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 Teaching & Learning Reading, K-8
Spring 2021/Asynchronous Sessions
Section # 1, Course Number 3350
3 Semester Units

Course Information

Instructor: Dr. Trini Lewis
Email: trini.lewis@csulb.edu
Virtual Office Hours Days/Times: By scheduling appointment via email for meeting on Zoom or Microsoft Teams, email communication & Q & A Discussion Board Section on BeachBoard. **A special Meet & Greet Session will occur in real time on Zoom between 12 pm-1 pm on Tuesday. 1-19-21. Sign-up in the Discussion Board on Beach Board. The session is optional, but I highly encourage you to join me.**
Class Days/Times: Online asynchronous sessions delivered in a weekly module format. Course content is accessible 24/7 with the exception of quizzes (see information in syllabus about quizzes). **Modules open each Wednesday at 12:00 PM/Noon Time.**

Catalog Course Description (adapted from the CSULB 2020- 2022 University Catalog)
Prerequisite: Admission to the Multiple Subject Credential Program (MSCP) or the Education Specialist Credential Program.

Our online section of EDEL 452 focuses on learning the content, methods, and assessment practices 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. Additionally, the course work includes learning about reading processes which include phonemic awareness, phonics, fluency, vocabulary development, and comprehension. Assessment also plays a significant role in the course and you will learn to diagnosis literacy progress by administering an array of assessments to better understand a students' literacy strengths and needs.

A minimum of ten hours of fieldwork in a K-8 classroom is also a course requirement. Letter grade only (A-F). Due to COVID-19 conditions alternative fieldwork tasks are required to fulfill the fieldwork requirement. Refer to the Fieldwork section in this syllabus for information about the alternative fieldwork format and tasks.

Syllabus Changes

This syllabus and/or the structure of our course, including the content and components on our EDEL 452 BeachBoard web pages is subject to changes if situations emerge that deem changes are necessary to better meet students' needs.

Student Learning Outcomes and Goals

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

SLO 1-Lesson Design and Assessment

- Written lesson plan that is clear, complete, and standards-based (TPE 3.1)
- Lesson plan that includes an appropriate three-part objective (content, level of cognition, proving behavior) (TPEs 3.3, 4.1, 5.8)
- 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) 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)
- Include plans for engaging students, modeling, active participation, and checks for understanding (TPE 1.4, 1.8, 3.3, 4.7)
- 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)
- Lesson plan includes opportunities for students to actively think critically and work collaboratively (TPE 1.5, 4.6)
- Lesson goals and instructional strategies are based on student learning needs (TPE 1.1, 3.2, 4.2)
- Lesson plan incorporates appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8)

SLO 2-Lesson Implementation and Assessment

- Lesson is taught in alignment with specified standards (TPE 4.3)
- Objective/Learning Target is clearly communicated to all students (TPE 3.1, 3.2, 4.4)
- Materials are prepared and utilized effectively (TPE 4.3)
- Appropriate pacing is used to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
- A variety of questioning and active participation (overt and covert) strategies are used throughout the lesson (TPE 4.3)
- The results of active participation strategies are used to make adjustments to the instruction (TPE 1.8, 5.1, 5.2)
- Students are engaged in self-assessment (TPE 4.5, 5.3)
- Uses appropriate wait time during questioning (1.5, 1.6)
- Effectively implements appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

SLO 3-Classroom Management and Environment

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

SLO 4-Professionalism

- Arrives on-time and prepared to engage in instruction (TPE 6.8)
- Conducts regular reflection on performance (TPE 6.1)
- Establishes professional learning goals (TPE 6.3)
- Learns to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
- Models ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
- 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

SLO 5-Outline of Subject Matter

I. Foundations for Teaching Reading (SLO 1)

- Historical issues in reading instruction
- Current issues in reading instruction
- Theoretical perspectives of teaching reading
- Teaching all children to read, including English language learners, speakers of non-mainstream English, and students with special needs
- Lesson plan design

II. Structure of the English Language (SLOs 1 & 2; RICA Domain 2)

- Overview of language structure
- Sound-symbol relationships
- Phonology
- Morphology
- Semantics
- Syntax
- Relationship between language structure and early reading development.
- Differences in reading and language development among varied linguistic groups (e.g. Spanish and English).
- Implications of language knowledge for developing phonemic awareness and teaching phonics.

III. Comprehensive Reading Instruction (SLOs 1, 2 & 3; CCSS Reading Standards for Literature K– 5, Informational Text K–5, & Foundational Skills K–5; RICA Domains 2, 3, 4, &5)

- Comprehensive reading instruction for all students, including English learners and special education students in general education classrooms.
- Foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency) alphabet knowledge and alphabetic principle.
- Instructional approaches to teaching foundational skills.
- Instructional approaches to teaching vocabulary and academic language.
- Instructional approaches to teaching text structures of literature and informational text, and technology resources with varied levels of text complexity.
- Instructional approaches to teaching comprehension of literature and informational texts, and technology resources with varied levels of text complexity.

- Instructional approaches to teaching reading across content areas.
- Lesson plan includes reflections.
- An appropriate three-part objective (content, level of cognition, and proving behavior).
- Plans for engaging students and maintaining student motivation, modeling, active. participation, and checks for understanding.
- Plans for differentiated instruction for English learners, for students with special needs, and for challenging students.
- Plans for appropriate pacing, monitoring student learning, for adjusting teaching based on student response to teaching, and for student self-assessment. lesson reflection includes a response to the lesson design, implementation (strategies, materials, available appropriate technology, student engagement, pacing, differentiated instruction), and assessment and outcome of student learning.

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

- Designing a comprehensive assessment plan for a case study student.
- Reading interests and concepts about reading.
- Foundational skills (print concepts, phonological awareness, phonics and word recognition, and fluency).
- Comprehension of literature and informational text.
- Conducting assessment and analyzing assessment data.
- Planning appropriate instruction based on identified reading needs.
- 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).

V. Instructional Materials for Teaching Children & Adolescents to Read (SLOs 1 & 2)

- Becoming knowledgeable of various genres of children's literature and informational text (including international literature) and different types of texts (e.g., print, non-print) and role that literature and informational text (including technology resources) play in reading instruction.
- Selecting and evaluating instructional reading materials (literature, informational texts, and technology resources)
- Teaching with a wide range of instructional materials.
- Aligning instructional materials with state standards (and district standards if available).
- Adapting instructional materials for students' diverse needs, including English learners' language levels, and special education students' needs.
- Teaching with currently-adopted commercial reading programs in a comprehensive reading program.
- Teaching with literature and informational texts, and technology resources for all learners.

VI. Professionalism (SLO 4)

Professionalism is an important to becoming a teacher! As a teacher candidate you are expected to demonstrate professionalism in the following ways:

- Display professional courtesy towards all EDEL 452 community members, including the instructor and classmates.
- Maintain good attendance, and observance of due dates for assignments.

- Demonstrate flexibility regarding fieldwork activities, and unanticipated changes in the course calendar or syllabus.

- Display appropriate demeanor (e.g., oral and written communication), a positive attitude, and awareness of your professional values and biases.

- Conduct regular reflection on lesson planning, teaching and class activities.

- Establish professional learning goals related to the EDEL 452 course content.

- Models ethical conduct of teaching professionals, including use of technology and digital media in lesson teaching.

- Learns how to promote family engagement for supporting children's reading development.

Students in EDEL 452 course are also expected to pay attention to practicing professional dispositions embedded in TPE 6, Developing as a Professional Educator.

      TPE 6-2 (adapted)

- Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They <u>exhibit positive dispositions of caring, support, acceptance, and fairness.</u>

      TPE 6-6 (adapted)

- Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

If a professional disposition issue emerges related to the professional expectations stated in the Student Learning Outcomes (SLOs) for EDEL 452, 20% of your overall total points for the course will be deducted at the end of the semester from your total point accumulation.

<u>VII.</u> <u>Clinical 2</u>

Hours completed after program admission, but before student teaching. These hours include fieldwork completed in pedagogy/methods courses. (For Fall 2020, EDEL 452 will complete alternative fieldwork tasks for meeting the required minimum of 10 hours of fieldwork, given COVID-19 conditions.)

Required Texts/Course Materials

1. Graves, M.F., Juel, C. J., Graves, B. B., Dewitz, P. (2020). Teaching Reading in the 21st Century: Motivating All Learners, 6th Edition, Boston, MA: Pearson. (Must be 6th Edition, no exceptions). ISBN-13 978-0-13-519675-5.
The digital version is available for you on BeachBoard through Day1 Digital Access.
You can also purchase the book or rent it through the CSULB bookstore.

2. California State Board of Education (2015). English Language Arts/English Development Framework for California public schools. Sacramento, CA: California Department of Education (posted on BB).

1. RICA website: http://www.rica.nesinc.com
2. CCTC website at: http://www.ctc.ca.gov

When needed, other readings for the course will be posted on BB.

The Role of Information Technology for Enhancing EDEL 452 Instruction, Curriculum, & Assessment and Technical Requirements: Mode of Instruction for Our Online Model

Wednesday-to-Wednesday Modules

All of our EDEL 452 course content, including curriculum, instruction, and assessment is delivered in an asynchronous online format for you to access 24/7 (except quizzes), and organized into weekly modules that are accessible **Wednesday-Wednesday, 12 pm/noon time.** You will need to complete the assignments and activities by the due dates (see Topic & Assignment Schedule), by each Wednesday, no later than **12:00 PM (noon time**), except for quizzes (see information on Quizzes 1-3, in this syllabus.

It is not possible to complete more than one module a week. Some content is accessible all semester long as menu items that are needed throughout the semester, such as standards, etc.

You will need to access our BeachBoard web pages, Zoom, You Tube, and other websites when required to enhance your understanding of our EDEL 452 course content and/or to complete assignments and course expectations. Important weekly announcements, guidelines and directions for course assignments, and other course related materials will always be posted on a weekly basis on BeachBoard in the notifications/news section.

Successful online **EDEL 452 students exhibit motivation and are self-directed learners** who:

- Are or learn to be comfortable with accessing and using technology.
- Have clear communication skills.
- Have good time management skills
- Pay close attention and adhere to meeting the deadline due dates for all assignments and tasks
- Contribute to participation activities early in the week, to allow others the opportunity to read, reflect, and respond to posts.
- Schedule time to become oriented and to learn the course design and tools.
- Are open minded and flexible.
- Have patience and a sense of humor with technology!
- Seek assistance from support resources, and assist others in the course.
- Read the syllabus, and any other course material, carefully and ask for clarification from the professor when needed.

Assistive Technology

In keeping with the CSU Assistive Technology Initiative, this syllabus and the majority of our course materials are posted on BB in a PDF format to facilitate accessibility for all students.

Minimum Expectations for Accessing and Using Technology

Our course is conducted entirely through using online learning formats. You will need to access our course content, material and activities on BeachBoard and you are required to participate in all asynchronous class sessions as organized in our weekly modules.

A minimum level of technical competence is required for completing our online assignments,

activities, or quizzes. You are expected to access and utilize the following technology:

- Connect and navigate the internet using a web browser to access BeachBoard, You Tube, Zoom, as well as other web sites when needed.
- Send and receive e-mail with attachments.
- <u>Word process all assignments</u> including copying, cutting, pasting, opening, saving, and managing files. <u>No handwritten assignments are permitted except.</u>
- Upload and scan attachments to web site platforms, such as BeachBoard.
- Compress and/or upload audio/video/document files to web sites, when needed.
- Utilize Smartphone or video camera when needed.

Minimum Computer Requirements

- Windows or OS Operating System
- Browser: Firefox, Google Chrome, or Safari
- Internet Connection: DSL or Cable
- Built-in or External Peripherals: Microphone and/or Webcam
- Software: PDF Reader, Word (Software is free to all registered students at the CSULB Software Depot. You can learn more about how to access the free software at:http://web.csulb.edu/divisions/aa/academic_technology/ats/software/
- Plugin: Java, Shockwave/Flash Player (Plugins are free at Adobe website)

BeachBoard Access & Support

If you experience a technical issue during an online activity or assignment, please access one of the support resources in this syllabus or posted on BB. Also, please email me immediately so that I can troubleshoot the problem and provide you with advice, if needed.

There are a number of support services to assist you with using technology for the course.

You call BeachBoard support at (562) 985-4959, or email them at helpdesk@csulb.edu.

You can also access the BeachBoard Student Help Web Page at: http://www.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/students/index.html

Department and University Facilities & Resources to Support Technological Access

CSULB is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university sent you a communication directly regarding accessing these resources.

Course Communication on BeachBoard & Your Email Address

BeachBoard is used to make announcements, communicate information, post assignments with corresponding due dates, and discuss course-related topics. <u>It is your responsibility to always use your CSULB email account for all course related business.</u> If your email address is not the one you frequently access or is incorrect there will be a delay in you receiving our course information, or you might not receive it at all. Therefore, it is imperative that you ensure that your BeachBoard account is set to use your university campus email account. For assistance, contact the CSULB Technology Help Desk at the phone number in the section above entitled BeachBoard Access & Support.

Please remember to check your CSULB email accounts a minimum of once per week to receive our course important communications. Email and notices will only be sent to your CSULB email account.

To ensure the effectiveness and success of our online course, please note the following:

(b) I will communicate with you via email sent from BeachBoard or my CSULB email account, when needed. You need to communicate with me using CSULB email and/or through BeachBoard, when needed;

(c) You online participation will be assessed and graded according to the guidelines for the assignments that are posted on BeachBoard;

(d) I will monitor all course online activities as recorded on BeachBoard (BeachBoard provides and saves a digital print of your online course activities);

(e) The standards of appropriate online behavior are required to be maintained according to the guidelines in this syllabus and for each assignment;

(f) A minimum level of technical competence is required for participating and completing online assignments, activities, or quizzes.

Posting Questions on BB/ Q&A Forum, Email, & Phone Appointments

If you have a question, it can be frequently answered by reviewing the information in this syllabus i and/or reading the guidelines for the assignments and activities posted on BeachBoard. If your question can't be answered by reviewing the syllabus or the guidelines for the assignments, then please post your question in the Q & A section on the BeachBoard Discussion Board. I address questions posted with a timely response within a 24 hour time frame, Monday-Thursday, 1 pm-4 pm. Posing questions will not only help you, but benefit your classmates who might also have the same question! Anyone in our course can also respond to the questions posted in the Q & A Discussion Board Forum.

Your questions or comments are accessible to me and everyone in the course. Thus, to maintain your confidentiality, questions of a personal nature should be sent to my CSULB email address noted on the first page of the syllabus. If you need to arrange an appointment, email me first to request either a Zoom or Microsoft virtual meeting.

Policies for Assignments & Quizzes & Late Submissions

All assignments must be uploaded into the appropriate Dropbox on BeachBoard. **Please do not email me your work or it will be returned for you to submit into the Dropbox.**

Specific instructions for completing all of your assignments will always be posted on BeachBoard when necessary. Your completed assignments must follow the required guidelines, or the work will be returned for revision. If work is returned for revision is not revised for a resubmission you will experience a 20% deduction from the total possible points for the assignment.

- All of your written assignments must be word processed using Microsoft Word software in 12 point font and legible or converted to a PDF format. **Assignments not word processed using a Microsoft Word or PDF format will not be accepted and returned for revision in a Word format.**

- Remember to proofread all of your assignments—check for correct spelling and grammar. If your assignment has an abundance of errors related to spelling and grammar that impede my understanding of your ideas, you will lose points at my discretion depending on the severity of the issues.

- **Please make sure that your full name, the course number, the semester, and the date always appear in the upper right corner to avoid having the assignment returned to you to complete the information.**

- Assignments are either text or point scored.

Text Scored Assignments (S/U)

If a text scored assignment is not uploaded on time by Wednesday, 12:00 pm/noon time, **you will lose 10% of your total points earned in the course for each day your assignment is late. Assignments turned in after 7 days will receive zero points and will not be accepted.** The 10% point loss for text scored assignments is deducted at the end of the semester. Text scored assignments are scored with an S- Satisfactory score, if a U-Unsatisfactory score.

Point Scored Assignments

If a point scored assignment is not uploaded on time by Wednesday, 12:00 pm/noon time, **you will lose 10% of the total possible points for each day the assignment is late. Assignments turned in after 5 days/Monday-Friday will receive zero points and will not be accepted.**

Late Submission Policy only for Unforeseen Circumstances

If an assignment needs to be turned in late due to unforeseen circumstances, please notify me by email ASAP and provide me with a written explanation detailing the reason for the need to submit work late. The explanation should include: (1) the reason that prevents you from completing the assignment; and (2) the new date when you will turn in the assignment and no later than 5 days/Monday-Friday. The new date should be within 5 days of the original due date. **If the assignment is turned in after your new due date, then you will lose ten percent of the total points accumulated in the course for each day your assignment is late, unless there is new compelling information that can be submitted with documentation.**

Email submissions of late work are not reviewed or graded. There are no exceptions to this policy. All late work must be uploaded into the relevant BB Dropbox or posted on the Discussion Board depending on the assignment requirements.

Information about Quizzes 1-3

In this course you will need to complete 3 quizzes as noted in the Topic and Assignment Schedule in this syllabus. If you miss taking one quiz you will receive 50% of your lowest quiz score. The points for the missed quiz will be posted after quiz 3. If you miss more than one quiz, you will receive zero points for each missed quiz with no opportunity for making it up or completing an extra credit assignment. You will need to log onto to BeachBoard to complete each timed 30 minute quiz. Quizzes will be accessible for a 24 hour period to complete, beginning on the last Wednesday 12:00 PM (noon time) session of a module until the next day on Thursday at 12:00 PM (noon time).

Each quiz consists of a total of 20 multiple choice items for a total of 10 points per quiz. The quizzes are based on the course text and class lectures. You will have 30 minutes to complete each quiz. After completion, you will receive your score and the correct answers for any incorrect test items. The quizzes are very useful in preparation for the RICA Exam. You need to complete the reading of the text and listen to the lectures to do well on the quizzes. You cannot pass the quiz by simply listening to my Power Point Video Lectures. I highlight the key concepts in the videos and leave details and other information for you to read on your own. In the videos, at times, I also enhance the information in the text.

Fieldwork Experiences

- The fieldwork (FW) experiences are to enhance your understanding of lesson plan design that is informed by analyzing children's literacy assessment results to determine strengths and challenges in reading development. Given our COVID-19 learning environment in our public schools you will not be able to complete your fieldwork in a public school classroom. Therefore, all FW will be completed using an alternative FW approach that includes writing FW Log reflections to demonstrate your understanding of the purpose of a literacy assessment, how to administer the literacy assessment, and viewing a teacher's approach with using the assessment and how to analyze the assessment results. Please note the FW reflections are separate assignments from the lesson plan reflections.

- Your alternative fieldwork experience includes receiving data of a child's literacy assessment to analyze in fieldwork reflections, the case study report and data table, and for completing lesson plans and lesson plan reflections, as well as other related activities. These assignments comprise your 10 hours of alternative fieldwork for meeting the California state requirements governing your MSCP credential program. The child, Tyler will be referred to as our case study student. Tyler exhibits reading behaviors that indicate literacy strengths and challenges according to data results from the following 8 FW assessments.

    1. Reader's Interest Survey Narrative(RIS)
    2. Yopp-Singer (Y-S)
    3. Letter Identification
    4. Concepts about Print Assessment(CAP)
    5. San Diego Quick Assessment (SDQT)
    6. Fluency Assessment
    7. Running Record (RR)
    8. Retelling

You will need to confirm your completed 10 alternative fieldwork hours on the CSULB/CED S4 webpage. Procedures for the S4 system are directly emailed to you by the Office of Clinical Practice.

CSULB Policies & Student Support Services

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 Cheating and Plagiarism 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.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

Student Support Services

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. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Course Assignments & Assessments with Total Possible Points

Course Assignments & Assessments	Possible Points
• Quizzes 1, 2 & 3-online sessions (SLO 5)	30 (3 x 10 pts.)
• Phonemic Awareness/Phonics/Word Analysis Lesson Plan using Narrative Text, & Reflection (Fieldwork-Standard 13 & 14; TPEs 1, 2, 4, 5,6, 7, 9, 10 (SLOs 1,2,3,4, & 6, LP=10 pts./Rfl.=5 pts.)	15 pts.
• Mini-differentiation Lesson Plan Using ELD Framework & Reflection. Planned, but not taught. (LP-5 pts./Rfl.=5)	10 pts.
• Comprehension Lesson Plan using Informational Text, & Reflection-Planned, but not taught utilizing relevant FW Assessment Data (Fieldwork-Standard 13 & 14; TPEs 1, 2, 4, 5,6, 7, 9, 10 (SLOs 1,2,3,4, & 6, LP=10 pts./Rfl.=5)	15 (pts.)
• Syllabus Acknowledgement Form, MSCP Admission Letter	S/U
• Brief Intro Video Posted in DB/BB	5
• Case Study Report & Data Table – CSR (TPEs 1, 3, 4, 6, 7, 8, 9, Standards 13, & 14, SLO 5) All 8 assessments (SLO 5) need to be utilized for completing the CSR or you will not receive credit for your case study report and for completing your lesson plans and alternative fieldwork activities. If the fieldwork activities are not completed, you will you NOT receive a grade for the class. The successful completion of fieldwork is a California state requirement for your credential. If you receive an unsatisfactory on any of the following assessments, you must revise the assessment	20
• Fieldwork Log Reflections (8 x 5 points/SLOs 1-6)	40
• Final Exam/Signature Assignment (Fieldwork-Standards13 &14; TPE 1, 2, 3, 4, 5, 6, 7, 9, & 10 and SLOs 1, 2, 3, 4, & 6)	20
• Final Course Reflection/Farewell Posting	5
Total Possible Points	**160**

A=160-144

Performance of the student has been <u>at the highest level, showing sustained excellence</u> in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
B=143-127

Performance of the student has been <u>at a high level, showing consistent and effective achievement</u> in meeting course requirements.

C=126-110

Performance of the student has been <u>at an adequate level, meeting the basic requirements</u> of the course.

D=109-93 Performance of the student has been <u>less than adequate, meeting only the minimum course requirements</u>

F=92 and below Performance of the student has been such that <u>minimal course requirements</u> <u>have not been met.</u>

For further information regarding academic regulations pertaining to final course grades, grading procedures, final assessments, withdrawals, incompletes, educational leaves, etc. please refer to the CSULB Catalog, 2020-2021. You can access the relevant information at:
http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/part_one_definitions.html

Module Weeks/Dates Wed.to Wed.	Key Topics	Student Assignments/Due Dates (All assignments are due at the end of the Weekly Module date, except for quizzes.)
Wk 1 **Module 1** **1-20** **To** **1-27**	• Overview of the Course-Syllabus • What theories influence our literacy development? • What are Processes of Reading? • Reading Proficiency of Today's Students & Components of Today's & Tomorrow's Literacy Curriculum • Fieldwork Log Reflections • S 4	**(1)** Read Syllabus & Course Learning Outcomes; (2) Read Chapter 1-Reading and Learning to Read;(3) Complete syllabus acknowledgment form; (4) Self-intro Video. • **Due:** MSCP Admission Letter • **Due**: Syllabus Acknowledgement Form • **Due:** Brief self-introduction video you need to post in the Discussion Board.
Wk 2 **Module 2** **1-27** **To** **2-3**	• Instructional Principles. • Historical Overview of Reading • Reader's Interest Survey (RIS) • CA Reading/LA Framework	• (1) View video(s); (2) Read Chapter 2- Reading Instruction. (3) • **Due**: RIS FW Log Reflection #1
Wk 3 **Module 3** **2-3** **To** **2-10**	• Why is Motivation Important in Becoming a Successful Reader? • What are the Components of a Literate Environment? • Grouping Students for Instruction • Teacher-based Strategies • Letter ID	(1) View video(s); (2) Read Chapter 3 – Motivation and Engagement • **Due:** Letter ID FW Log Reflection #2
Wk 4 **Module 4** **2-10** **To** **2-17**	• Differentiating Instruction • What Is Intervention for Struggling Readers & Special Needs Students? What does it look like in the classroom? • Y-S Assessment	(1) View videos; (2) Read Chapter 4–Organizing Instruction So All Will Succeed • **Due:** Y-S FW Log Reflection #3 • **Due:** Quiz #1 on BB (Chapters 1- 4 access on Wed/9-23-20 for 24 hrs.)

Module Weeks/Dates Wed.to Wed.	Key Topics	Student Assignments/Due Dates (All assignments are due at the end of the Weekly Module date, except for quizzes.)
Wk 5 **Module 5** **2-17** **To** **2-24**	• Assessment • High stakes testing/summative assessment • Formative Assessment • Phonemic Awareness Literacy Process • Lesson Plan & Reflection	• View video(s); (2) Read Chapter 5 - Classroom Assessment • **Due**: Phonemic Awareness/Phonics Lesson Plan & Lesson Plan Reflection
Wk 6 **Module 6** **2-24** **To** **3-3**	• Concepts About Print (CAP) Assessment • Reading English as a Second Language Learner • Instructional Principles & ELA/ELD Framework • EL Mini-differentiation Comprehension Lesson Plan using ELD Framework and Reflection	(1) View videos; (2) Read Chapter 14 Reading Instruction. For English-Learners • **Due:** CAP FW Log Reflection #4. • **Due:** EL Mini-differentiation Comprehension Lesson Plan and Reflection
Wk 7 **Module 7** **3-3** **To** **3-10**	• Assessing Text Difficulty & Accessibility • Texts for Beginning Reading Instruction • Texts for Developing Comprehension • San Diego Quick Test (SDQT)	(1) View videos; (2) Read Chapter 6 Choosing Texts for Reading Instruction • **Due:** SDQT FW Log Reflection #5
Wk 8 **Module 8** **3-10** **To** **3-17**	• Learning to Read Words • Emerging Knowledge About Word Structure, Phonemic Awareness and Phonological Awareness • Alphabet Recognition Structure of Spoken/Written Words	(1) View Videos; (2) Read Chapter 7 Emergent Literacy • **Due:** Quiz #2 on BB (Chapters 5- 7 & 14)
Wk 9 **Module 9** **3-17** **To** **3-24**	• Importance of Word Recognition • Structure of Spoken & Written English • Phonics/Decoding Literacy Process • Learning to Read Words • Word Study for Vocabulary Building • Running record and analysis. • FW Assessment Data Table of Results Identifying Strengths and Needs • Case Study Report	(1) View videos; (2) Read Chapter 8 Word Recognition • **Due**: Running Record FW Log Reflection #6

Weeks/Dates Wed.to Wed.	Topic	Assignment Deadlines/Due Dates (All assignments are due at the end of the Weekly Module date, except for quizzes.)
Spring Break March 29-April 2 Nothing is Due!		
Weeks 10/11 Module 10/11 **Overlap due to Spring Break And longer availability due to Spring Break)** **3-24 To 4-7**	• Independent Reading • Fluency Literacy Process • Review FW Assessment Data Table of Results Identifying Strengths and Needs • Review Case Study Report	(1) View videos; (2) Read Chapter 9 –Fluency & Independent Reading • Due: Fluency FW Log #7 • Work on Case Study Report and Data Table that is due next week.
Week 12 Module 12 **4-7 To 4-14**	• Text & Vocabulary Comprehension Literacy Process & Strategies • Assessing Narrative Reading Comprehension • Retelling • Review Case Study Report & FW Assessment Data Table of Results Identifying Strengths and Needs	• View videos; (2) Chapter 11 Teaching Reading Comprehension Focusing on Narrative Text (3) **Due:** Retelling FW Log Reflection #8 • **Due:** Case Study Report with Data Table
Week 13 Module 13 **4-14 To 4-21**	• Building Conceptual Knowledge • Text & Vocabulary Comprehension Literacy Process & Strategies • Assessing Informational Text Comprehension • Comprehension Lesson Plan Using Informational Text & Reflection • Signature Assignment	(1) Read Chapter 12 Comprehending Informational Text. • **Due:** Quiz 3, Chapters 8, 9, 11 & 12 (on BB)

Weeks/Dates Wed.to Wed.	Topic	Assignment Deadlines/Due Dates (All assignments are due at the end of the Weekly Module date, except for quizzes.)
Week 14 **Module 14** **4-21** **To** **4-28**	• Comprehension Lesson Plan Using Informational Text & Reflection • Review Signature Assignment Utilizing Comprehension Lesson Plan Using Informational Text	• **Due**: Informational Text Comprehension Lesson Plan & Reflection. (Work on Signature Assignment Utilizing Informational Text Comprehension Lesson Plan for completing by the due date set for next week)
Week 15 **Module 15** **4-28** **To** **5-5**	• Review Signature Assignment Utilizing Informational Text Comprehension Lesson Plan	• **Due**: Signature Assignment
Finals Week **5-12/Wed.**	• Final Course Reflection & Farewell Posting	• **Due**: Final Course Reflection and Farewell Posting • **Remember to Upload 10 FW hours on S4 system**.

You DID IT!!

Happy Summer Break!