LONG BEACH STATE UNIVERSITY
College of Education

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 and Learning Reading, K-8

Fall 2020

College of Education

Department of Teacher Education

Course Information

Instructor: Wendy McWhorter, M.A.	**Email**: wendy.mcwhorter@csulb.edu
Virtual Office Hours Days/Times: Tuesday & Thursday 5:00 pm-6:00 pm	**Office Hours Zoom Link:** Zoom ID 964 646 9058 Link can be found on course homepage.
Class Days/Times: Asynchronous: 24/7 online Synchronous: See Zoom Room Schedule	**Class Zoom Link**: Zoom ID 964 646 9058 Link can be found on course homepage.

Prerequisite: Admission to the Multiple Subject Credential Program.

Course Description:
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.

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

SLO 2-Lesson Implementation and Assessment
- Execute a lesson taught in alignment with specified standards (TPE 4.3)
- Communicate Objective/Learning Target is clearly to all students (TPE 3.1, 3.2, 4.4)
- Prepare and utilize effective materials (TPE 4.3)
- Use appropriate pacing to teach the lesson and monitor for student learning (TPE 1.5, 4.3, 4.4, 4.7)
- Implement a variety of questioning and active participation (overt and covert) strategies throughout the lesson (TPE 4.3)
- Use the results of active participation strategies to make adjustments to instruction (TPE 1.8, 5.1, 5.2)
- Employ student self-assessment (TPE 4.5, 5.3)
- Use appropriate wait time during questioning (1.5, 1.6)
- Implement appropriate and available technology (TPE 3.7, 3.8, 4.7, 4.8, 5.3)

SLO 3-Classroom Management and Environment
- Teach, reteach, or reinforce rules, procedures, and routines (TPE 2.1, 2.2, 2.6)
- Apply appropriate reinforcement techniques throughout the lesson (structure, approximation, extinction, consequences) (TPE 2.3, 2.5)
- Implement effective proactive and positive classroom management techniques (TPE 2.1, 2.3, 2.5, 2.6)
- Implement appropriate strategies to maintain student motivation (TPE 1.3, 2.3, 2.5, 2.6)

SLO 4-Professionalism
- Arrive on-time and prepared to engage in instruction (TPE 6.8)
- Conduct regular reflection on performance (TPE 6.1)
- Establish professional learning goals (TPE 6.3)
- Demonstrate effective communication and collaboration with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
- Model ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
- Practice how to engage with parents (TPE 1.2, 2.6, 5.5, 6.4)

Required Texts/Course Materials:
1. Cooter, Robert B. & Flynt, E. Sutton and Kathleen S. Cooter (2013). *The Flynt/Cooter Comprehensive Reading Inventory -2: Assessment of K-12 Reading Skills in English and Spanish.* Boston: Pearson.
2. Tompkins, G., (2017). *Literacy for the 21st Century: A Balanced Approach (Revel Edition)*. New York: Pearson.
3. Supplementary Readings will be available on the BeachBoard.
4. California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects (downloadable on the BeachBoard under "Content", "Course Assignments", "Common Core State Standards—English Language Arts Standards") http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf.
5. RICA Content Specifications http://www.ctcexams.nesinc.com/pdf/rc_content_specs.pdf

Recommended Texts:
- Bear, D. Invernizzi, M, Templeton, S. & Johnston, Francine (2017). Words Their Way: Word Study for Phonics, Vocabulary and Spelling Instruction. Hoboken: Pearson.
- Beck, I. & McKeowen, M. (2013). *Bringing Words to Life: Robust Vocabulary Instruction* (2nd Ed). New York: Guilford Press.
- Clay, Marie M. (2017). *Running Records for the Classroom Teacher* (2nd Ed.). The Mary Clay Literacy Trust: Heinemann.
- Fountas, I. & PInnell, G. (2016). *The Fountas & Pinnell Literacy Continuum, Expanded Edition: A Tool for Assessment, Planning, and Teaching, PreK-8*. Portsmouth: Heinemann.
- Fountas, I. & PInnell, G. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth: Heinemann.
- Johns, J. & Berglund, R. (2009). *FLUENCY: STRATEGIES AND ASSESSMENTS 3rd Edition*. Dubuque: Kendall Hunt Publishing.
- Kress, J. & Fry, E. (2016). *The Reading Teacher's Book of Lists (6th Ed).* Plano: Jossey-Bass Publishing.
- Rossi, J. & Schipper, B. (2012). *Case studies in preparation for the California Reading Competency Test* (4th ed.). New York: Allyn & Bacon.

Mode of Delivery and Technical Requirements:
This course is conducted entirely through Alternative Modes of Instruction, using both synchronous online and asynchronous learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Google Chrome or Firefox recommended). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk.

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

Course Communication
1. We will communicate through BeachBoard, Zoom and email.
2. Email only using your CSULB email, not through BeachBoard. Emails sent through BeachBoard will likely end up in a spam folder.
3. Students should 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.
4. Students may meet with the instructor during office hours, by appointment, or via email.
5. Instructor will respond to emails in a timely manner, usually within 24-48 hours.
6. It is expected that all students log onto BeachBoard at least twice throughout the week.
7. Checklists and materials for each of the course modules are posted in the Content tab on BeachBoard. There will be content self-checks, which unlock the subsequent modules.
8. Online participation will be monitored by participation in ONE weekly Zoom Room Discussion and engagement with course material on BeachBoard. It is expected that students follow a professional disposition while interacting online with classmates.

Course Modules: more detailed schedule can be found on BeachBoard.

	Module	Weeks
1	Course Orientation	Week 1
2	Standards Based Lesson Design	Weeks 2-4
3	Early Literacy Development and Assessment	Weeks 5-8
4	Developing Fluent Readers and Writers	Weeks 9-12
5	Teaching for Comprehension	Weeks 12-16

Course Evaluation Components and Grading

Evaluation Components:

Description of Course Assignments:

Class Engagement
• You will access all course materials, complete assigned readings and submit required activities. • You will use the weekly checklists to guide your learning. • 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. • You are expected to download all course-related materials to your computer and put them in respective folders and subfolders. Downloaded course materials should be in a folder or a subfolder from which you can easily retrieve. See Schedule on BeachBoard under "Course Documents".
Zoom Room Attendance / Discussion Board Engagement
• You will participate in ONE weekly Zoom Room and/or Discussion Board Post as noted in schedule. • You will be prepared to actively discuss the posted question, topic, issue referencing course and professional materials as well as personal experience. • Participation includes demonstrating active contribution to online class discussion, posing clarification, reflective, and/or information-seeking questions, communicating ideas or concerns

with the instructor; as well as engaging in and completing all assigned class tasks, class activities, and course assignments.
- You will find a detailed schedule of Zoom Room times and topics on each week's checklist and under the "Assignments" tab on BeachBoard.

Module Self-Checks

- **Y**ou will score at least 80% on each module's self-checks unlocking the next course module.
- The self-checks are open book and based on the course text readings.
- The self-checks are untimed and you have two attempts.
- If you do not pass the self-check, you will need to schedule a conference with the instructor in order to unlock the next module.

Case Study Assessment (Alternative Field Experience)

- You will be required to access and copy essential documents from the Flynt & Cooter Comprehensive Reading Inventory-2. It is recommended that you follow the posted table of contents and tab the respective pages in the book.
- As a part of course and fieldwork requirements, you will assess the reading development of an individual student and develop a case study of the student as part of field experience. You may work with a case study student from the same classroom where you will be teaching lessons or from a different classroom. The components of the case study include:
  - o CS 1: Reading Interests/ Attitudes and Concepts about Reading Survey
  - o CS 2: Phonemic Awareness and Phonics Skills Assessments
  - o CS 3: Phonics, High Frequency and Sight Word Knowledge
  - o CS 4: Miscue Analysis and Comprehension using Graded Reading Passages (fluency, comprehension of literature, and comprehension of informational text)
- You will assess the student and write a 1-2 page overview of the child's current literacy processing revealed in each task. Each summary will include discussion of the following: child's current strengths, immediate areas of need, and instructional strategies and/ or activities that would be likely next steps for the student.
- You will find a detailed guideline for each case study assessment on BeachBoard under the "Assignments" tab as well as the specific week when each case study assessment is discussed.

Lesson Plan Implementation/ Reflection

- You will create three underlined original lesson plans that will be developed, taught, and self-reflected.
- You will teach each lesson to your class cohort.
  - o **Lesson 1: Develop, teach, and reflect on one Phonemic Awareness or Phonics lesson**
  - o **Lesson 2: Develop, teach, and reflect on one comprehension lesson with literature**
  - o **Lesson 3: Develop, teach, and reflect on one comprehension lesson with informational text (Signature Assignment)**
- You will find a detailed guideline for each lesson plan on BeachBoard under the "Assignments" tab as well as the specific week when each lesson plan is discussed.

Alternative Fieldwork Assignments

- Due to COVID-19 you are not able to complete clinical practice (fieldwork) hours at a school site.
- Unlike previous semesters, students **ARE NOT** required to enter a placement in S4. The Office of Clinical Practice will enter this placement for you. All students will be placed in an "alternative clinical practice" placement.
- You will be provided alternative, clinical practice assignments by the instructor, which will be listed in weekly checklists.
- You will be expected to maintain a time log for this course detailing a description and reflection for each activity.

• At the end of the semester, you will submit your time log to BeachBoard and then to S4@thebeach when directed to do so by the instructor.	
Signature Assignment	
• *Develop, teach, and reflect on one comprehension lesson with informational text.* Due in Dropbox of Course BeachBoard. • Detailed guideline is on the BeachBoard in folder "Signature Assignment". • Detailed guideline for this lesson plan is on BeachBoard under the "Assignments" tab as well as the specific week when each lesson plan is discussed.	

Course Grading:
- Assignments are performance-based and graded per specific criteria as stated on each assignment rubric and grades are based on specific evaluation criteria listed on rubrics for each assignment.
- Prior to completing any assignment, use the rubric as a checklist for your work.
- On time submissions are eligible for full credit.
- Late submissions will be accepted within one week of the deadline and will be penalized by 10%.
- No assignments will be accepted after seven days of the due date unless an agreement has been made between the instructor and the teacher candidate and will not be graded.
- At the instructor's discretion, a student may resubmit assignments for a higher grade, excluding the Signature Assignment. However, resubmitted assignments are not eligible for full credit.
- The instructor is more than willing to clarify any questions about assignment criteria.
- Partial or off-topic assignments will not be accepted for grading.
- Keep a copy of each assignment for your own records.

Grading Scale

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

Assignment Description	Linked to SLO	Points
Weekly Class Engagement & Assignments	SLO 4	30
Module Self-Checks	SLO 1,2 & 3	20

Case Study Assessments and Summaries
Field Experience
  o CS 1: Reading Interests/ Attitudes and Concepts about Reading Survey (10 pts.)
  o CS 2: Phonemic Awareness and Phonics Skills Assessments (10 pts.)
  o CS 3: Phonics, High Frequency and Sight Word Knowledge (10 pts.)
  o CS 4: Miscue Analysis and Comprehension using Graded Reading Passages (fluency, comprehension of literature, comprehension of informational text) (20 pts.)
	SLOs 1, 2, 3 & 4	50

Phonemic Awareness or Phonics Lesson	SLOs 1, 2, 3 & 4	15

Field Experience • Lesson Plan (10 pts.) • Teaching & Reflection (5 pts.)		
Comprehension Lesson with Literature Field Experience • Lesson Plan (10 pts.) • Teaching & Reflection (5 pts.)	SLOs 1, 2, 3 & 4	15
Comprehension Lesson with Informational Material Signature Assignment Field Experience • Lesson Plan • Teaching & Reflection	SLOs 1, 2, 3 & 4	32
Alternative Fieldwork Log	SLOs 1, 2, & 4	10
TOTAL		172
Extra Credit may be available at various points in the course.		

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous Zoom class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 18% of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board and submission of weekly assignments via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

1. **Course Engagement**
   o Students are expected to visit BeachBoard a minimum of two times a week. Daily visitations to our site are encouraged.
   o Please refer to and get familiar with the following CSULB Attendance Policy: http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html
   o **Students missing 3 or more Zoom Rooms/ Discussion Posts (classes) will be advised to drop the class and retake it in a subsequent semester.**
   o Excused absences will be granted only if written evidence (e.g. a doctor's written notice, a letter for jury duty, or a copy of a funeral program) is provided in a timely manner. (University Attendance Policy, PS 01-01, defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons (California Educational Code section 89320); 4) jury duty or government obligation; 5) University sanctioned or approved activities.)

2. **Course Materials and Assignments**
   o Every week there will be a posted video to review the expectations for the week.
   o Additionally, there are weekly checklists within BeachBoard content.
   o The course is set up into modules. You must successfully complete the self-check for each module completed with a score of 80% or higher in order to unlock the next module.
   o If you are someone who likes to get ahead, I suggest completing course readings and take the self-checks to unlock modules before the end dates. However, please do not begin the case study assessments or lesson plans before the content has been introduced.

- 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.
- You are expected to download all course-related materials to your computer and put them in respective folders and subfolders. Downloaded course materials should be in a folder or a subfolder from which you can easily retrieve. See Schedule on BeachBoard under "Course Documents".
- Once you have completed this course, you will NOT have access to the course content on the BeachBoard.
- All course assignments are due on the date specified the course schedule or any posted updates.
- Any course assignment that does not follow the guideline will receive a grade of 0.
- Assignments are expected to be original student work with appropriate citations for referenced materials.

Late Work/Make-up Policy
- It is highly encouraged that students are self-advocating and proactive in contacting the instructor if they are falling behind or anticipate absences or missing assignments.
- Late submissions will be accepted within one week of the deadline and will be penalized by 10%.
- No assignments will be accepted after seven days of the due date unless an agreement has been made between the instructor and the teacher candidate and will not be graded.
- At the instructor's discretion, a student may resubmit assignments for a higher grade, excluding the Signature Assignment. However, resubmitted assignments are not eligible for full credit.
- Partial or off-topic assignments will not be accepted for grading.
- No submission will equal a 0 on the assignment.

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.

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.

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.

How to Earn an A in This Course?

1. Have a thorough understanding about the course expectations.
2. Use the weekly videos and checklists to guide you through the week's content and assignments.
3. Complete all required readings (textbooks and articles) and course assignments.
4. TAKE NOTES about what you are learning using the note-taking guides.
5. Attend required Zoom Rooms, post timely to Discussion Boards and be prepared to actively participate in discussions.
6. DO NOT wait until the due date to start working on an assignment.
7. Follow guidelines for course assignments.
8. Ask the McWho questions in a timely manner and attend Zoom Pop-ups for assignments for clarification.
9. Respect everyone in the learning community.
10. Most importantly, enjoy the learning process!

I look forward to a successful semester!
Prof. McWho