



Department of Education
MATTC
EDUC294A (3 units)
Section 63805

ADOLESCENT LITERACY
WINTER 2018

Instructor: **Cheryl McElvain, Ed.D.**
Office: **Guadalupe Hall 246**
Office Hours: **M-Th 12:00-3:00 p.m. or by appointment**
Email: cmcelvain@scu.edu

Course Meeting: **Thursday, 4-7pm**
Classroom: **Guadalupe Hall 151**
Phone: **(408) 828-1671**

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. make student learning our central focus;
2. engage continuously in reflective and scholarly practice;
3. value diversity;
4. become leaders who model ethical conduct and a commitment to social justice; and
5. seek collaboration with others in reaching these goals.

MS/SS Teaching Credential Program Learning Goals (PLGs)

The PLGs represent our commitment to individuals who earn their MS/SS credential at Santa Clara University. The MS/SS faculty focus on ensuring that credential candidates will begin their teaching career ready to:

1. maximize learning for every student;
2. teach for student understanding;
3. make evidence-based instructional decisions informed by student assessment data;
4. improve practice through critical reflection and collaboration;
5. create productive, supportive learning environments; and
6. apply ethical principles to professional decision-making.

The MS/SS teaching credential program course objectives are cross-referenced with the Program Learning Goals. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Description

Credential candidates will explore theories, major trends, and principles in the fields of reading and writing that render effective instruction for all adolescent readers. Attention will be given to what, why, when, and how specific components of reading and writing are taught to promote communicative, reading, and writing competence in linguistically diverse classrooms and for individuals within a broad range of experiential and ability levels. This course, required of all single subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full time teaching position in a Catholic school.

Course Objectives

In this course you will learn to understand the adolescent reader, how to assess adolescent literacy and learning skills, and how to teach specific components of reading and writing in the literacy process.

This course will develop students' knowledge and skills to:		Goals/TPEs Addressed		
		DG #	PLG #	TPE #
1	Understand the linguistic, psychological, physiological, and cultural concerns involved in reading instruction for striving adolescents including ELLs.	1, 3	1, 2	1.1, 1.6, 2.5,
2	Learn specific literacy strategies in the major literacy domains of oral and written language, vocabulary, comprehension, study strategies, and strategic reading of narrative and expository text	1, 2	1, 2	1.6, 2.5, 4.8
3	Systematically assess student literacy and learning skills using an informal reading attitude/interest inventory, the <i>Learning and Study Strategy Inventory</i> , and the <i>Assessing Comprehension Thinking Strategies Inventory</i> .	1, 2, 5	1, 3, 4	1.1, 1.8, 2.2, 2.5, 4.1, 4.3, 4.8
4	Summarize assessment results in a detailed Literacy Development Plan that includes recommendations for research-based instruction involving learning strategies, word identification, fluency, concept development, vocabulary learning, reading comprehension or writing strategy instruction for individual students, including ELL students, or students with special needs.	1, 2, 3, 5	1 - 5	1.1, 1.3, 2.2, 2.5, 4.1, 4.3
5	Develop an online <i>WebQuest</i> that integrates inventory results with recommended literacy instruction in engaging, purposeful reading and writing activities.	1, 2, 5	1-6	1.1, 1.3, 2.2, 2.5, 3.1, 4.1, 4.3, 4.8

Course Meeting Schedule

This course incorporates a blended learning experience. Please make note of the following meeting times.

In Class Meetings	Topic	Online Meetings	Module	Topic
January 11	Assessing Learning	January 25	1	English Learners and Complex Text
January 18	Assessing Literacy	February 8	2	Vocabulary Strategy Instruction
February 1	Designing A Literacy Instructional Plan	February 22	3	Developing A WebQuest Proposal
February 15	Academic Reading Comprehension	March 8	4	Constructing A WebQuest
March 1	Building Literacy Routines			
March 15	Developing Disciplinary Literacies			

Required Texts

- Allen, J. (2004). *Tools for teaching content literacy*. Portland, ME: Stenhouse Publishers
ISBN: 1-571110-380-5
- Daniels, H. & Zemelman, S. (2004). *Subjects matter: Every teacher's guide to content-area reading*. Portsmouth, NH: Heinemann.
ISBN: 0-325-00595-8
- Hinchman, K.A. & Sheridan-Thomas, H. (2014). *Best practices in adolescent literacy instruction*. New York, NY: The Guilford Press.
ISBN: 978-1-4625-1534-9
- Weinstein, C.E., & Palmer, D.R. (1990). *Learning and study strategies inventory: High school version*. Clearwater, FL: H & H Publishing Company, Inc.

Online Resources

California Dept. of Education. *California Common Core and Content Standards.*

<http://www.cde.ca.gov/be/st/ss/index.asp>

El Literacy Resources

<http://www.mcsk12.net/SCHOOLS/peabody.es/ell.htm>

Content Reading Strategies That Work

<http://www.edteck.com/read/index.htm>

Test Preparation and Test Taking Strategies

<http://www.bucks.edu/~specpop/tests.htm>

Note Taking

<http://www.nwlinks.org/WyGEDtran/NoteTaking.htm>

Study Guides and Strategies

<http://www.studygs.net/>

Math Reading/Learning Strategies

http://www.suzannesutton.com/math_anxiety.htm

<http://academic.cuesta.edu/acasupp/as/706.htm>

<http://www.khanacademy.org/>

http://ohiorc.org/orc_documents/ORC/Adlit/InPerspective/2009-02/in_perspective_2009-02.pdf

http://www.wsmc.net/pubs/WaMath/fall_2008/LanguageStrategies.pdf

Physical Education Reading/Learning Strategies

<http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/thinklithealthphysed.pdf>

<http://www.sparkpe.org/blog/how-common-core-can-be-implemented-in-p-e/>

<http://www.livebinders.com/play/play?id=241043>

http://www.nysut.org/~media/files/nysut/resources/2010/may/educators-voice-3-adolescents/educatorsvoice3_adolescents_06_physed.pdf?la=en

Science Reading/Learning Strategies

http://www.commoncoresciences.com/common_core_standards.html

<http://www.ode.state.or.us/search/page/?id=3569>

http://ohiorc.org/orc_documents/ORC/Adlit/InPerspective/2009-02/in_perspective_2009-02.pdf

<http://www.learnnc.org/lp/pages/7079>

<https://www.teachingchannel.org/videos/reading-teaching-strategy>

Social Studies Reading/Learning Strategies

<http://www.ascd.org/publications/books/106010.aspx>

<https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-wisconsin-social-studies/>

<http://www.ode.state.or.us/search/page/?id=3350>

<http://chssp.ucdavis.edu/source-magazine/teaching-the-common-core>

<http://ucbhssp.berkeley.edu/content/planning-templates>

http://score.rims.k12.ca.us/score_lessons/content_literacy_strat/

Learning Strategies

<http://www.allkindsofminds.org/learning-library>

Reading Comprehension

<http://www.literacy.uconn.edu/compre.htm>

Comprehensive Literacy Resources

<http://www.literacy.uconn.edu/index.htm>

Adolescent Literacy

<http://www.literacy.uconn.edu/adolit.htm>

Content Area Reading

<http://www.literacy.uconn.edu/contlit.htm>

Sample 1 - Reading Attitude/Interest Inventory

1. Do you consider yourself a reader?
2. If so what types of text (books, newspapers, comic books, you tube, my space) do you enjoy reading?
3. What topics (animals, sports, science fiction) do you enjoy reading about?
4. What is your favorite school subject? Why?
5. Tell me how you study for a test? What are your study strategies? Are these strategies effective/working for you?
6. Which language are you more comfortable speaking?
7. Which language do you prefer to read in?
8. Which language do you speak most frequently at home? With friends?
9. Are you satisfied/happy with your performance in the classroom? Your grades?
10. Do you often need help with your homework? If so who helps you with your homework? (i.e., friends, parents, study groups, instructor)
11. What do you enjoy doing on the weekends? Your free time?
12. What type of music, movies do you like?
13. Do you enjoy watching TV? If so what types of shows do you watch?

Sample 2 - Reading Attitude/Interest Inventory

Use the following scale to rate your response:

- 1- Like
- 2- No Feeling
- 3- Dislike

- | | | | |
|--|---|---|---|
| 1. How would you describe your feelings toward school? | 1 | 2 | 3 |
| 2. How do you feel about learning in a classroom? | 1 | 2 | 3 |
| 3. How would you like learning outside the classroom? | 1 | 2 | 3 |
| 4. How much do you enjoy watching movies? | 1 | 2 | 3 |
| 5. How much do you enjoy reading a magazine? | 1 | 2 | 3 |
| 6. How much do you enjoy reading a textbook? | 1 | 2 | 3 |
| 7. What about a novel? | 1 | 2 | 3 |
| 8. Graphic novel (such as a comic book)? | 1 | 2 | 3 |
| 9. Newspaper? | 1 | 2 | 3 |
| 10. Digital Media (websites, FaceBook, text messaging) | 1 | 2 | 3 |

Use the following scale to indicate your habits of reading in everyday life:

- 1 – Very Often (3+ times a wk)
- 2 – Often (once or twice a week)
- 3- Sometimes (once every two weeks)
- 4- Infrequently (maybe a couple of times in a month)
- 5 – Never (or not enough to mention)

- | | | | | | |
|---|---|---|---|---|---|
| 11. How often do you read a book for pleasure? | 1 | 2 | 3 | 4 | 5 |
| 12. How about a magazine? | 1 | 2 | 3 | 4 | 5 |
| 13. How about a newspaper (paper or online)? | 1 | 2 | 3 | 4 | 5 |
| 14. How about any other type of media? | 1 | 2 | 3 | 4 | 5 |
| 15. How often are you required to do reading for school? | 1 | 2 | 3 | 4 | 5 |
| 16. How often are you reading online? | 1 | 2 | 3 | 4 | 5 |
| 17. How often do you go to a bookstore for fun? | 1 | 2 | 3 | 4 | 5 |
| 18. How often do you watch movies? | 1 | 2 | 3 | 4 | 5 |
| 19. How about TV? | 1 | 2 | 3 | 4 | 5 |
| 20. Were you read to as a child? (<i>if you remember</i>) | 1 | 2 | 3 | 4 | 5 |

Name things you read the most.

It can be receipts at your job, or calories on food boxes, or even picture books you read to younger family members.

Name a movie you find interesting and tell why you found it interesting.

If you can't think of one, name a type of movie that you would find appealing (such a movie depicting wars, prison stories, romance, gang life, comedy, science fiction).

Do you have a favorite book from childhood that you remember? Is that book still locatable?

Do you have a favorite book? What is it?

Describe below: what is your earliest memory of either liking or disliking reading (or both)?

Course Requirements/Assignments

Grades are based on a **230-point** total. Distribution of points across assignments is as follows:

Course/Requirements/Assignments		Points	TPE	Due Date
1	Literature Circle Role Sheet	50	1.1, 1.3, 1.6, 2.2, 2.5	Weekly
2	MODULE #1 - Text Complexity Strategy Instruction	25	1.1, 1.6, 2.2, 2.5, 3.1	2/1
3	*Literacy Assessment and Instructional Plan	50	1.1, 1.3, 1.6, 1.8, 2.2, 2.5, 4.1, 4.3, 4.8,	2/15
4	MODULE #2 - Literacy Strategy Vialogue	25	1.3, 2.2, 2.5, 4.3, 4.8	2/15
5	MODULE #3 - WebQuest Proposal	40	1.1, 1.3, 1.6, 2.5, 3.1, 4.1, 4.3	3/1
6	MODULE #4 - WebQuest Inquiry Project	40	1.1, 1.3, 1.6, 2.2, 2.5, 3.1, 4.1, 4.3, 4.8	3/15

*** Signature Assignment**

Course Assignments

1. LITERATURE CIRCLE Role Sheet: **DUE Each Class Meeting** (50 points)

Individually, you will participate in a literature circle of your choice. Each literature circle should have no more than 4 members. The *Literature Circle* is a common book discussion routine used during content area reading instruction. Students come together in small groups formed by book choice that meet on a regularly to discuss responses to readings. Students use notes to guide both their reading and discussion. The teacher's role in literature circles is that of facilitator.

For this assignment you will:

1. MEET with your literature circle to review the reading schedule below for the *Subjects Matter* book and the *Best Practices in Adolescent Literacy Instruction* book.

Role Sheet Due Date	Concepts	<i>Subjects Matter</i> Chapters	<i>Best Practices</i> Chapters
1/18	Texts and Adolescents	1-2	1
2/1	Strategies to Motivate and Engage		3-5
2/15	Literacy Strategies	5	8-10, 15
3/1	Literacy Routines	8-10	
3/15	*Disciplinary Literacies		11 = Math 13 = History 14 = ELA 17 = Science

* Read & discuss in content specific literature circle.

2. READ the explanation of literature circles and roles uploaded on Camino.
3. CHOOSE what role you will have in each meeting's discussion. You must alternate between the following 7 roles: *summarizer, discussion director, connector, illustrator, word wizard, literary luminary, and activity director.*

NOTE: Each week there MUST be a discussion director AND an activity director. You will complete ONE role sheet each week that will be a response to ALL of the reading from both books.

4. UPLOAD your role sheet on Camino (5 total for the quarter)
Literature Circles Discussions = 1 hour for each of the above class sessions.

2. MODULE #1 - TEXT COMPLEXITY STRATEGY INSTRUCTION: DUE 2/1 (25 points)

This individual ONLINE assignment provides candidates with practice applying strategies, which help academic English learners (AELs) navigate complex language and literacy skills needed for the Common Core State Standards.

For this online assignment you will:

1. Complete the reading and viewing resources in MODULE 1.
2. Choose a passage from a grade level text associated with your subject area.
3. Complete the sample tool (Figure 4.4, p. 68, chapter 4) for addressing the various complexity factors of texts.
4. Using the **Text Complexity Strategy Instruction Template** uploaded on Camino, design specific activities that would address high scores in each area for text complexity.

3. LITERACY ASSESSMENT & INSTRUCTIONAL PLAN: DUE 2/15 (50 points)

*This group assignment provides candidates with a real life opportunity to assess and plan literacy instruction for 3 striving adolescent students. It is recommended that you choose students within your placement or at Latino College Prep Academy (LCPA <http://www.sjlcpa.org>) located on SCU's East San Jose campus. This is considered an "in class" assignment so you will be given 3 hours of class credit. Beginning **February 1st**, **in-class meetings will be scheduled from 4:00-6:00 pm.***

For this assignment you will:

1. **Meet** with 3 middle or high school students of your choice for approximately 2.5 hours beginning **January 18th** to conduct three literacy assessments. **Be ready to share your assessment results on January 31st.**
 - a. Reading Attitude/Interest Inventory (oral, **20 min**)
 - b. Learning And Study Strategies Inventory (**30 min**)
 - c. "Assessing Comprehension Thinking Strategies" Inventory (written or oral, **60 min**)
2. **Summarize** all assessment results using the **Literacy Instructional Plan Template** provided on Camino - **DUE: February 15th**. This detailed literacy plan will include each students' strengths, needs and recommendations for instruction that may involve study skills, vocabulary development, reading comprehension, or writing strategy instruction.
3. **Meet** with each of your students to share assessment results and recommendations from your Literacy Instructional Plan. (**15 min**).

Literacy Assessment and Instructional Plan Rubric

	Literacy Assessment Completion	Literacy Instructional Plan
4	All three assessments are completed by the assigned due date. Candidate is ready to share data in class with another group. 25 pts.	Plan includes 3 student names, all data results from all three assessments , learning and reading strengths, needs, and a detailed list of individual & group instructional recommendations. 25 pts.
3	Most assessments are completed by the assigned due date. Candidate is ready to share data in class with another group. 20 pts.	Plan includes 3 student names, all data results from all three assessments , learning and reading strengths, needs, and a general list of individual or group instructional recommendations. 20 pts.
2	Few assessments are completed by the assigned due date. Candidate is ready to share data in class with another group. 17.5 pts.	Plan includes 3 student names, most data results from some assessments , learning and reading strengths, needs, and an incomplete list of individual or group instructional recommendations. 17.5 pts.
1	Few or no assessments are completed by the assigned due date. Candidate is not prepared to share data in class with another group. 15 pts.	Plan includes student names, few data results from few assessments , learning and reading strengths, needs, and an incomplete list of individual or group instructional recommendations. 15 pts.
Total	/50 pts.	

4. MODULE #2 – LITERACY STRATEGY VIALOGUE: DUE 2/15**(25 points)**

This **individual ONLINE assignment** provides candidates with practice applying *BEFORE/DURING/AFTER* reading strategies, which improve content comprehension for all adolescent readers. Candidates will also practice using the [Vialogues](#) interactive website, useful for delivering online adolescent literacy strategy instruction.

For this online assignment you will:

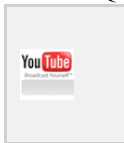
1. **Take notes** on three 30-minute Reading in the Content Area videos – Pre-Reading Strategies, During Reading Strategies, Post Reading Strategies.
2. **Scan** for potential Vialogue presentation strategies from Janet Allen’s *Tools for Teaching Content Literacy*.
3. **Choose** an unfamiliar pre-reading, during reading, and post reading strategy.
4. **Create** an iMovie or video presentation summarizing the following for each strategy:
 - a. Strategy Name and Description
 - b. Strategy Purpose
 - c. Example of how it can be used within your subject area
5. **Upload** your iMovie on your Vialogue account, add “cmcelvain” as the moderator, and share it with our class.
6. **View** and post comments on at least 3 other Literacy Strategy Vialogues uploaded by our class.

5. MODULE #3 - WEBQUEST PROPOSAL: DUE 3/1**(40 points)**

This **group ONLINE assignment** helps candidates plan for the culminating assignment for this course. This WebQuest Proposal will aid in the development of an online WebQuest customized to meet the instructional needs of your 3 target students. To prepare for this assignment each group must first propose a subject specific topic/theme/problem to investigate and develop.

For this online assignment you will:

1. View WebQuest 101 in Module 3.

	WebQuest 101 - A series of short videos developed by SDSU Professor T. J. Kopcha. Part 1: What is a WebQuest? Part 2: How to Make a WebQuest Part 3: Intro to QuestGarden Part 4: Designing the Process
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2. Register an account on [Quest Garden](#). Add the following group code in 2 places: first, in your profile and second when you set up your free trial account. **CA181SC5**
3. Complete the following sections on the WebQuest Proposal Template:

A. Standards and Objectives

List the California State Common Core and Content Standards (CSCCS) associated with the activities in your WebQuest. **Define** the literacy objectives, and **rationale** for choosing these objectives based on your Literacy Instructional Plan. Your literacy objectives should focus on areas of need identified in the *L.A.S.S.I.* and *Comprehension Thinking Strategies* assessments. ***Remember – the purpose of this WebQuest is to develop subject specific literacy skills through strategy instruction.**

B. Introduction

Explain what the problem is by defining it and indicating how it might be observed. Provide an explanation of the main theory framing your thinking about the problem and the one or two most important competing theories. Provide an introduction to the official policy, empirical research literature, and documented resistance or response to the problem.

An effective introduction does two things: it relates directly to what is about to be learned by foreshadowing it. Second, it engages interest by pointing out the importance of the topic, or the mystery of it, or the relevance. This is where you hook the learner's interest.

* Remember that your Literacy Instructional Plan should drive the literacy strategies used during the WebQuest (i.e., reading level, vocabulary, and comprehension ability should be strongly considered when selecting a relevant text). The Introduction appears as the first section of the Student Page.

C. Task

Explain what you want the learner to have accomplished by the time they have finished the lesson.

Don't include the intermediate steps that lead to accomplishing the Task. Those will end up in the Process section. The Task description will be short, but it will represent the results of higher-level thinking. It should be written in the second person and in language accessible to your targeted learners. That is, address the learner as you rather than talking about them as: the learners will...

* Remember, the written description of the end/culminating product must describe clearly the goal of the WebQuest. Task should require synthesis of multiple sources of information (transformative thinking) and it should be highly creative, going beyond memorization, and engaging. In addition, the task should be realistic, doable, and appropriate to the developmental level and other individual differences (age, social/culture, and individual differences) of students with whom the WebQuest will be used.

D. Process

Explain what you want the learner to do to accomplish the task.

The Process section comes closest to looking like a traditional lesson plan. It spells out step-by-step what the learners will do, how they'll interact with you, each other, and with information. This is where you take advantage of your knowledge of how to craft collaborative work. Do you assign roles? Do you jigsaw it? Remember that you are addressing the students directly in this section since it appears in the Student Page. Use 'you will' rather than 'the learners will'. The Process is the section that will take the longest to develop, since it is here that you'll intersperse relevant online resources that are at your learners' reading level. There are three phases to the process. In **Phase 1**, you provide learners with the information they'll need to perform the task. You may want to have everyone reading one set of pages, and then break them into groups with separate roles, each with a different set of links to look at. In **Phase 2** of the Process, the thinking work takes place. Your students have now examined the information and now they need to transform it in some way. Here is where they play with ideas, make decisions, and so on. In **Phase 3** of the Process, learners actually produce something that reflects the thinking they did. They may be writing a position paper, preparing a debate, creating a model... the end result was described in the Task section and might take many forms. Will they need help in producing this result? You might want to provide some literacy or learning strategy instruction to help them act more skilled than they presently are.

* Remember, the Process page should be divided into sections or pages where each group/team or student would know exactly where they were in the process and what to do next. Every step should be clearly stated. Activities should be clearly related and designed from basic knowledge to higher-level thinking. Also, ensure that different roles are assigned to help students understand different perspectives and/or share responsibility in accomplishing the task.

E. Evaluate

Describe the evaluation criteria needed to meet the learning goals.

Describe to the learners how their performance will be evaluated. There are many tools available at [ZUNAL](#) for evaluating students' learning. You can create a quiz, rubric, Google map activity, project evaluation report or a game activity. You can include them all if you want (some tools might require account upgrade). However, whatever the tools you chose, you need to explain clearly what the process for the evaluation is.

* Remember, on this page, criteria for success should be clearly stated. There should be strong connection between the learning objectives to be accomplished at the end of the WebQuest. The evaluation instrument should clearly measure what learners must know and be able to do to accomplish the task.

F. Conclusion

Ask learners to reflect and consider future learning about the subject related problem you have posed.

The Conclusion section serves two purposes. **First**, obviously, it brings the lesson to a close. Ask the learners to reflect back on what they learned and about their own process of learning. If there's a bottom line to the topic, this is a good place to put it. A **second** purpose for the conclusion is to look ahead. There will always be someone in the room whose interest was piqued by this lesson and is eager to learn more. In developing the WebQuest you probably found more good links than you had time to use. This is a good place to put them. In effect you'll be saying, 'That's all the time we have for this topic, but if you'd like to pursue it more on your own check these resources out.' What better way to encourage self-directed lifelong learning.

G. Teacher Page

Include credits, acknowledgements, or dedications.

Your WebQuest is probably built on the works of others at least to some extent. This is the section in which you tip your hat to them. Were there particular websites, books or people who helped you line up the content or produce the lesson? Did you make use of images (with permission) from other sites? Want to thank the instructor who guided you in your WebQuest creation? Or cite the class where you learned how to do it? Mention them here, along with appropriate links so that others can follow your wisdom back to its roots.

6. MODULE #4 - WEBQUEST INQUIRY PROJECT: DUE 3/15

(40 points)

This group ONLINE assignment helps candidates construct a WebQuest that develops subject matter literacy skills aligned with the group's Literacy Instructional Plan. WebQuest topics should be subject-related, and relevant for the group's target students. Through this assignment candidates will learn how to design inquiry-based instruction rich with literacy strategies relevant for striving adolescent readers.

For this online assignment you will:

1. Follow the steps for creating a WebQuest in Module 4 on <http://webquest.org/index-create.php>
2. Publish your WebQuest and share the URL with the class.
3. Schedule a time to meet with your 3 students and give them a tutorial showcasing the WebQuest you have designed for them. Encourage students to evaluate the WebQuest and give you constructive feedback.

Assessments and Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must inform the instructor of your absence. Optional make up work is offered pending instructor approval. You will still be responsible for all missed content and in-class work. You may also use [Zoom](#) to join any missed classes virtually if you make prior arrangements with the instructor.

Absence Policy

- 1 absence – 5% deducted from final grade if professor is notified
 - 2 absences – 10% deducted from final grade
 - 3 or more absences – You may be dropped
3. Letter grades are assigned on the standard scale based upon a possible total of **230 points**.

Grade	Point Range	Grade Point	Grade	Point Range	Grade Point
A	218-230	4.0	C+	177-183	2.3
A-	207-217	3.7	C	172-176	2.0
B+	200-206	3.3	C-	161-171	1.7
B	195-199	3.0	D+	154-160	1.3
B-	184-194	2.7	D	149-153	1.0

4. For assignments completed in groups or pairs, only one person needs to submit the document on Camino. All group members will receive the same grade.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.

Canvas/Camino Course Management System

To access course materials and participate in online activities, please be sure to review Canvas (also known as Camino). Reminders, tools, readings and assignment descriptions will be made available through this online course management system. Your SCU username and password gets you access to Canvas.

Disability Accommodations

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. Students who have medical needs related to pregnancy may also be eligible for accommodations. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information, you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medically related needs. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>

Academic Integrity

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a student guilty of dishonest acts will be immediately dismissed from the University.

Students that violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action (ECPPM Graduate Bulletin, 2017-2018).

COURSE CALENDAR

Date	Topic	Assignments
1/11	<p>Syllabus Review Assessing Learning * L.A.S.S.I. Assessment Procedures</p> <p>Literature Circle Meeting #1 1. Read literature circles doc. on Camino 2. Select chapters to read 3. Choose Roles</p> <p>Vialogue Account Setup Video = <i>Thoughtful Reading, "No Magic Formula"</i></p>	<p>Due: 1/18 Read: <i>Subjects Matter</i> Chapter 1: <i>The Core Purposes of Reading</i> Chapter 2: <i>How Smart Readers Think</i> Best Practices Chapter 1: <i>Texts and Adolescents</i></p> <p>Do: Literature Circles 1. Reading 2. Role Sheet #1</p>
1/18	<p>BEGIN ASSESSING THIS WEEK Assessing Literacy * Reading Attitude/Interest Inventory * Adolescent Literacy Assessment Procedures</p> <p>Review Module #1</p> <p>Literature Circle Meeting #2 1. Confirm chapters to read 2. Share role sheets/discuss Reading</p>	<p>Due: 1/25 Begin: Module #1</p>
*1/25	<p>FINISH ASSESSING THIS WEEK Online Class Session: Module #1 <i>English Learners & Complex Text</i></p>	<p>Due: 2/1 Read: <i>Best Practices</i> Chapter 3: <i>The Role of Motivation...</i> Chapter 4: <i>Using Discourse Study...</i> Chapter 5: <i>Teaching Literacy...</i></p> <p>Finish: Module #1 Do: Literature Circles 1. Reading 2. Role Sheet #2</p>
2/1	<p>BEGIN LITERACY INSTRUCTIONAL PLAN...Class 4:00-6:00 Designing A Literacy Instructional Plan <i>Review Module #2</i></p> <p>Literacy Instructional Plan Small Group Work</p> <p>DUE: MODULE #1</p> <p>Literature Circle Meeting #3 1. Confirm chapters to read 2. Share role sheets/discuss Reading</p>	<p>Due: 2/8 Begin: Module #2</p>

<p>*2/8</p>	<p>FINISH LITERACY INSTRUCTIONAL PLAN THIS WEEK Online Class Session: Module #2 <i>Vocabulary Strategy Instruction</i></p>	<p>Due: 2/15 Read: <i>Subjects Matter</i> Chapter 5: <i>Tools for Thinking: Reading Strategies..</i> Best Practices Chapter 8: <i>Comprehension in Secondary Schools</i> Chapter 9: <i>Expanding Adolescent Writing</i> Chapter 10: <i>Reading and Writing...</i> Chapter 15: <i>Assisting Struggling Readers...</i></p> <p>Finish: Module #2 Finish: Literacy Instructional Plan Do: Literature Circles 1. Reading 2. Role Sheet #3</p>
<p>2/15</p>	<p>BEGIN WEBQUEST PROPOSAL...Class 4:00-6:00 Academic Reading Comprehension <i>Review Module #3</i></p> <p>Instructor Lecture</p> <p>DUE: MODULE #2 DUE: LITERACY INSTRUCTIONAL PLAN</p> <p>Literature Circle Meeting #4 1. Confirm chapters to read 2. Share role sheets/discuss Reading</p>	<p>Due: 2/22 Begin: Module #3</p>
<p>*2/22</p>	<p>FINISH WEBQUEST PROPOSAL THIS WEEK Online Class Session: Module #3 <i>Developing A WebQuest Proposal</i></p>	<p>Due: 3/1 Read: <i>Subjects Matter</i> Chapter 8: <i>Independent Reading Workshop</i> Chapter 9: <i>Content-Area Book Clubs</i> Chapter 10: <i>Inquiry Units</i></p> <p>Finish: Module #3 Do: Literature Circles 1. Reading 2. Role Sheet #4</p>
<p>3/1</p>	<p>BEGIN WEBQUEST CONSTRUCTION...Class 4:00-6:00 Building Literacy Routines <i>Review Module #4</i></p> <p>Instructor Lecture: <i>Literature Circles,</i> <i>Reading/Writing Workshop</i></p> <p>Video & Discusson – “<i>The Big Picture: Rethinking Dyslexia</i>”</p> <p>DUE: MODULE #3</p> <p>Literature Circle Meeting #5 1. Confirm chapters to read 2. Share role sheets/discuss Reading</p>	<p>Due: 3/8 Begin: Module #4</p>

***3/8**

FINISH WEBQUEST THIS WEEK

Online Class Session: Module #4

Constructing A WebQuest

Due: 3/15

Finish: Module #4

Read: *Best Practices* (choose one chapter)

Chapter 11: Fostering the Acquisition of Math...

Chapter 13: Teaching History and Literacy

Chapter 14: Literacy Support in ELA Classrooms

Chapter 17: Traveling Together Over Difficult...

Do: Literature Circles

1. Reading
2. Role Sheet #5

3/15

WEBQUEST SHARING....Class 4:00-6:00

Developing Disciplinary Literacies

DUE: MODULE #4

Literature Circle Meeting #6

1. Confirm chapters to read
2. Share role sheets/discuss Reading

PIZZA PARTY!

*** Camino Online Sessions**