



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDEL 452-02 Teaching and Learning Reading, K-8

Online: Wednesdays 12-3:15 PM

Fall, 2021

Course Information

Instructor: Dr. Jill Isbell, PsyD.	Email: jill.isbell@csulb.edu
Office Hours Days/Times: Before or after Zoom class; and by appointment via Zoom	Office Hours Venue: Zoom with link below, by appointment
Class Days/Times: Online Wednesdays Synchronous via Zoom Dates: 8/25; 9/1; 9/29; 10/6; 10/13; 10/20 12:00-3:15 PM	Class Venue: Synchronous Zoom Class Sessions meet Wednesdays via Zoom link: https://csulb.zoom.us/j/9570669102
Asynchronous Weeks: 9/8; 9/15; 9/22; 10/27; 11/3; 11/10; 11/17; 12/1; 12/8	

Catalog Course Description

Prerequisite: Admission to the Multiple Subject Credential Program or Education Specialist Credential Program. Content, methods, and assessment for teaching reading to all students, including English language learners, speakers of non-mainstream English, and students with special needs, in culturally diverse, literature based classrooms: phonemic awareness, phonics, vocabulary development, comprehension, diagnosis, and the role of independent reading for proficient and delayed readers, the use of technology in literacy development. Minimum ten hours of fieldwork in elementary classrooms with at least 25% of students classified as English learners. Letter grade only (A-F). Academic units: 3.0

Course Student Learning Outcomes and Goals

Student Learning Outcomes

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

Credential Program, students will demonstrate the following:

SLO 1-Lesson Design and Assessment

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

SLO 2-Lesson Implementation and Assessment

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

SLO 3-Classroom Management and Environment

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

2.6)

3.4 Implements appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

SLO 4-Professionalism

4.1 Arrives on-time and prepared to engage in instruction (TPE 6.8)

4.2 Conducts regular reflection on performance (TPE 6.1)

4.3 Establishes professional learning goals (TPE 6.3)

4.4 Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)

4.5 Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)

4.6 Learns how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4) activity: how to show parents how to do a read-aloud

5. Outline of Subject Matter

I. Foundations for Teaching Reading (SLO 1)

1. historical issues in reading instruction

2. current issues in reading instruction

3. theoretical perspectives of teaching reading

4. using research-based effective strategies for teaching all children to read, including English language learners, speakers of non-mainstream English, and students with reading difficulties and students with dyslexia

5. lesson design, delivery, and reflection

6. universal design for learning (UDL)

II. Foundational Skills (SLOs 1 & 2; CCSS Reading Standards for Foundational Skills, K-5; RICA Domains 2 & 3; Literacy TPEs Theme #5-Foundational Skills)

1. language structure (phonology, morphology, semantics, syntax) and how English works

2. sound-symbol relationships (phonics, alphabetic principle)

3. phonological and phonemic awareness

4. word recognition and decoding

5. different types of words (sight words, single syllable, multisyllabic words)

6. fluency

7. print concepts

8. relationship between foundational skills and early reading development and students' reading needs

9. assessing, planning for, and explicitly teaching foundational skills and their applications

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

1. narrative text structure and complex text of a variety of forms and organizational patterns (e.g., traditional texts, music, maps, graphics, charts, timelines, images, and multimodal text such as podcasts and videos).

2. literal, inferential, and critical comprehension

3. instructional approaches to teaching how to read strategically, analytically, and critically

4. application of knowledge of factors that affect meaning making (e.g., students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic

language), and motivation (including connections to their daily lives and interests)

5. instructional approaches to teaching text structures of literature, and technology resources with varied levels of text complexity
6. plans for differentiated instruction for English learners, for students with reading difficulties including students with dyslexia, and for challenging students
7. using teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers
8. aligning instructional materials with state standards (and district standards if available)
9. adapting instructional materials for students' diverse needs, including English learners' language levels, and special education students' needs.
10. assessing, planning for, and explicitly teaching meaning making

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

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

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

1. designing a comprehensive assessment plan for a case study student
2. reading interests and concepts about reading
3. foundational skills (print concepts, phonological awareness, phonics and word recognition, and

fluency)

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

VI. Professionalism (SLO 4)

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

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

Required Texts/Course Materials:

Please note: If you buy an early version of a textbook, the content and page numbers of the early version will be different from those of the current version as listed on this page. You are responsible for completing readings from the current version of the textbook as specified in the course syllabus.

1. Thompkins, G., 2014. Literacy for the 21st Century: A Balanced Approach (7th ed). Pearson.
2. Zarrillo, James J., 2017. Ready for RICA (4th ed). Pearson
3. Clay, Marie M., 2017. Running Records for Classroom Teachers (2nd ed). The Marie Clay Literacy Trust
5. [California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects](http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf) <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.
6. RICA Content Specifications http://www.ctcexams.nesinc.com/pdf/rc_content_specs.pdf

About This Course/Teaching Philosophy/What to Expect

This is a comprehensive and rigorous course that includes how to teach reading in a balanced literacy K-8 classroom. This course will cover how effective teachers integrate phonemic awareness, phonics, vocabulary development, and reading comprehension instruction and learning opportunities for all children in the classroom. By the end of the semester, teacher candidates will have learned how children learn to read, learning strategies for teaching reading, and the implications for how children learn. Teacher candidates will also learn testing and evaluation strategies that will provide insight into planning a reading program based on student strengths and areas of need. California content standards will be addressed, and all graded activities will be geared toward RICA and CA content standard learning.

As an instructor, I work to create a highly structured and organized environment. This methods course is a rigorous class with many assignments that are meant to facilitate learning the content and practicing what effective teachers use in actual classrooms. Each week, you will know what to expect through checklists and

organized lectures and materials. We will work one week at a time and by the time assignments are due, you will have the content and expectations clearly communicated.

I am very open to providing assistance and support to my students. I appreciate when students reach out with questions before assignments are due. Many assignments are due on Sundays, so if assistance is needed, you will want to reach out several days before the due date. I often do not respond to emails on the weekends. I am flexible if students communicate with me before the due date of a given assignment. My goal is for every student to learn the material with success. If, for some reason, you do not do well on an assignment, I encourage to look at the feedback I provide, reach out for assistance, and resubmit. Good communication with me will always work to your advantage!

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 online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online 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 provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

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 twice 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. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

See attached

Course Evaluation Components and Grading

Evaluation Components

I. **Response Journals** (15 points, 3 points x 5)

Please read thoroughly all the assigned readings for each module (see the course schedule). In each response journal, you need to:

1. Answer the question(s) provided by the instructor, and/or
2. Fill in the assigned graphic organizer provided by the instructor on Beachboard: Content: Response Journals
3. Your response journal should be in your own words and not a copy/pasted from the textbook.
4. Submit your response journal to the Dropbox. Late Response Journals will receive 0 points.

II. **Field Experience and Lessons**

- In response to the global pandemic, this course has been modified. Instead of working with a small group of students, you will complete *Alternative Assignments* (viewing videos, analyzing teaching and student work, writing lesson plans, participating in collaborative discussions). Detailed descriptions of each lesson will be on Beachboard.
- You will annotate 10 videos provided by the instructor. You will be observing teachers instructing an aspect of reading instruction. See Beachboard for form and example.
- Alternative Assignment hours will be reported to S4@thebeach to meet CTC requirements.
- Alternative Assignment Equivalency Hours:

Phonics Lesson & Reflection	1.5 hours
Teaching Comprehension Strategy with Fiction Lesson Plan	1.5 hours
Informational Text Lesson & Analysis Reflection (Signature Assignment)	1.5 hours
Case Study Assessment Analysis	2.5
Video Viewing and Annotated Bibliography	3 hours
Total Hours:	10 hours

- You will write 3 lesson plans for your fieldwork class. Two original lessons need to be developed, taught to a K-8 student (this can be a neighbor, family friend, any known child, or an adult pretending to be a child if needed), and self-reflected. One original lesson will be developed and not taught. You will teach your lessons to a child in a setting of your choosing (via Zoom/Facetime/in person). The guideline for each lesson is on the Beachboard under a specific week where each lesson is discussed. Lessons must be in the format taught during class and contain a well written three part lesson objective.

Lesson 1: Develop, teach, and reflect on one Phonemic Awareness or Phonics lesson

Lesson 2: Develop one comprehension lesson with literature (fiction)

**Lesson 3: Develop, teach, and reflect on one comprehension lesson with informational text (non-fiction)
(Course Signature Assignment)**

III. Case Study Assessment

Assess reading development of an early (K – 2nd grade) elementary student (this can be a neighbor, family friend, any known child, or an adult pretending to be a child if needed), and develop a case study of the “student” as part of your field experience. The components of the case study include:

- 1). Reading Interests and Concepts about Reading Survey (interests and concepts about reading)
- 2). Phonemic Awareness and Phonics Skills Assessments:
 - Letter Identification Task (alphabet knowledge) **AND**
 - AND**
 - Yopp-Singer Test of Phoneme Segmentation
 - AND**
 - Early Names Test (phonics)
- 3). San Diego Quick Assessment (phonics, high frequency and sight word knowledge) **AND** 10 minute writing spree
- 4). Miscue Analysis and Retelling: The Running Record

Detailed guideline for each case study assessment will be on Beachboard under a specific week where each assessment is discussed.

You will assess the student and write a 1-2 page overview of the provided child’s current literacy processing revealed in each task. Each summary will include bullet points of the following: 3-5 points of the child’s current strengths, 3-5 points about the child’s immediate areas of need, 3-5 bullet points of instructional activities that would be likely next steps for the student.

IV. Signature Assignment (*Develop, teach, and reflect on one comprehension lesson with informational text;* Due in Dropbox of Course Beachboard). (This can be a neighbor, family friend, any known child, or an adult pretending to be a child if needed)

Detailed guideline is on the Beachboard under a specific week where the signature assignment is discussed.

V. Online Module of Middle School Reading Comprehension: Complete IRIS online modules; submit screenshot of Wrap Up page and 1 page written reflection.

VI. Fieldwork Submission: Complete fieldwork paperwork on S4@thebeach and submit screenshot to Dropbox by due date.

Course Grading

This is a comprehensive, hands-on course that requires you to have considerable outside class preparation and commitment in addition to the minimum 10 hours of alternative field provided by the instructor. If you find yourself unable to complete the course assignments on time, you are highly encouraged to review the withdrawal policy in the CSULB Schedule. Incomplete grades are RARELY given in this course and only in cases of extreme circumstances. Becoming “overloaded” or “overwhelmed” does not constitute an emergency. You will need to keep me informed if you are experiencing difficulty in meeting the given deadlines.

How to Pass This Course?

1. Have a thorough understanding about the course expectations.
2. Attend every class and be on time! Actively participate in class discussions and activities. Concentrate on learning the content of this class during our time together.
3. Complete all required readings (all 3 textbooks).
4. Follow guidelines for course assignments. DO NOT wait until the due date to start working on an assignment.
5. TAKE NOTES about what you are learning.
6. Ask the professor questions in a timely manner.
7. Respect everyone in the learning community and enjoy learning.

Grading Scale

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

Evaluation Components and Weight

Weekly Class Participation (Quick-writes; quizzes; active participation on Zoom and on Beachboard; group work)

(2 points x 15) **30**

Response Journals (SLOs 1-5)

(3 points x 5) **15**

Phonemic Awareness/Phonics Lesson (field experience)
(SLOs#1, 2, 3, 4, & 6; CCSS foundational skills)

20

Lesson Plan

10

Teaching to a partner and Reflection

10

Comprehension Lesson with Literature (field experience)
(SLOs#1, 2, 3, 4, & 6; CCSS literature)

10

Lesson Plan

10

Case Study Assessments and Summaries (field experience)

50

1. *Reading Interests and Concepts about Reading Survey*

10

2. *Letter/Sound Identification AND*

Yopp-Singer Test of Phoneme Segmentation AND

10

AND

Early Names Test

3. <i>San Diego Quick Assessment</i>	10
4. <i>Running Record Miscue Analysis and Strategies</i>	20

Signature Assignment (**Develop, teach to your case study child*, and reflect on one original comprehension lesson with informational text** due to Task Stream and Beachboard)

(SLOs#1, 2, 3, 4, & 6; CCSS informational text)

<i>Lesson Plan</i>	14	
<i>Reflection scored on rubric (16 points)</i>	16	30

Online Module on Middle School Reading Comprehension	10	10
Video Viewing and Annotated Bibliography	10	10

Fieldwork Paperwork/Hours submitted to S4	10	10
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Total Points		185
Extra Credit (optional Response Journal #6)		3 pts

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Attendance and Participation is part of your grade and will be monitored both through attendance at Zoom sessions and through work with a partner throughout the semester. Non-participation in these aspects of the course will negatively impact your grade.

Class attendance is mandatory. Professionalism requires you to be on time for each Zoom class and fully prepared by finishing all required readings and assignments. You must be on time and remain throughout the full class. Arriving late or leaving early is disruptive to the learning of others. Given the nature of the course, learning by borrowing a classmate's class notes will be virtually impossible. Attendance will be recorded at the beginning of each class.

Each subsequent absence after the 1st absence will result in a 12-point reduction in your final grade. Arriving late or leaving early for each class will result in a 6-point reduction in your final grade. Excused absences will be granted ONLY if evidence (e.g., a doctor's written notice, a letter for jury duty or university business, or a copy of a funeral program) is provided in a timely manner (i.e., when you come to class after your absence). Excused absences are: (1) student's illness or injury; (2) death, injury, or serious illness of an immediate family member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities. Students are fully responsible for the content of the classes due to absences.

Class Civility

In Zoom class and on Beachboard, you are expected to actively participate in class discussions and activities, and act in a professional manner, including working collaboratively with peers and respecting peers' viewpoints and perspectives. During class, students limit distractions as a courtesy to the instructor and classmates. Cameras are expected to be on during Zoom classes. Texting, talking on a cell phone, reading e-mails, surfing the Internet, and doing homework, are disrespectful to both the instructor and classmates.

Course Syllabus, Course Materials, and Course Assignments

- 1). You are responsible for the information and requirements stated in this course syllabus; guidelines for course assignments; instructional materials and announcements posted on the Beachboard; and email communications.
- 2). You are expected to download all course-related materials to your computer and put them in respective folders and subfolders BEFORE EACH CLASS MEETING. Downloaded course materials should be in a folder or a subfolder from which you can easily retrieve. There is NO class time allocated for you to download or search course materials, which is just a huge waste of your valuable class time and your tuition! You are expected to bring course materials to the class meeting as specified in the course schedule.
- 3). Once you have completed this course, you will NOT have access to the course content on the Beachboard.

Quality of Assignments and Submission of Your Work

- 1). You should word process all of your course assignments using 12-point font, black print, reasonable margins, numbered pages, and double-spacing.
- 2). Assignments are expected to have correct grammar, spelling, and punctuation.
- 3). It is your responsibility to label and submit each work (that is required to be submitted online) to a specific dropbox on the Beachboard as specified in each guideline for a course assignment.
- 4). You are advised to keep a copy of each submitted work for your own records.

Due Dates

- 1). All course assignments are due on the date specified the course schedule. Late submissions will have a 20% deduction in score. Late work will not be accepted one week after due date.
- 2). Weekly readings and response journals will not be accepted late. It is important that you keep up with your weekly readings to fully participate in this course.
- 3). Any course assignment that does not follow its guideline will receive a grade of 0.

Late Work/Make-up Policy

All assignments are to be typed in Times New Roman; 12-point font, double spaced, and uploaded to BeachBoard Dropbox except when otherwise indicated.

Assignments are performance-based and graded according to specific criteria.

The instructor is more than willing to clarify any questions about assignment criteria.

Partial or off-topic assignments will not be accepted for grading.

Late assignments, turned in after the due date stated in the syllabus, will be assessed a 20% grade point penalty. No assignments will be accepted one week or more after the initial due date. Late assignments will not be eligible for extra credit points.

Late response journals will not be accepted.

No late assignments will be accepted after the final day of class.

Keep a copy of each assignment for your own records.

At the instructor's discretion, students will be given the opportunity to rewrite no more than two (2) assignments during the semester. No late papers, off-topic, or incomplete assignments are eligible for

rewriting.

No extra credit is assessed to rewritten assignments.

Students choosing to rewrite an assignment will have a one-week deadline. For example, once an assignment is returned, the student will have seven days to rewrite and submit it for a change of grade. Rewritten assignments are not eligible for full credit. They will automatically be deducted 20%.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Academic Integrity](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond 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.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

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

College of Education Expectations for Professional Conduct

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

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

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.

5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

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

Additional Information

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, 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.

Student Support Services

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

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

CSULB Vaccination and Mask Policy

Vaccinations: CSULB requires all students to complete the online vaccine certification by August 23, 2021, and the entire CSU system requires students to be fully vaccinated against COVID-19 by September 30, 2021, unless they have an approved exemption. All members of the campus community have access to an online vaccination certification on the University's single sign-on screen. As part of the certification, you will need to upload proof of having been vaccinated, usually in the form of a JPG or PDF of your immunization card. A screenshot of a digital record is also an option. The form allows you to qualify for a legitimate medical or religious exemption, or you may indicate that you will not access campus facilities this fall. If you have only received the first dose of a two-dose vaccine, you won't be able to submit the certification form yet. As soon as you receive the second dose and your vaccination card is updated, you may then submit the form. If you

remain unvaccinated, you will be required to participate in a weekly COVID-19 testing program. See the TESTING area of this website for details.

Face Coverings: Currently, CSULB is requiring everyone on campus to wear an approved face covering in all indoor campus spaces. Accordingly, all students are required to wear an appropriate face covering the nose and mouth in order to participate in this course. Students unable to wear a face covering due to a medical condition or faculty who need a clear face mask for lip reading accommodations should contact the Bob Murphy Access Center by phone at (562) 985-5401 or by email at bmac@csulb.edu.

If a student arrives to class without a face covering, the faculty will offer the student a mask and a reminder that wearing one is mandatory (in case they don't have one with them – extra masks will be provided to department offices). If the student refuses, the faculty may ask them to leave class until they're prepared to comply with university policy and if they continue to refuse, faculty may dismiss class. In this case, the faculty should inform their department chair and fill out the form report a policy violation on the OSCED webpage; Report Student COVID-10 Policy Violations. The Office of Student Conduct and Ethical Development will follow up with the student to provide due process and potential disciplinary action. Students may return to the classroom when they are compliant with the face covering policy.

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. Any changes in due dates made by the instructor will be to the advantage of the student.