from ATS
  - Please refer to this [link](#) if you need help participating in Beachboard discussion forums
  - Please refer to this [link](#) if you need help turning in assignments to Dropbox on Beachboard
- The technology skills and requirements listed below are expected as part of this course. If you are concerned about any of these skills, please contact me as soon as possible to discuss whether this section is a good fit for you and/or where you can get support for skills/technology requirements.

<b>Technology Skills</b>	<b>Technology Requirements</b>
<ul style="list-style-type: none"> <li>● Word processing</li> <li>● File management</li> <li>● Internet search</li> <li>● Internet browsing</li> <li>● Uploading, downloading, installing files</li> <li>● Facility with Beachboard, Slack, Zoom,</li> </ul>	<ul style="list-style-type: none"> <li>● PC or Mac (less than 3 years old)</li> <li>● Windows 7 or Mac OS X (minimum)</li> <li>● Cable or DSL internet</li> <li>● Latest Firefox browser (recommended - Chrome and Safari can have some issue with Beachboard)</li> <li>● PDF reader</li> </ul>

	<ul style="list-style-type: none"> <li>• Word processing software (i.e., Microsoft Word, Pages, GoogleDocs)</li> <li>• Speakers</li> <li>• Zoom</li> </ul>
<p><b>When to use SLACK</b></p> <ul style="list-style-type: none"> <li>• Communicate with the professor and your peers (questions/answers, sharing peer feedback, professor announcements)</li> <li>• Homework/Pre-class Activities Checklist (work to complete before class, including Zoom links, important deadlines, specific tasks, links to visit/view, and texts to read)</li> </ul>	<p><b>When to use BEACHBOARD</b></p> <ul style="list-style-type: none"> <li>• Major assignment guidelines</li> <li>• Video lectures</li> <li>• Accessing PDFs and links</li> <li>• Handouts</li> <li>• Dropbox submissions</li> <li>• Grades</li> <li>• Discussion forums</li> </ul>

*Please note:* You are welcome to photograph and share any work that we create in class (for personal use); 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.

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## ***Course Evaluation Components and Grading***

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### **Evaluation Components**

- *Major Assignments (see “Evaluation Component/Course Grading” breakdown below)*
  - Guidelines for major course assignments will be provided on Beachboard (under the Content menu → “Major Assignment Guidelines” tab) with rubrics to help understand the grading and expectations of the assignment.
  - Specific due dates for major assignments can be found on this syllabus and on Beachboard, under the “Content” menu → “Course Information” tab → “Course Schedule” tab, as well as on the Homework/Pre-class Activities checklist for each week posted on Slack.
  - Assignments will be turned in via Dropbox on Beachboard, unless specified otherwise, by the due date provided.
    - Fieldwork modules and related logs/forms/bibliographies will also be submitted to S4 for credentialing and documentation purposes. More information about S4 submissions will be provided later in the course.
  - Requests for resubmitting major assignments for a higher grade will be at my discretion and will receive no higher than an 85% on the redone assignment.

- All major assignments must be submitted to Dropbox no later than the last day of class in order for final grades to be turned in on time and for feedback to be provided.
- *Homework/Pre-class Activities (10 points each)*
  - Guidelines and due dates for all homework/pre-class activities will be provided a week prior to the next class on the Slack channel, #preclass-activities.
    - All assignments MUST be typed (12-point font, Times New Roman, 1" margins), unless specified otherwise.
    - Assignments may be synchronous, asynchronous, individual work, partner work, or small group work, and will be specified at the time they are assigned.
    - Specific due dates for homework/pre-class activities can be found on the Homework/Pre-class Activities checklist for each week posted on Slack.
  - Homework/Pre-class activities are graded on effort. If you follow all guidelines and put in full effort, you will receive full credit. Poorly written assignments that do not follow the assignment guidelines and/or have been completed carelessly will result in point deductions.
  - No pre-class activities/homework assignments will be considered for regrading.
  - Assignments will be turned in via Dropbox on Beachboard, unless specified otherwise, by the due date provided in class.
- *Weekly Participation (10 points for every class meeting)*
  - Weekly participation is full credit/half credit/no credit based on attendance and class participation during each class meeting.
  - Please see the "Attendance and Participation" and "Class Absences" sections in this syllabus for specific grading policies.

### Course Grading

- Assignments will be graded within two weeks of the due date.
- Please visit this [link](#) if you need help checking grades on Beachboard.

### Grading Scale

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

Evaluation Component/Course Grading	Points	Weight
<b>Weekly Participation</b> <ul style="list-style-type: none"> <li>● Includes attendance and in-class activities/participation</li> </ul>	Participation – 10 points per	10%

<ul style="list-style-type: none"> <li>Includes homework/pre-class activities</li> </ul>	<p>synchronous weekly meeting</p> <p>Homework/Pre-class Activities – 10 points each</p>	
<p><b>Funds of Knowledge Presentation</b></p>	<p>16 points</p>	<p>10%</p>
<p><b>Project-based Linked Learning (PBL LL) Assessment</b></p> <ul style="list-style-type: none"> <li>Group Lesson Plan Template</li> <li>Group Presentation</li> </ul>	<p>Lesson Plan Template – 12 points</p> <p>Presentation – 9 points</p>	<p>15%</p>
<p><b>Lesson Plan Portfolio: 3 Lesson Plans</b></p> <ul style="list-style-type: none"> <li>Lesson plan 1: General Literacy Lesson</li> <li>Lesson plan 2: 21<sup>st</sup> century Literacy/ Critical Literacy Lesson connected to PBL LL Assessment</li> <li>Lesson plan 3: ELD Lesson <ul style="list-style-type: none"> <li><i>The ELD Lesson Plan is the Signature Assignment for this course.</i></li> </ul> </li> </ul>	<p>Lesson Plan 1 – 20 points</p> <p>Lesson Plan 2 - 20 points</p> <p>Lesson Plan 3/ Signature Assignment – 20 points</p>	<p>30%</p>
<p><b>Clinical Practice/Fieldwork (15 hours total)</b></p> <ul style="list-style-type: none"> <li><del>Classroom Observation Reflection</del> <ul style="list-style-type: none"> <li><del>Including Annotated Bibliography</del> <ul style="list-style-type: none"> <li><i>NOTE: No Classroom Observations will be done this semester</i></li> </ul> </li> </ul> </li> <li>Case Study Write-up <ul style="list-style-type: none"> <li>Including Tutoring Hours Log Sheet</li> </ul> </li> </ul>	<p><del>Classroom Observation Reflection and Annotated Bibliography – 20 points</del></p> <p>Case Study Write-up <u>and</u> Tutoring Hours Log Sheet – 20 points</p>	<p>20%</p>
<p><b>Final Reflection Photo Essay</b></p>	<p>11 points</p>	<p>15%</p>

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## ***Additional Information***

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### **Special Needs**

- All are welcome in this class. If the design of this course creates obstacles to your full participation, please notify me to discuss adjustments. This is true for those who have a formally documents disability with the university and those who do not (this includes folks with invisible impairments and/or those who pass/compensate). Requests for accommodation should be made as early as possible, but there is no expiration date on inclusivity. It is never too late to discuss issues regarding access - this is true for ALL of your classes, not just this one. I encourage you to register with the Bob Murphy Access Center (BMAC) if you are able.
- Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact BMAC located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at [BMAC@csulb.edu](mailto:BMAC@csulb.edu). The BMAC will work with all students to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. CSULB encourages students to reach out to BMAC as soon as possible. It is all student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

### **Student Support Services**

- Please visit <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 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](#). To apply for emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out an application at this [link](#). CSULB knows that not having your basic needs met can affect your performance in the classroom and we want to

be here to support you and help ensure you get to your graduation day. Students may also email [supportingstudents@csulb.edu](mailto:supportingstudents@csulb.edu) or call (562)985-2038.

### **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.
- 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**

- 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.
- 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.

### **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.
- A CED student is expected to:
  - Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
  - 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.
  - Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
  - Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
  - 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.
- CED students 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.

### **Sexual Assault, Rape, Dating/domestic Violence, and 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](mailto: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](mailto:OED@csulb.edu).

### **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.

## TPE Course Requirements

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

TPE / CSTP Domain	TPEs	Summary of TPEs addressed
1 – Engaging and Supporting All Candidates in Learning	1.1 1.3 1.4 1.5 1.6 1.7 1.8	Knowledge of Candidates Relevant connections to support/ extend student learning Use of appropriate instructional strategies for diverse learners Promoting critical thinking & problem solving Promoting language development Providing access to curriculum through VAPA Monitoring student learning
2 – Creating and Maintaining Effective Environments for Student Learning	2.2 2.3 2.5	Creating inclusive, safe, environments that reflect the diversity of Candidates in the classroom Establish, maintain, and monitor inclusive learning environments Maintain high expectations for all Candidates
3 – Understanding and Organizing Subject Matter for Student Learning	3.1 3.2 3.3 3.4 3.5 3.6 3.7	Demonstrate subject matter knowledge Demonstrate pedagogical content knowledge Plan and design disciplinary/ cross-disciplinary learning experiences Plan individually & through consultation & collaboration Adapt subject matter appropriately for diverse learners Use resources to provide curricular access to all Candidates Model & develop digital literacy
4—Planning Instruction and Designing Learning Experiences for All Candidates	4.1 4.2 4.3 4.4 4.6 4.7 4.8	Understand & use student data for instructional planning Understand & use adolescent development for planning Design & implement instruction and assessment that blends disciplinary knowledge & learning skills Use instructional strategies to promote student learning Access resources for planning and instruction Use communication strategies to promote student participation Use digital tools to support student demo of learning
5 – Assessing Student Learning	5.1 5.2	Use a variety of assessments Use multiple measures to modify instruction & monitor student learning

	5.3	Involve Candidates in self-assessment
	5.7	Use EL assessment data to plan instruction
	5.8	Use data for SN Candidates to differentiate instruction
6 – Developing as a Professional Educator	6.1	Reflect on teaching practice
	6.2	Recognize & address bias as it affects the classroom

## Weekly Course Topics

Each week on the Slack channel #preclass-activities, a GoogleDoc link will be posted containing a **homework/pre-class activities weekly checklist** for you to complete before class, including Zoom links, **important deadlines**, **specific tasks**, **links to visit/view**, and **texts to read**.

*\*Take note of the different class meetings/due dates for Tuesday (Section 5) and Thursday (Section 8) classes*

Week/ Module, Date*	Topic(s)	Module Learning Objectives	Major Assignments Due*
1, T – 1/19 Th – 1/21	<b>Introduction Course Overview</b> <ul style="list-style-type: none"> <li>● What is literacy?</li> <li>● How do we view literacy?</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>● Reviewed class expectations. (MLO1; CLO3)</li> <li>● Constructed their views on literacy. (MLO2; CLO22)</li> </ul>	
2, T – 1/26 Th – 1/28	<b>Adolescent Identities &amp; Literacies</b> <ul style="list-style-type: none"> <li>● Literacy and identity</li> <li>● Representation</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>● Connected the importance of identity with literate practices in their lives and the lives of their students. (MLO1; CLO3, 22, 23)</li> <li>● Discussed how representation may impact students' ability to learn in the classroom. (MLO2; CLO18)</li> <li>● Named at least 1 literacy-based strategies (from today's class) that can</li> </ul>	

		be used in their own practice. (MLO3; CLO1, 3)	
3, T – 2/2 Th – 2/4	<b>Culturally &amp; Linguistically Diverse (CLD) Students</b> <ul style="list-style-type: none"> <li>● Challenging deficit perspectives</li> <li>● Funds of knowledge</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>● Reflected on the significance of acknowledging students' strengths (funds of knowledge) as tools for learning in the classroom. (MLO1; CLO3, 22, 23)</li> <li>● Identified at least 1 way in which any of the literacy-based strategies modeled in class can be used in their classroom. (MLO2; CLO1, 3, 18)</li> </ul>	
4, T – 2/9 Th – 2/11	<b>Culturally &amp; Linguistically Diverse (CLD) Students</b> <ul style="list-style-type: none"> <li>● Funds of knowledge</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>● Presented and shared with their peers their different strengths (funds of knowledge) they use as tools for learning and teaching in the classroom. (MLO1; CLO3, 22, 23)</li> </ul>	<ul style="list-style-type: none"> <li>● Funds of Knowledge Presentation</li> </ul>
5, T – 2/9 Th – 2/11	<b>Where do we want them to be? Objectives for Learning</b> <ul style="list-style-type: none"> <li>● Contexts for literacy &amp; learning</li> <li>● Content objectives</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>● Written at least 1 appropriate content and 1 appropriate</li> </ul>	

	<ul style="list-style-type: none"> <li>• Language Objectives</li> </ul>	language objective for an assessment in our content areas. (MLO1; CLO19)	
6, T – 2/23 Th – 2/25	<b>Where do we want students to be? 21<sup>st</sup> Century Learning &amp; Assessment</b> <ul style="list-style-type: none"> <li>• Linked learning</li> <li>• Literacy and authentic learning</li> <li>• What is PBL?</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>• Identified 1-3 possible formative and summative assessments. (MLO1; CLO1, 12)</li> </ul>	
7, T – 3/2 Th – 3/4	<b>PBL Assessment Presentations/ Disciplinary Literacies</b> <ul style="list-style-type: none"> <li>• STEM literacies</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>• Demonstrated knowledge of literacy-based connections between content areas in a CTE context. (MLO1; CLO4)</li> <li>• Begun examining different frameworks to examine how the PBL LL assessments embody principles of these frameworks. (MLO2; CLO4, 5)</li> </ul>	<ul style="list-style-type: none"> <li>• PBL LL Assessment Presentations</li> </ul>
8, T – 3/9 Th – 3/11	<b>Language of the Discipline Vocabulary Strategies</b> <ul style="list-style-type: none"> <li>• Academic language</li> <li>• Vocabulary strategies</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>• Identified various vocabulary strategies. (MLO1; CLO8)</li> <li>• Articulated the difference between general, special, structural academic</li> </ul>	

		vocabulary, and content (area)/technical vocabulary. (MLO2; CLO7)	
9, T – 3/16 Th – 3/18	<b>Making Meaning and Text-Based Comprehension</b> <ul style="list-style-type: none"> <li>● Teaching texts</li> <li>● Comprehension strategies</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>● Identified various text-based comprehension strategies to use in the classroom. (MLO1; CLO6)</li> <li>● Explained the choice of strategies, and how these strategies will support students. (MLO2; CLO6)</li> </ul>	
10, T – 3/23 Th – 3/25	<b>ASYNCHRONOUS CLASS - NO CLASS MEETING</b>  <b>Digital Literacy &amp; Critical Literacy</b> <ul style="list-style-type: none"> <li>● Tech Frameworks (SAMR, TPAK, ISTE Standards, 4Cs)</li> <li>● 21st century skills</li> <li>● Making meaning with non-traditional texts</li> <li>● Critical thinking vs. critical literacy</li> <li>● What do we mean by ‘critical?’</li> <li>● Examining texts critically</li> </ul>	<b>Students/teacher candidates will have...</b> <ul style="list-style-type: none"> <li>● Identified ways in which technology can support their instruction in the content areas. (MLO1; CLO4)</li> <li>● Explored 21st century frameworks to our instructional practice. (MLO2; CLO5)</li> <li>● Identified a technology-based resource or alternative text that can serve students. (MLO3; CLO4)</li> </ul>	<ul style="list-style-type: none"> <li>● Lesson Plan 1: General Literacy</li> </ul>

		<ul style="list-style-type: none"> <li>• Understood what critical literacy is. (MLO4; CLO22)</li> <li>• Discussed how critical literacy may relate to our practice. (MLO5; CLO11)</li> <li>• Discussed how critical literacy can make meaning through the use of a “texts, contexts, and subtexts” analytical framework. (MLO6; CLO22, 23)</li> </ul>	
<p>11, T – 4/6 Th – 4/8</p>	<p><b>Communicating Meaning Writing &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• Writing across the curriculum</li> </ul>	<p>Students/teacher candidates will have...</p> <ul style="list-style-type: none"> <li>• Identified an understanding of the differences between writing to learn and learning to write. (MLO1; CLO9)</li> <li>• Discussed the importance of integrating and scaffolding a variety of speaking and writing opportunities into classroom instruction. (MLO2; CLO10)</li> </ul>	
<p>12, T – 4/13 Th – 4/15</p>	<p><b>Who are ELs?</b></p> <ul style="list-style-type: none"> <li>• Immersion</li> <li>• EL myths and facts</li> <li>• CA ELD Standards</li> </ul>	<p><b>Students/teacher candidates will have...</b></p> <ul style="list-style-type: none"> <li>• Identified one theory-informed practice or idea that can be helpful in supporting</li> </ul>	<ul style="list-style-type: none"> <li>• <del>Fieldwork:</del> Classroom Observation Reflection <u>and</u></li> </ul>

		<p>classroom instruction with ELs. (MLO1; CLO13, 14, 16)</p> <ul style="list-style-type: none"> <li>Understood the 2012 revised California ELD Standards and levels, and their implications for ELs in our classrooms. (MLO2; CLO15)</li> </ul>	<p>Annotated Bibliography</p>
<p>13, T – 4/20 Th – 4/22</p>	<p><b>ELD Standards and Assessments</b></p> <ul style="list-style-type: none"> <li>EL strategies</li> <li>CA ELD Standards and designations</li> </ul>	<p><b>Students/teacher candidates will have...</b></p> <ul style="list-style-type: none"> <li>Identified several EL supports used in class. (MLO1; CLO13, 18)</li> <li>Identified at least 3 strategies they might use in their own practice. (MLO2; CLO13, 18)</li> <li>Discussed how the level of an EL can impact the strategies that one might use to support that student. (MLO3; CLO16, 17)</li> <li>Discussed ways to ensure you are supporting your EL students through your lesson plans due next week. (MLO4; CLO17, 18, 19, 20)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plan 2: 21<sup>st</sup> Century/ Critical Literacy/ PBL</li> </ul>
<p>14, T – 4/27 Th – 4/29</p>	<p><b>ASYNCHRONOUS CLASS – NO CLASS MEETING EXCEPT ONE-ON-ONE MEETINGS</b></p>	<p><b>Students/teacher candidates will have...</b></p> <ul style="list-style-type: none"> <li>Composed content area-based lesson</li> </ul>	

	<ul style="list-style-type: none"> <li>• Work session: Case Study Write-up; Lesson Plan Portfolio</li> </ul>	<p>plans that are grounded in literacy and students' funds of knowledge. (MLO1; CLO17, 18, 19, 20)</p> <ul style="list-style-type: none"> <li>• Engaged in one-on-one discussions with the professor about ways to ensure that your Lesson Plan #3 is literacy-based assets-based, and supportive based on your student profiles. (MLO2; CLO17, 18, 19, 20)</li> </ul>	
<p>15, T – 5/4 Th – 5/6</p>	<p><b>ASYNCHRONOUS CLASS – NO CLASS MEETING – DROP-IN OHs</b></p> <ul style="list-style-type: none"> <li>• Work session: Lesson Plan Portfolio; Final Reflection</li> </ul>	<p><b>Students/teacher candidates will have...</b></p> <ul style="list-style-type: none"> <li>• Reviewed course objectives and how they were achieved. (MLO1; all CLOs)</li> <li>• Reviewed final takeaways from the course. (MLO2; all CLOs)</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldwork: Case Study Write-up <u>and</u> Tutoring Hours Log Sheet</li> </ul>
<p>FINAL, T – 5/11 Th – 5/13</p>	<p><b>NO CLASS MEETING</b></p>		<ul style="list-style-type: none"> <li>• Lesson Plan Portfolio, <u>including</u> Lesson Plan 3: ELD Lesson</li> <li>• Final Reflection Photo Essay</li> </ul>