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.*

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Department of Teacher Education
EDEL 452 Teaching and Learning Reading, K-8
Spring 20121
(**Asynchronous**, **Online** as Shown in the Spring 2021 Course Schedule)

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Professor: Dr. Shelley Hong Xu

FAQs: *Before you begin Module 1*, please visit the FAQs page under "Content" to read the responses to many common questions.

Virtual Wonderland: If you have any course-related wonders and questions, please post them in Virtual Wonderland under Discussions on BeachBoard. Anybody in this online community can reply to the questions posted. Please subscribe this forum so that you can read wonders, questions, and responses.

Email: If you do need to send me a private email at shelley.xu@csulb.edu, please state on the subject line of your email: **your name** and **specific content** (e.g., Jane Doe Module 1). Your **name** on the subject line helps me keep track of the communication between you and me. Your **specific content** on the subject line is important for my timely attention and an expedite response. I do not want your emails to be "lost" in many emails I receive each day. In any communication between you and me, academic language is expected. I will respond to your emails within 36-48 hours during weekdays.

Office Hours: by appointment via Zoom.

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Course Description

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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.

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Course Format

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This asynchronous, online course has 10 modules that require class members to (1) read, critically analyze, and discuss textbooks, articles, and/or online course materials, and (2) generate meaningful discussions concerning the purpose, content, methods, and assessment of the reading process and reading instruction. Participants should be prepared (1) to discuss online topics and assigned readings for each module, (2) to work collaboratively online with other class members; and (3) to complete each module's assigned class tasks, class activities, and course assignments, and submit class activities and

course assignments online on due dates as specified in the course schedule and the checklist for each module.

Required Course Texts

Please note: I am using the 2010 and 2012 version of the textbooks as a way to keep the textbooks more affordable. If you buy an early or late version of a textbook, the content and page numbers of the early version will be different from those of the current version listed below. You are responsible for completing readings on the current version of the textbook as specified in the course syllabus and in the modules. It is important that you have your textbooks prior to the specific modules you will be completing. Please refer to the module note for each textbook. **It is your responsibility to get each required book at least one week before the due date for the module(s) where the book is used.**

1. Gunning, T. G. (2012). *Creating literacy instruction for all students in Grades 4-8* (3rd ed.). New York: Pearson. (You will use this book for Modules 1-10 and RICA preparation.)
2. Xu, S. H. (2010). *Teaching English language learners: Literacy strategies & resources for K-6*. New York: The Guilford Press. (You will use this book for Modules 1-10 and RICA preparation.)
3. Rossi, J., & Schipper, B. (2012). *Case studies in preparation for the California Reading Competency Test* (4th ed.). New York: Allyn & Bacon. (You will use this book for Module 9 and RICA preparation.)
4. Polacco, P. (1988). *The Keeping Quilt*. New York: Simon & Schuster. (You may check out this book from a library or view it on YouTube https://www.youtube.com/watch?v=MWR_ON8x1QM .) (You will use this book for Modules 5-6.)
5. Wick, W. (1997). *A Drop of Water: A Book of Science and Wonder*. New York, Scholastic. (You may check out this book from a library.) (You will use this book for Module 7.)
6. Supplementary Readings: available on the BeachBoard under "Content", "Supplementary Readings". I strongly suggest that you download all the articles to your computer. Each supplementary reading is also listed under a specific module.
7. 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/finalelaccssstandards.pdf. http://www.corestandards.org/ELA-Literacy/ (searchable site)
8. RICA Content Specifications http://www.ctcexams.nesinc.com/pdf/rc_content_specs.pdf

Mode of Delivery and Technical Requirements

This course is conducted entirely online, using asynchronous learning. Students will access the course material and modules on BeachBoard. All students must have access to a computer or other device with Internet functionality to access BeachBoard, participate in class modules, and complete assignments. Students, who experience unexpected technical issues for a module or an assignment, will be provided with an opportunity to make up missed work. If students need technical assistance during the course or would like to report a technical issue with BeachBoard, they should contact the Technology Help Desk (https://www.csulb.edu/academic-technology-services/academic-technology-resources-for-students)

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

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 once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. I will post my feedback on your assignments in your Dropbox. 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. My feedback on each module will be sent via BeachBoard to your CSULB email account.

Teacher Dispositions

Teacher candidates are expected to demonstrate professionalism in the following ways:
- ❖ On-line Course Work
  - ▪ Professional behaviors include display of courtesy toward the classmates and professor, active participation in class sessions, observance of due dates, flexibility regarding field experience activities, and unanticipated changes in the course calendar.
  - ▪ Participation includes demonstrating active contribution to online class discussions, posing clarification, reflective, and/or information-seeking questions, communicating ideas or concerns with the professor; and completing all assigned class tasks, class activities, and course assignments.
- ❖ Field Experience Assignment (The following applies even if you are completing your field work remotely/Online)
  - ▪ Professional behaviors include display of appropriate demeanor in interacting with children at all times (e.g., use of oral and written communication, attitude toward teaching, learning, students, and physical space, overall attire), awareness of one's personal values and biases, and modeling of ethical behaviors.
  - ▪ Preparedness for assignments is essential to quality field experience teaching. Creative teaching is encouraged, but you will teach a lesson after the instructor has read and provided you with feedback for improvement.

Student Responsibilities

1. *Class Participation*

   Class participation is mandatory. Professionalism requires you to be **fully prepared** by finishing all required readings, class tasks, class activities, and course assignments.

   A **class task (ungraded)** is what you are required to do as if you were in a face-to-face class session (e.g., read Xu Chapter 1 and take notes on Handout 1). Each class task is numbered, such as Class Task 1.2 (which is Class Task #2 for Module 1). You are not required to turn in your work for class tasks, but it is important to your learning to complete every class task. You will regret for skipping these class tasks when you are student teaching, when you are taking the RICA test, when you are being interviewed for a teaching position, and when you are teaching your students. On the Beachboard, your completion of each class task is the condition for your access to subsequent class activities.

   A **class activity (graded)** is what you are required to do as if you were in a face-to-face class session AND to show evidence of your understanding of the course content (e.g., complete a survey of linguistic concepts [after you have read assigned readings]). Each class activity is numbered, such as Class Activity 2.2 (which is Class Activity# 2 for Module 2).

   Beginning with Module 2, you are required to complete some class activities with your peer group. The purpose of group work is for you and your peers to learn from one another's perspectives on how to teach one particular reading area. **Please plan ahead to form your group and start collaborating for each required group work.** It is strongly recommended that you work with your group peers throughout the course for all the group work unless there is an issue between you and your peer(s). Please click this link to form your group https://docs.google.com/spreadsheets/d/19M8uUfMQEEoCumRbm4uFmLzq9EeJE9CtaN_2xNAs6U0/edit#gid=0 . Also refer to "EDEL 452 Group Work List" under BeachBoard's Content, Alternative Field Work and S4. You will also work with your group for some course assignments.

   You must complete ALL assigned class tasks and class activities for each module by the due date as specified in a checklist (and also in course schedule) in order to earn participation points for the module. NO partial points will be given for some completed class activities or class tasks. You are expected to have 110% commitment to your own learning in this course.

A **course assignment (graded)** is what you are expected to do to demonstrate your understanding of course content across several modules (e.g., phonics lesson teaching; case study assessments).

Access restriction is set for most class activities and some course assignments in each module. You must complete a class task or several class tasks before having access to the subsequent class activity/activities or course assignments. Please use the checklist of each module to obtain an overview of the number of class tasks, class activities, and course assignments in the module.

Please complete class tasks, class activities, and course assignments in the order as they are presented under each module.

2. *Academic Honesty*

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. (http://catalog.csulb.edu/content.php?catoid=5&navoid=369#cheating-and-plagiarism)

3. *Course Syllabus, Class Tasks, Class Activities, and Course Assignments*

You are responsible for the information and requirements stated in this course syllabus; guidelines for class tasks, class activities, and course assignments; instructional materials and announcements posted on the Beachboard; and email communications I send you. I strongly advise that you download all course-related materials to your computer and put them in respective folders and subfolders, just in case that the Beachboard is not working properly and just for your easy and quick reference to all course materials.

4. *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). For the work that needs to be scanned or photographed before the submission, please make sure the quality of the scanned or photographed work is legible.
4). It is your responsibility to label and submit each work to a specific place on the Beachboard as specified in each guideline for a course assignment, in the direction for a class activity, or in the course syllabus.
5). **You are advised to keep a copy of ALL submitted course assignments and responses for all modules and course assignments. You will need them when you review for the RICA exam, TPAs, and student teaching.** You will not have access to the course on BeachBoard a week or so after the finals week.
6). **In the event of Beachboard technical breakdowns**, please notify the professor via email shelley.xu@csulb.edu.

5. *Due Dates*

1). **All class activities and course assignments are due on the date specified in the checklist for each module and also in the course schedule**. The date and hour are in Pacific Standard Time (PST) zone. You are responsible for adjusting the due date to your time zone if you are out of the PST time zone. After the due date, your work will NOT be accepted on the BeachBoard.
2). Two-time revision is available ONLY for analyses of case study assessments.
3). **Any course assignment that does not follow its guideline will receive a grade of 0.**

4). **It is your responsibility to inform the professor <u>and</u> submit appropriate documentation <u>in a timely manner </u>for any situation (e.g., serious illness, death of a family member) that affects your learning in this class and meeting the given deadlines for modules and course assignments.**

6. *Policy for <u>Late</u> Field Work-related Course Assignments*
   I understand that you cannot control the online teaching and group schedule for completing your field work-related course assignments. Hence, I provide you with a grace period for submitting your work. You may turn in field-work related course assignments past the due dates. However, waiting until the end of the semester to complete your fieldwork does not benefit your learning in this class and would put a burden on yourself, your cooperating teacher, and his or her students.
   1) Any *late* lesson plans and reflections **will NOT be accepted beyond two weeks past the due dates** specified in the course syllabus.
   2) All *late* case study assessments will NOT be accepted **beyond two weeks past the due dates** specified in the course syllabus.
   3) The Miscue Analysis and Retelling Assessment revisions must be submitted by Module 8. This time framework ensures adequate time for you to revise your work based on my feedback on your analysis and to include your correct analysis in your case study report, which is due in Module 10.
   4) Case Study Report **will NOT be accepted past the due date (5/4/2021).**
   5) Signature Assignment: Reading Comprehension with an Informational Text Lesson Reflection **will NOT be accepted past the due date (5/11/2021).**

7. *Technical Competency*
   All students are expected to be comfortable with basic computer technology:
   - Connect to the Web using a web browser.
   - Navigate around the Web and use search engines.
   - Send and receive e-mail with attachments.
   - Do basic word processing, including cutting and pasting.
   - Open, save, and manage files.
   - Organize folders and files (create, name, rename, & move).
   - Compress files and folders.
   - Scan course homework.

   You are expected to download course materials and guidelines to your computer and store them in proper folders and subfolders on your computer. Once you have completed this course, you will NOT have access to the course content on the Beachboard. **Please save your work for all modules and course assignments. The course materials and your own work are valuable resources for you during your student teaching, preparing for the RICA exam and TPAs, and future teaching.**

Statement Regarding Students with Disabilities

   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, Room110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Student Learning Outcomes (SLOs)

   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)

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 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
- 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 and 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)
- Conducts regular reflection on lesson teaching and class activities
- Establishes professional learning goals in the course
- Learns to communicate effectively and collaborate with cooperating teachers about field work
- Models ethical conduct of teaching professionals, including use of technology and digital media in lesson teaching
- Learns how to engage with parents in supporting their children's reading development
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VII. (Clinical 2: Hours completed after program admission, but before student teaching. These hours include fieldwork completed in pedagogy/methods courses.)

Class Tasks and Class Activities
Class Tasks and Class Activities: See directions posted under each module under Content on the course Beachboard.

Course Assignments
A minimum of 10 hours of alternative field work is required for this course. It is your responsibility to submit the 10 hours to S4 at the end of this course. https://app.calstates4.com/csulb

I. Alternative Field Work: Lesson Planning, Teaching, and Reflecting

Please refer to "EDEL 452 Alternative Field Work and S4" under Content on BeachBoard.

II. Alternative Field Work: Case Study Assessments

Please refer to "EDEL 452 Alternative Field Work and S4" under Content on BeachBoard.

III. Alternative Field Work: Case Study Report

Please refer to "EDEL 452 Alternative Field Work and S4" under Content on BeachBoard.

IV. Alternative Field Work: Signature Assignment (Comprehension Lesson of Informational Text Reflection)

Please refer to "EDEL 452 Alternative Field Work and S4" under Content on BeachBoard.

BeachBoard Support

BeachBoard FAQs https://www.csulb.edu/academic-technology-services/beachboard-support/beachboard-faqs
Student BeachBoard Support https://www.csulb.edu/academic-technology-services/instructional-design/student-support/student-beachboard-support
Academic Technology Resources for Students https://www.csulb.edu/academic-technology-services/instructional-design/student-support/student-beachboard-support
ITS (Information Technology Service) Helpdesk Information
https://csulb.teamdynamix.com/TDClient/1993/Portal/home/

Other Student Support Services at CSULB

Student Center https://www.csulb.edu/enrollment- services/mycsulb-student-center
The Learning Center (Academic Coaching) http://www.csulb.edu/academic- advising/the-learning-center
University Writing Center https://www.csulb.edu/university-writing- center
Bob Murphy Access Center (BMAC), formerly known as Disabled Student Services (OSD):
http://web.csulb.edu/divisions/students/dss/
University Library: https://www.csulb.edu/university-library
Academic Advising Services: https://www.csulb.edu/academic- advising
Office of the Dean of Students: http://web.csulb.edu/divisions/students/st udentdean/
Counseling and Psychological Services (CAPS): http://web.csulb.edu/divisions/students/cap s/
Student Health Services: http://web.csulb.edu/divisions/students/shs

Evaluation

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 field experience in elementary classrooms. If you find yourself unable to complete the course assignments on time, you are highly encouraged to review the withdrawal policy in the CSULB Spring 2021 Schedule. 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

Incomplete grades are RARELY given in this course and only in cases of extreme circumstances. Becoming "overloaded" or "overwhelmed" does not constitute an emergency. **It is your responsibility to inform the professor and submit appropriate documentation in a timely manner for any situation (e.g., serious illness, death of a family member) that affects your learning in this class and meeting the given deadlines for course assignments.**

Grading Scale: A=246-274   B=219-245   C=191-218   D=164-190   F=0-163

How to Earn an A in This Course?

1. Have a thorough understanding about the course expectations.
2. Complete all required readings (textbooks and articles), class tasks and class activities in each module, and course assignments. DO NOT wait until the due date to start working on each module.
3. Follow directions for class tasks and class activities, and guidelines for course assignments.
4. TAKE NOTES in your notebook about what you are learning.
5. Ask the professor questions in a timely manner.
6. Read the professor's feedback for modules and course assignments.
7. Enjoy online learning and respect everyone in the learning community.

Happy reading! Happy thinking! Happy learning!

I am here to guide you through your journey of learning in this course. Your success in this course is very important to me. So please feel free to contact me for any questions.

We are all in this together! We survive and thrive!

Class Activities and Course Assignments		Possible Points

Class Tasks **and** Class Activities (SLOs 1-4)   (10 points x8 modules, 20 points each for Modules 5 & 7)
(Participation Points for Each Module)   **120**

Phonemic Awareness or Phonics Lesson (field work)   **16**
(SLOs#1, 2, 3, & 4; CCSS foundational skills)
      Lesson Plan   *6*
      Teaching and Reflection   *10*

Comprehension of Literature Lesson (field work)   **16**
(SLOs#1, 2, 3, & 4; CCSS literature)
      Lesson Plan   *6*
      Teaching and Reflection   *10*

Comprehension of Informational Text Lesson (field work)   **6**
(SLOs#1, 2, 3, & 4; CCSS informational text)
      Lesson Plan   *6*

Case Study (field work) (SLO 2)   **60**
   1. Reading Interests and Concepts about Reading Survey   *8*
   2. Letter Identification   *8*
   3. Concepts about Print   *8*
   4. Yopp-Singer Test of Phoneme Segmentation OR
   Names Test   *8*
   5. San Diego Quick Assessment   *8*
   6. Miscue Analysis and Retelling   *20*

Case Study Report (SLOs 1 & 2)   **40**

Signature Assignment: **16**
Reading Comprehension with an Informational Text Lesson Reflection
(SLOs 1 & 4)

Total Points   **274**

Bonus Points (SPOT Evaluation)   **5**

It is strongly advised that you take RICA AFTER you have completed both EDEL 442 and EDEL 452.

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.

A List of EDEL 452 Course Activities and Assignments

Note: For your own convenience and reference, please use this sheet to document the due dates and grades. PLEASE USE THIS SHEET!

Assignment Name	Due Date	Grade
Class Tasks and Class Activities		
Module 1		
Module 2		
Module 3		
Module 4		
Module 5 Part 1		
Module 5 Part 2		
Module 6		
Module 7 Part 1		
Module 7 Part 2		
Module 8		
Module 9		
Module 10		
Course Assignments		
Phonemic Awareness or Phonics Lesson Plan & Reflection		
Comprehension of Literature Lesson Plan & Reflection		
Comprehension of Informational Text Lesson Plan		
Case Study Assessments		
1. Reading Interests and Concepts about Reading Survey		
2. Letter Identification		
3. Concepts about Print		
4. 4A:Yopp-Singer of Phoneme Segmentation **OR** 4B: Names Test		
5. San Diego Quick Assessment		
6. Miscue Analysis and Retelling		
Case Study Report		
Signature Assignment: Reading Comprehension of an Informational Text Lesson Reflection		
Total Points		
Bonus Points (SPOT Evaluation)		

Class Schedule (Subject to Change)

All class tasks, class activities, and course assignments are due **by 11:59 p.m. on Tuesdays**

Module	Topics	Assignments
Module 1	1. Navigating through the Beachboard and Completing activities in *Getting Started* on the course homepage 1). BeachBoard video and help site 2). Welcome and Introduction 3). Self Introduction 4). Course Syllabus 5). Forming a Group 6). Alternative Field Work 7). S4 (https://app.calstates4.com/csulb) 8). Admit Card (or Letter) 9). FAQs 2. What's Reading and Reading Instruction 3. Theories of Learning and Reading Development 4. Typologies of English Learners 5. Guiding Principles of Teaching Literacy to English Language Learners 6. Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) 7. Reading Workshop • **DUE by 11:59 p.m. PST 2/2** 1. All class tasks and class activities (follow directions on Module 1)	All articles are available on the Beachboard under "Content", "Supplementary Readings". 1. Gunning Chap. 1, Chap. 2, & Chap. 10 (pp. 422-430) 2. Xu Chap. 1 & Chap. 3 (pp. 67-71) **Homework** 1. Starting to form your group. Click the link here https://docs.google.com/spreadsheets/d/19M8uUfMQEEoCumRbm4uFmLzq9EeJE9CtaN_2xNAs6U0/edit?usp=sharing
Module 2	1. Linguistic Concepts and Cueing Systems 2. Language Acquisition and Linguistic Interferences 3. Phonemic Awareness and Phonics 4. Phonemic Awareness Instruction 5. Assessment and Instruction 6. Common Core State Standards • **DUE by 11:59 p.m. PST 2/9** 1. All class tasks and class activities (follow directions on Module 2)	1. Gunning Chap. 4 (pp. 111-115) 2. Xu Chap. 2 3. Manyak's Article 4. Yopp's Article 5. Gunning Chap. 3
Module 3	1. Phonics Instruction 2. Introducing Phonemic Awareness or Phonics Lesson 3. Building Reading Fluency 4. Emergent Literacy and Oral Language 5. Introducing Case Study Assessment 1 Reading Interests and Concepts about Reading Survey 6. Introducing Case Study Assessment 2 Letter Identification 7. Introducing Case Study Assessment 3 Concepts about Print • **DUE 11:59 p.m. PST 2/16** 1. All class tasks and class activities (follow directions on Module 3)	1. Xu Chap. 3; Chap. 4 (pp. 82-109) 2. Gunning Chap. 4 (pp. 115-130; pp. 141-151)

Date	Topics	Date
Module 4	1. Word Recognition and Word Identification 2. Teaching Sight Words and Word Identification 3. Evaluating a Children's Book (Using the Criteria Listed on Xu, pp. 166-168) 4. Introducing Case Study Assessment 4A Yopp-Singer Test of Phoneme Segmentation OR 4B Names Test 5. Introducing Case Study Assessment 5: San Diego Quick Assessment • **DUE 11:59 p.m. PST 2/23** 1. All class tasks and class activities (follow directions on Module)	1. Gunning Chap. 5 (pp. 207-211) 2. Xu & Rutledge's Article
Module 5 Part 1	1. Factors Associated with Comprehension 2. Comprehension Process 3. Learner Comprehension Strategies 4. Text Selection for Comprehension Instruction 5. Instructional Comprehension Strategies for Literature (*The Keeping Quilt*) 6. Introducing Case Study Assessment 6 Miscue Analysis and Retelling (Part 1) • **DUE 11:59 p.m. PST 3/2** 1. Class tasks (5.1, 5.2, & 5.3) and class activities (5.1—5.5) (follow directions on Module 5) 2. Phonemic Awareness/Phonics Lesson Plan (Submit to Dropbox)	1. Gunning Chap. 6, & Chap. 7 (pp. 279-282; pp. 288-317) 2. Xu Chap. 6 3. Snow & O'Connor's Article
Module 5 Part 2	• **DUE 11:59 p.m. PST 3/9** 1. Class tasks (5.4-5.6) and class activities (5.6—5.9) (follow directions on Module 5) 2. Case Study Assessment 1 Reading Interests and Concepts about Reading Survey (Submit to Dropbox)	
Module 6	1. Reading Workshop with *The Keeping Quilt* 2. Introducing Comprehension of Literature Lesson 3. Continuing Case Study Assessment 6 Miscue Analysis and Retelling (Part 2) • **DUE 11:59 p.m. PST 3/16** 1. All class tasks and class activities (follow directions on Module 6) 2. Case Study Assessment 2 Letter Identification Concepts About Print (Submit to Dropbox) 3. Case Study Assessment 3 Concepts About Print (Submit to Dropbox)	1. Gunning Chap. 9 2. Kelley & Clausen-Grace's Article

Date	Topics	Date
Module 7 Part 1	1. Characteristics of Expository Texts 2. Instructional Comprehension Strategies for Informational Text (*A Drop of Water*) 3. Study and Test-Taking Skills 4. Introducing Comprehension of Informational Text Lesson • **DUE 11:59 p.m. PST 3/23** 1. All class tasks (7.1, 7.2, & 7.3) and activities (7.1, 7.2, & 7.3) (follow directions on Module 7) 2. Case Study Assessment 4A Yopp-Singer Test of Phoneme Segmentation **OR** 4B Names Test (Submit to Dropbox) 3. Case Study Assessment 5 San Diego Quick Assessment (Submit to Dropbox)	1. Gunning Chap. 7 (pp. 283-288), & Chap. 8
Module 7 Part 2	• **DUE 11:59 p.m. PST 4/6** 1. All class tasks (7.4) and activities (7.4—7.6) (follow directions on Module 7) 2. Comprehension of Literature Lesson Plan (Submit to Dropbox) 3. Phonemic Awareness or Phonics Lesson Reflection (Submit to Discussions)	It is very important that you submit your analysis for Case Study Assessment 6 Miscue Analysis and Retelling 4/13 so that you would have time to revise based on my feedback. The analysis can be very complicated, and I want to give each of you an opportunity to revise in order to receive a full credit.
Module 8	1. Vocabulary Development 2. Academic Vocabulary 3. Selecting Words for Vocabulary Instruction 4. Strategies and Activities for Vocabulary Instruction 5. Reminding about Submitting Your Field Work Hours on S4 • **DUE 11:59 p.m. PST 4/13** 1. All class tasks and class activities (follow directions on Module 8) 2. Comprehension of Informational Text Lesson (Submit to Dropbox) 3. Case Study Assessment 6 Miscue Analysis and Retelling (Submit to Dropbox) 4. Revision of Case Study Assessment 2 Letter Identification (If you have NOT received a full credit) 5. Revision of Case Study Assessment 3 Concepts about Print (If you have NOT received a full credit) 6. Revision of Case Study Assessment 4A Yopp-Singer Test of Phoneme Segmentation OR 4BNames Test (If you have NOT received a full credit) 7. Revision of Case Study Assessment 5 San Diego Quick Assessment (If you have NOT received a full credit)	1. Gunning Chap. 5 2. Xu Chap. 5

Date	Topics	Date
Module 9	1. RICA Content Specifications 2. RICA Case Study Practice 3. Introducing Course Assignment: Case Study Report 4. Get Ready for RICA (Essay and Multiple Choice Questions) 5. Differentiated Instruction (Universal Access) 6. Introducing Signature Assignment: Reading Comprehension with an Informational Text Lesson Reflection • **DUE 11:59 p.m. PST 4/20** 1. All class tasks and class activities (follow directions on Module 9 under "Content" on Beachboard) 2. <u>Revision</u> of Case Study Assessment 6 Miscue Analysis and Retelling 3. Comprehension of Literature Lesson Reflection (Submit to Discussions)	1. Rossi and Schipper's RICA Book 2. RICA Content Specifications (downloadable from the Beachboard, "Content", "RICA")
Module 10	1. Review for the Course 2. Sharing Case Study Report • **DUE 11:59 p.m. PST 5/4** 1. Class Activities (follow the direction on Module 10 under "Content" on Beachboard) 2. Case Study Report (Submit to Dropbox)	**LATE WORK WILL NOT BE ACCEPTED.**
Finals Week	• **DUE 11:59 p.m. PST 5/11** 1. Submitting Your Field Work Hours on S4 (https://app.calstates4.com/csulb) 2. Signature Assignment: Reading Comprehension with an Informational Text Lesson Reflection (Submit to Dropbox)	**LATE WORK WILL NOT BE ACCEPTED.**