

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Secondary Education
EDSC 330-Developing Literacy in Secondary Schools
Spring 2022

Location: Online
Day and Time: online

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Table 1: Education Unit Conceptual Framework

<p style="text-align: center;">EDUCATION UNIT CONCEPTUAL FRAMEWORK</p>  <p>Mission The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world.</p> <p>Program Outcomes and Indicators After successful completion of a program of study, our credential recipients and program graduates are:</p> <ol style="list-style-type: none">1. Knowledgeable and Competent Specialists who<ol style="list-style-type: none">a) demonstrate a strong foundation of knowledgeb) implement effective practicec) use current technologies for teaching and learning2. Reflective and Responsive Practitioners who<ol style="list-style-type: none">a) advance just, equitable, and inclusive educationb) make informed decisionsc) participate in collaborative endeavorsd) think critically and creatively3. Committed and Caring Professionals who<ol style="list-style-type: none">a) demonstrate leadership potentialb) maintain professional and ethical standardsc) engage in continuous improvement

COVID-19

For updates and resources related to COVID-19 please visit <http://coronavirus.fullerton.edu/>

COLLEGE OF EDUCATION STRATEGIC GOALS

In pursuit of the ideals of our mission, vision and core values, the College of Education (COE) develops a strategic plan every 5 years (<http://ed.fullerton.edu/about-the-college/strategic-plan.php>). Through a comprehensive planning process that involved faculty, staff, alumni, students and community representatives, beginning fall 2018, the College of Education will begin implementation of major initiatives related to the plan's three major goals:

- Just, Equitable and Inclusive Education (JEIE)
- Technology
- Community Engagement

JEIE Resources: <http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php>

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions found in the [Assessment and Accreditation section of the COE website](#).

COURSE DESCRIPTION

EDSC 330 Developing Literacy in Secondary Schools (3). Prerequisites: EDSC 310. Strategies for developing content-based reading/writing abilities, comprehension skills, and vocabulary of secondary students. Methods of teaching reading, writing and language skills for English learners and speakers. Diagnostic assessment strategies. Letter grade

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

After successfully completing this course, the student will be able to

- incorporate content-based literacy strategies into the curriculum.
- understand the importance of reading in the content area.
- utilize strategies designed to support vocabulary instruction.
- promote creative and critical thinking skills in the classroom.
- identify cultural and linguistic differences among students in a sensitive manner
- incorporate strategies that support alignment to the content standards
- support students as they acquire writing skills in the content area.
- evaluate reading and writing skills using evaluation tools
- adapt instructional materials so that they support the students' acquisition of reading skills

- utilized technology in support of literacy in the classroom.

ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

REQUIRED TEXTS

Fisher, D. & Frey, N. (5th edition). *Improving adolescent literacy: Strategies that work*. New Jersey: Pearson Education

OTHER REQUIRED MATERIALS

Access to the Common Core State Standards – link in course

IMPORTANT UNIVERSITY INFORMATION

Cal State Fullerton supports your learning in many ways. Please see the [University's webpage on Student Information](#) regarding students with special needs and Disability Support Services; resources on academic dishonesty and emergency preparedness; University library support, and the final exam schedule.

RESPONSE TIME I typically respond to emails within 48 hours, usually much sooner. Email is the best and quickest way to get in touch with me.

COURSE COMMUNICATION

All course announcements and individual email are sent through Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F below 60%

Your grade is based on the total accumulation of points in the following areas:

Online participation on a weekly basis. You will be expected to respond to writing prompts based on the reading assignment. Also, you will be expected to engage in online discussions on forums.

- You **are expected to log on a minimum of five times per week** to read the posts of your classmates. You are expected to post at **least one substantive contribution** to each

activity/discussion for the week. Simply saying “hello” or “I agree” is not considered a substantive contribution. You must support your position or begin a new topic or add somehow to the activity/discussion when logging on.

- Midterm Essay Exam
- Final Essay Exam
- Literacy Presentation
- Literacy Lesson Plan

ATTENDANCE POLICY

An exemplary attendance record is crucial to your success in this class. Participation will be gauged by written reflections and online discussions conducted during each class meeting. Missing class assignments means missing opportunities to participate.

LATE ASSIGNMENTS

Make-ups, as granted by the instructor, will be allowed only for special extenuating circumstances. Without instructor permission, late assignments are not accepted.

EXTRA CREDIT OPTIONS

none

ASSIGNMENT DESCRIPTIONS

Online Writing Assignments and Discussion Posts- These will be in response to documents and readings posted on online classroom platform. Discussion prompts will be provided-

Midterm Exam- A short essay prompt will be provided through our online classroom platform. Responses will be submitted through our online classroom platform. Rubric will be provided.

Final Essay Exam- A short essay prompt will be provided through the course platform. Responses will be submitted through the course platform.

Literacy Presentation- You will be assigned to a small online community of your peers. You will share a lesson plan, using the CSUF lesson plan template, to your group members. Group members will provide structured feedback to each other.

Literacy Lesson Plan- Given guidelines, you will develop a lesson plan using at least two literacy strategies. Guidelines will be provided.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Titanium/Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email, faxed or mailed to the

Department of Secondary Education. In the case email doesn't work, students should call the department coordinator at 657-278-7769 for further direction.

POLICY ON RETENTION OF STUDENT WORK

Student work submitted for this course shall be retained by the University or its academic employees for a reasonable time after the semester is completed.

AUTHENTICATION OF STUDENT WORK

. Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, the use of Turnitin, and the multiple assignments you are required to complete. Additionally, because assignments are aligned to your teaching, they allow you to create practical and unique resources for your personal use as a classroom teacher.

TECHNICAL REQUIREMENTS

Students are expected to

1. Have basic computer competency which includes:
 - a. the ability to use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives, secondary storage devices such as USB drives, and cloud such as Google Drive (Titan Aps) and Dropbox;
 - b. the ability to use a word processing program to create, edit, format, store, retrieve, and print documents;
 - c. the ability to use their CSUF email accounts to receive, create, edit, print, save, and send an e-mail message with and without an attached file; and
 - d. the ability to use an Internet browser such as Chrome, Safari, Firefox, or Internet Explorer to search and access web sites in the World Wide Web.
2. Have ongoing reliable access to a computer with Internet connectivity for regular course assignments
3. Utilize Microsoft® Office 2013 (for P.C.) or 2011 (for Mac) including Word, PowerPoint, and Excel to learn content and communicate with colleagues and faculty; have the ability to regularly print assignments
4. Maintain and access three times weekly their CSUF student email account
5. Use Internet search and retrieval skills to complete assignment
6. Apply his/her educational technology skills to complete expected competencies
7. Utilize other software applications as course requirements dictate
8. Utilize Titanium/Canvas to access course materials and complete assignments

Software for Students (recommended)

Did you know you can get FREE and low-cost software for being an active CSUF student? Software downloads and request forms can be found on the [CSUF Student Software website](#).

SYNCHRONOUS/ASYNCHRONOUS INSTRUCTION All online asynchronous- there is no face-to-face or synchronous instruction

NETIQUETTE REQUIREMENTS

Each student is expected to conduct themselves in a professional manner during the class - taking full advantage of the learning opportunities available. This includes completing all online discussions and assignments, adhering to proper netiquette, and so on. Netiquette refers to a set of behaviors that are appropriate for online activity - especially with email and threaded discussions. The core rules of netiquette can be found at the [Netiquette website](#). Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

Titanium/Canvas

As a registered student you are enrolled in Titanium/Canvas. You may access Titanium/Canvas for all your classes by clicking on your student portal, found on the CSUF website. Problems? Contact the student help desk at (657) 278-8888 or email StudentITHelpDesk@fullerton.edu. Check Titanium/Canvas weekly, the night before class, for any pertinent or last minute, updated information.

TENTATIVE SCHEDULE**TENTATIVE SCHEDULE****Week 1, Jan 24- Jan 30 11:59 pm midnight****Topic(s)**

Introduction to course, including overview or assignments and expectations; review syllabus, need for literacy

Assignments Due

Post Introduction to Week 1 Forum

Reading Assignments

Read the syllabus

View ""Introduction"" powerpoint in Week 1 Folder

Read Chapter 1 in Fisher and Frey

View Teachers Matter ppt

Week 2, Jan 31-Feb 6 11:59 midnight**Topic(s)**

Understand the importance of literacy instruction in content courses

Assignments Due

View documents in Week 2 folder:
post to corresponding discussion forum

Reading Assignments

Review Common Core Standards- CCSS for ELA and/or Math

Week 3, Feb 7- Feb 13 midnight**Topic(s)**

Anticipatory activities, resources

Assignments Due

View documents in Week 3 folder:
anticipatory activities- discrepant events, visual displays, demonstrations, questions,
review documents and post to corresponding discussion forum

Reading Assignments

Read Anticipatory Activities Chapter in Fisher & Frey;
View Teachers Anticipatory Activities ppt

Week 4, Feb 14- Feb 20 midnight

Topic(s)

Vocabulary instruction, word learning, academic words and technical terms

Assignments Due

View documents in Week 4 folder:

Develop ways to help students learn vocabulary, word walls, semantic feature analysis, etc; review documents and post to corresponding discussion forum

Reading Assignments

Read the Vocabulary Chapter in Fisher and Frey

View the vocabulary ppt

Week 5, Feb 21- Feb 27 midnight

Topic(s)

Read Alouds and Shared readings, using technology to support reading and writing,

Assignments Due

View documents in Week 5 folder:

Experience a read aloud, review read aloud article in class, practice shared readings; review documents and post to corresponding discussion forum

Reading Assignments

Read Shared Readings and Read Alouds Chapter in Fisher and Frey;

View Read Alouds/Shared Reading ppt

Articles in Week 5 folder

Week 6, Feb 28- Mar 6 midnight

Topic(s)

Research in literacy

English Learner supports

Assignments Due

View documents in Week 6 folder:

Understand why and how literacy is important in lesson integration

Understand ways to support English learners; review documents and post to corresponding discussion forum

Reading Assignments

Readings posted in Week 6 folder

Week 7, March 7-Mar 13

midnight**Topic(s)**

Questioning strategies: QAR, QtA, ReQuest, DR-TA, SQ3R
Close Reading

Assignments Due

View documents in Week 7 folder:

Question/answer cards, practice QAR, ReQuest, and write a reflection;

Reading Assignments

Read Questioning Strategies Chapter in Fisher and Frey;

View Questioning documents and ppt in Week 7 folder;

Reading Close Reading article and other documents

Week 8, Mar 14-Mar 20**midnight****Topic(s)**

Lesson planning and literacy project

Assignments Due

View documents in Week 8 folder:

Review documents in Lesson Plan Project Folder, post to corresponding discussion forum

Reading Assignments

Review the documents in Lesson Plan Project Folder

Week 9, Mar 21- Mar 27 midnight**Topic(s)**

Notetaking, notemaking strategies- double entry, Cornell;

MIDTERM EXAM**Assignments Due**

View documents in Week 9 folder:

Consider various types of notes; and purpose for notetaking- post to corresponding discussion forum

Reading Assignments

Read Notetaking Chapter in Fisher and Frey;

review notetaking documents in Course Documents;

respond to discussion prompt

Week 10: Mar 28- April 3- Spring Recess- no class**Week 11, April 4 – Apr 10 midnight****Topic(s)**

Graphic Organizers, types and uses

Assignments Due

review documents and post to corresponding discussion forum

Reading Assignments

Read Graphic Organizers Chapter in Fisher and Frey and article provided in Week 11 Folder;

Week 12, April 11- Apr 17 midnight**Topic(s)**

diversity, teaching reading to second language learners

Assignments Due

Respond to discussion prompt

Reading Assignments

Read Lisa Delpit-"The Silence Dialogue" article and **respond to discussion prompt**;
View Lisa Delpit biography website;
Read Culturally Responsive Instruction and **respond to discussion prompt**

**Week 13, April 18- Apr 24
midnight****Topic(s)**

Research in Adolescent Literacy

Assignments Due

Respond to discussion prompt
Prepare for online presentation (see Literacy Lesson Project)

Reading Assignments

Read articles provided in Week 13 folder

**Week 14, April 25- May 1
midnight****Topic(s)**

Writing to learn, using writing prompts, Gradual Release of Responsibility

Assignments Due

Post to corresponding discussion forum; prepare lesson that integrates literacy- to be shared with peers in the course.

Reading Assignments

Read Writing Chapter in Fisher and Frey,
Read article provided in Week 14 Folder

Week 15, May 2- May 8 midnight

Topic(s)

Reciprocal Teaching

Assignments Due

Post to corresponding discussion forum

Prepare for online presentation (see Literacy Lesson Project folder)

Reading Assignments

View documents in Week 15 Folder

Read about Reciprocal Teaching in Fisher and Frey (use index to find this section);

Week 16, May 9- May 15 midnight

Topic(s)

Online Presentations

Assignments Due

Present and participate in peer evaluations

Final Exam Discussion post

Reading Assignments

Week 17, May 16-May 20 FINALS Week

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Classroom Emergency Preparedness Guide

Information provided by the University Police Emergency Management Coordinator

Emergency Preparedness for: [course number and title](#)

On the first day of every semester:

- Know the emergency exits and evacuation areas for every classroom.
- Devise "buddy systems" so that everyone is accounted for in an evacuation.
- Evaluate the challenges that you might face during an evacuation and speak with your instructor.
- Add the CSUF Emergency Information number – **877-278-1712** – to your cell phone to hear recorded information regarding campus conditions or closure.
- [Personal Preparation website](#)

Emergency Communication

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information. [A guide to update your personal information](#)

Evacuations – Drills or real

- You may not know if this is a drill or not, so take every call to evacuate seriously.
- Take your personal belongings and immediately leave the building.
- Know where the evacuation area is for every building. [A map of all campus evacuation areas](#)
- Re-enter buildings only when directed by Building Marshals or other campus authority.
- Leave the campus only if instructed.

For this class, the closest 2 exits are: [note closest exits](#)

We will meet at: [note class meeting place](#)

Earthquake

As soon as you feel shaking, **DROP, COVER and HOLD ON:** Immediately seek shelter (under a desk or table) cover your head and hold on. Evacuate if directed, or you feel it is safe to do so.

Fire

- When you see smoke or fire, immediately evacuate the building.
- If not already activated, pull the fire alarm switch to alert others of the situation.
- Use a fire extinguisher only if you know how to use it and the fire is small.

Shelter in Place or Dangerous Situation

- If directed, or you feel it is best to do so, seek shelter in a room with a lock.
- Turn off the lights and silence all cell phones.
- Hide as best as possible until the all clear signal has been given by authorities.
- If possible, move away from the dangerous situation as fast as you can.
- If you cannot safely hide or escape, be prepared to take action to protect yourself.
- See [some helpful videos on sheltering in place](#)

When you need help Immediately or to report a dangerous situation, CALL 911.

University Police non-emergency line: (657) 278-2515

For more information

Ask your instructor, or go to [Campus Preparedness website](#)

