

EDUC675 Literacy Development and Instruction in Elementary Education (3 units)  
Fall 2024

**Day and Time/Location: Mondays – 5:00 p.m. – 7:30 p.m.**

**Instructor/Office: Kristen McGregor, Ed.D.**

**Office Hours: by appt/as needed**

**Contact Info: [kmcgrego@usc.edu](mailto:kmcgrego@usc.edu) (within 48 hours during workdays)**

## Rossier Mission

To prepare leaders to achieve educational equity through practice, research and policy. We work to improve learning opportunities and outcomes in urban settings and to address disparities that affect historically marginalized groups. We teach our students to value and respect the cultural context of the communities in which they work and to interrogate the systems of power that shape policies and practices. Through innovative thinking and research, we strive to solve the most intractable educational problems.

## MAT Position

Graduates of the MAT Program will be responsive teachers who challenge norms, discourses, practices, policies and structures in their school contexts that marginalize students in order to build inclusive communities of practice that empower students as active agents in their learning and lives.

## Course Description

This course is designed to prepare teacher candidates in the application of a balanced, integrated, interactive, critical and culturally responsive perspective to teaching reading/language arts in grades K through 8. The focus of the course is on the foundational skills and strategies needed in the developmental phase of "learning to read," which is essential in "reading and learning for life".

Literacy processes develop over time through active construction on the part of the learner and through interactions with the teacher and peers. We begin with a focus on diverse literacy practices in the home and community and continue on instructional practices and experiences in school that remain connected to student's interests, funds of knowledge and lived experiences.

This course is further designed to address several overlapping objectives and competencies:  
(1) To meet CTC Preliminary Multiple Subject and Single Subject Credential Program Standards (2022) and align to the Teacher Performance Expectations (TPEs)

- (2) To ensure that credential candidates understand the California Integrated Reading/Language Arts Framework for California Public Schools; and
- (3) To assist credential candidates in developing the knowledge base and skills needed for the Reading Instruction Competence Assessment (RICA).

## **LEARNING OUTCOMES**

The objectives identify the competencies candidates are expected to develop as prerequisites for successful completion of the course. These objectives represent both the general objectives related to the development of literacy with specific objectives related to the USC MAT program expectations for developing teaching proficiencies.

Candidates will:

- Define literacy development as a complex process; taking diverse student populations through different paths to common grounds and beyond.
- Review and utilize state and national standards for reading/language arts, including the ELA/ELD framework.
- Identify and plan for the four major domains of English language arts in alignment with Common Core Standards and attention to student diversity.
- Define critical thinking, be able to think critically themselves, and be able to teach their students how to think critically.
- Select, administer, and analyze literacy assessments to support individual students' literacy development.
- Define and plan for the skills and strategies that facilitate literacy development, including theoretically sound methodological practices.
- Critically analyze and adapt mandated curricula to meet the needs of a diverse student population.
- Substantiate and verify decisions concerning curriculum and pedagogical practices based on the needs of learners, the community, and society.

## **SUMMATIVE COURSE ASSESSMENT**

Final Exam: Candidates will be required to complete a summative final exam that demonstrates their understanding of course objectives. The final will consist of multiple choice, short answer questions and a mini case study. The exam further addresses the many competencies of the California Reading Instruction Competency Assessment (RICA).

## **REQUIRED READINGS AND SUPPLEMENTAL MATERIALS**

### Required Text

Gunning, T. G. (2019). *Creating literacy instruction for all students* (10th ed.). New York, NY: Pearson.

All course readings that are not in the required text are available in the Toolbox on the LMS in the folder labeled "course readings".

## Recommended Text in Preparation for the California RICA Exam

Rossi, J., & Schipper, B. (2021). Case studies in preparation for the California Reading Competency Test (4th ed.). Boston, MA: Allyn and Bacon.

Zarrillo, J. J. (2020). *Ready for RICA: Test preparation guide for California's reading instruction competence assessment* (4<sup>th</sup> ed.). Columbus, OH: Merrill, Prentice Hall.

Sample essay and case study questions by domain available at

<http://samplercaessayquestions.blogspot.com/>.

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Upper Saddle River, NJ: Prentice Hall, Inc. Pearson Education.

## **DESCRIPTION OF ASSIGNMENTS**

All of the requirements for this course are described below. The MAT program adheres to the Carnegie standard for course workload. The expected weekly “class time” or contact hours for a course of this length and credit value is 2 hour 30 minutes. The expected weekly “out of class” workload for this course is approximately 5 hours. The following provides a description of all of the Class Time activities and out-of-class assignments that are required for this course.

Completing the readings and participation in class discussions are important requirements in this graduate course. Performance in this course is measured heavily on the quality of the candidate’s written work and participation during class sessions. Written assignments must be typed and proofread with the care that a graduate student should exhibit.

**CLASS PARTICIPATION:** Total number of contact hours a week will be **2 hours and 30 minutes** (2 points each week, 30 total points, 15% of your overall course grade).

The class will meet for 2 hours and 30 minutes each week. During class time, you will experience a variety of activities and have opportunities to talk with your instructor about key topics and issues. You are encouraged to ask questions and actively participate in both planned and impromptu class discussions as long as the discussion forwards the purpose of the class. Each week class time will include in-class assignments and activities that will be considered for a weekly class participation grade. To receive full credit each week, you must be fully engaged in all activities.

You should arrive to class on time and participate in the full session. For online students, your camera must be on at all times. Notify your instructor, via email, if you will be unable to participate. Only one excused absence will be allowed for missed in-class assignments. If there are extenuating circumstances, please contact your instructor to discuss options.

## **LEARNING ACTIVITIES (3 points each = 27 points, 10% of your overall grade)**

In noted weeks, you will have a learning activity to complete through the LMS (Brightspace) prior to your class time session. These activities will provide you with the opportunity to prepare for class with a foundational understanding of the content. Similar to course readings, learning activities must be completed before attending your class time session because they will be used to engage in rich discussions about course content and further the learning in class. **TPE1.1, 1.3, 3.1, 3.4, 3.5, 5.1, 5.2**

**LITERACY CASE STUDY (25 points, 25% of overall course grade):** In your guided practice placement, you will be required to administer and collect literacy assessment data for 3 students in your class (an MLL, a struggling reader, an advanced reader) to analyze and reflect upon to create an appropriate instructional plan to support the students' ongoing literacy development. In class we will learn how to administer and analyze a range of literacy assessments that can be used to collect data for your case study. If the class is already collecting data, you can use 2 data sources from existing data and student work samples. You will review the data and analyze the information to determine the student's literacy strengths and needs. You can create a summary chart that captures all three student's assessment data and notes. Using an analysis of the data, you will craft an instructional plan for each student as well as a collective plan for what can be taught during shared reading experiences for the whole class. The case study write up will include the following:

- **Data collection and Analysis (Due in Week 11, 5 points):**
  - a) Data chart that captures:
    - a. Analysis of each student's strengths and needs for each individual assessment
    - b. Collective summary of the students' data results as a whole:  
What strengths and needs were revealed? What patterns did you see across the assessments for whole class instruction?
- **Instructional Plan:** Based on the analyses, create individual instructional plans that suggest areas of ongoing improvement and suggested practices to support the student's literacy development. Your individual recommendations should include the following (**Due in Week 14, each section is worth 5 points for a total of 15 points**):
  - a) Introduce each student and provide a brief synthesis of the student's strengths and needs based on the data analysis.
  - b) An individualized plan to provide opportunities for one-to-one guided instruction and individual practice with suggestions for ongoing development. These recommendations can be written as a narrative or bulleted suggestions and recommendations for what the child can work on during independent or teacher one-on-one sessions to further their literacy development. *SUPPORT YOUR RECOMMENDATIONS WITH COURSE*

*LITERATURE AND THEORY and CONNECT TO THE CCSS STANDARDS*

- c) A shared reading plan that synthesizes patterns noted across all data points for all three students collectively. Present recommendations for whole class instruction. *SUPPORT YOUR RECOMMENDATIONS WITH COURSE LITERATURE AND THEORY and CONNECT TO THE CCSS STANDARDS*

● **Reflection (Due in Week 14, 5 points):**

- a) Share your overall experience. What surprised you? What did you learn about yourself as an educator, about your students? What was challenging? What helped? How will you take your learning into your ongoing development as a teacher?

COMPLETED Mini-case study will be **due by class time in Week 14**. **TPE1.4, 3.1, 3.2, 4.1, 5.1, 5.2**

**LITERACY OBSERVATIONS: (10 points each = 40 total points, 20% of your overall grade):** An ongoing discussion throughout the semester will include how what we are learning in class is connected to classroom practice. Seeing theories in action is important in gaining a deep understanding of course content. You will be assigned a fieldwork placement in **EDUC673** where you will be observing, planning, and implementing a variety of lessons across the curriculum. As part of your fieldwork for our course, you will be asked to complete a series of observations in your 673 fieldwork placement that focus on how literacy is being developed and supported throughout the day. You will have an observation protocol to guide your observations when assigned. The “effective literacy practices” observation protocol is available on Brightspace in the Toolbox. You will complete the protocol, submit it to Brightspace and come prepared to discuss it during class time sessions. A detailing of when each part of the protocol is due and when observations must be completed is also noted below. **TPE1.5, 3.1, 3.2, 3.3, 3.4, 3.5**

- a) Observation 1: “Effective Literacy Practices” Observation Protocol, Part 1: Creating a Language- and Literacy-Rich Environment. Upload your completed protocol, Part 1, to Brightspace for instructor review by **Week 4 (10 points)**.
- b) Observation 2: “Effective Literacy Practices” Observation Protocol, Part 2: Word Knowledge- Teaching Foundational Skills. Upload your completed protocol, Part 2, to Brightspace for instructor review by **Week 6 (10 points)**.
- c) Observation 3: “Effective Literacy Practices” Observation Protocol, Part 3: Reading *to, with, and by* Students to Facilitate Reading Comprehension. Upload your completed protocol, Part 3, to Brightspace for instructor review by **Week 9 (10 points)**.

- d) Observation 4: “Effective Literacy Practices” Observation Protocol, Part 4: Writing *to*, *with*, and *by* Students to Facilitate Writing Development. Upload your completed protocol, Part 4, to Brightspace for instructor review by **Week 12 (10 points)**.

**FINAL EXAM (50 points, 30% of your overall grade):** Candidates will be required to complete a final exam that addresses course content covered throughout the semester. The final exam will include multiple-choice and short-answer questions and a mini-case study. The exam will be open book, open note and taken at any time during week 15. The exam can be found on Brightspace under Assessments. The exam is not timed, but must be completed in one sitting. Once you begin the exam you must complete it at that time. This experience and the format of the exam will further help candidates prepare for the Reading Instruction Competence Assessment (RICA) required for the California teaching credential. **TPE3.1, 3.2, 3.4, 4.3**

### Grading Breakdown

Assignment	Points	% of Grade
Class Participation	30	15
Learning Activities	27	10
Literacy Case Study	25	25
Observations	40	20
Final Exam	50	30
Total	172	100

### Grading Scale

Course final grades will be determined using the following scale:

A 95-100	B- 80-82	D+67-69
A-90-94	C+77-79	D 63-66
B+87-89	C 73-76	D-60-62
B 83-86	C- 70-72	F 59 and below

### Assignment Submission Policy

All noted assignments are due when listed. Each week traditionally begins on Monday and ends on the following Sunday. Per official MAT program policy, late assignments will be accepted **only** with the instructor’s advance permission **and** under limited circumstances.

- To be considered for advance permission to submit a late assignment, the instructor must be notified of the circumstances requiring a late submission no later than 24 hours before the due date and time of the assignment.

2. Acceptable circumstances do NOT include personal holidays, celebrations, and/or vacations OR scheduling conflicts/over-commitments, including work and child care.
3. Late submissions with advance permission will not be docked points for lateness. If advance permission has not been granted, late submissions will not receive full credit.
4. Late submissions will receive a penalty of a 10% per day deduction from the final grade, and there will be no credit for submissions that are more than 5 days late.

### **Grading Timeline**

All assignments will be evaluated and returned a week after the submission date. Any delays in grading will be shared by the instructor as applicable.

### **In the Event of Technical Breakdowns**

Candidates may submit assignments to the instructor via e-mail by the posted due date if they experience technical difficulties with Brightspace. You must inform your instructor if you are unable to submit your work to Brightspace. Remember to back up your work frequently.

### **Course Notes**

This course provides additional resources, course materials, lectures, videos, and assignments on the learning management system (LMS). All materials are organized by unit on the LMS and must be accessed and reviewed in the week they are listed. Technical problems that may arise when trying to access any materials on the LMS should be directed to Student Support. A live link to Student Support is available on your home page on <https://brightspace.usc.edu>.

### **Technological Proficiency and Hardware/Software Required**

All candidates are required to review and complete all tasks, including video lectures and online activities located on the LMS. Online candidates will also join their class time session through the LMS, <https://brightspace.usc.edu>, by joining their live session. A link to the live sessions will be available on the LMS, which will direct you to the Zoom classroom. A working camera on your computer or electronic device as well as an audio connection are required for participation in live class sessions. Call-in information for the live session will be made available upon entry into the class. Contact Student Support if there are any problems with your connectivity.

### **Technology Help**

**Brightspace (BSp) and USC Information Technology Services Help**

**Phone:** 213.740.5555

**Contact Info:** <https://itservices.usc.edu/contact>

**Hours:** 24 hours a day, every day



Do you want to learn more about Brightspace? Check out training and resources in the [Brightspace Student Tutorials](#). Find technical support information below:

- **Student Guides:** [Brightspace Student Guides](#)
- **Brightspace Technical Support Line:** 888-895-2812
- **Brightspace Email Support:** [usc@d2l.com](mailto:usc@d2l.com)

#### **Zoom Help**

**Phone:** 888.799.9666 ext 2 or 650.397.6096 ext 2

**Live Chat:** <https://support.zoom.us/hc/en-us/articles/201362003>

### **ACADEMIC ACCOMMODATIONS**

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans With Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university's educational programs and activities. Although USC is not required by law to change the "fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates," the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university's compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The e-mail address is [ability@usc.edu](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).

### **ACADEMIC INTEGRITY**

The University's Student Conduct Code articulates violations that are most common and readily identifiable. Conduct violating university community standards that is not specifically mentioned still may be subject to disciplinary action. General principles of academic honesty include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All candidates are expected to understand and abide by these principles.



Sanctions for violations of the university Student Conduct Code are assessed appropriately for the cited violation. Sanctions will be considered in light of candidates' entire conduct records at the university and will be designed to hold candidates accountable for their actions and the resulting or potential consequences of such actions, to promote the educational well-being of candidates, and to protect the educational environment of the university and the safety of its community.

All academic integrity violations will result in an academic consequence. Failure to comply with the terms of any imposed sanctions may be considered an additional violation. Scampus, the USC student guidebook, contains the Student Conduct Code and information on academic integrity. It is the student's responsibility to be familiar with and abide by these guidelines, which are found at <http://web-app.usc.edu/scampus/>.

A summary of behaviors violating University standards can be also found at <http://web-app.usc.edu/scampus/1100-behavior-violating-university-standards-and-appropriate-sanctions/>.

## **INCOMPLETES**

IN – Incomplete (work not completed because of documented illness or some other emergency occurring after the eighth week of the semester; arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to final exam); IX: lapsed incomplete.

Conditions for Removing a Grade of Incomplete. If an IN is assigned as the student's grade, the instructor will fill out the Incomplete (IN) Completion form, which will specify to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to the work remaining to be done when computing the final grade. A student may remove the IN by completing only the portion of required work not finished as a result of documented illness or emergency occurring after the eighth week of the term. Previously graded work may not be repeated for credit. It is not possible to remove an IN by reregistering for the course, even within the designated time.

Time Limit for Removal of an Incomplete – One calendar year is allowed to remove an IN. Individual academic units may have more stringent policies regarding these time limits. If the IN is not removed within the designated time, the course is considered "lapsed," the grade is changed to an "IX," and it will be calculated into the grade point average as 0 points. Courses offered on a Credit/No Credit basis or taken on a Pass/No Pass basis for which a mark of Incomplete is assigned will be lapsed with a mark of NC or NP and will not be calculated into the grade point average.

## **STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS**

### **Academic Conduct**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems**

*Student Counseling Services (SCS): (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline: 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship and Sexual Violence Prevention Services (RSVP): (213) 740-4900—24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://studenthealth.usc.edu/sexual-assault/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX Compliance: (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes, and micro-aggressions need to be reported, allowing for appropriate investigation and response. <https://titleix.usc.edu/reporting-options/>

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations.

<http://dsp.usc.edu>

*Student Support and Advocacy: (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student, e.g., personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

### *Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. <https://diversity.usc.edu/>

### *USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. <http://emergency.usc.edu>

*USC Department of Public Safety: 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.*

Provides overall safety to the USC community. <http://dps.usc.edu>

## **COURSE OVERVIEW: WEEKLY UNITS AND REQUIREMENTS**

Unit/Week	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<p><b>Unit 1</b></p> <p><b>Week 1-2</b></p> <p>August 26- Sept. 28</p>	<p><b>Unit 1: DEFINING LITERACY in the 21st CENTURY</b></p> <p><u>Goals:</u> Understand what it means to be literate in the 21st century. See the role of literacy across the curriculum in school and the authentic purposes of literacy for life. <b>TPE1.1, 2.5, 3.1, 3.6, 3.7, 6.2</b></p> <p>Upon completing this unit students will be able to:</p> <ul style="list-style-type: none"> <li>● Navigate the syllabus and understand all course requirements and objectives</li> <li>● Define literacy as a complex process involving multiple literacies and diverse literacy experiences               <ul style="list-style-type: none"> <li>○ Compare the literacy experiences of our pasts and the current role of literacy in the world</li> </ul> </li> <li>● Review ELA-ELD Framework (the interrelated nature of language and literacy)</li> </ul> <p><u>Guide Questions:</u> How would you define literacy? Has the definition changed from when you were children, if so, how? How did you develop literacy as a child, at home/at school?</p>	<p>Gunning, T. G. (2019) <i>Creating literacy instruction for all students</i></p> <ul style="list-style-type: none"> <li>- Chapter 1, The nature of literacy</li> <li>- Chapter 2, Teaching all students</li> </ul> <p>Timpson, W. (1998) Paulo Freire: Advocate of Literacy through Liberation. <i>Educational Leadership</i></p> <p>California ELA-ELD Framework Chapter 1 (pgs. 15-49). <a href="https://www.cde.ca.gov/CI/rl/cf/elaeldfmwrksbeadopted.asp">https://www.cde.ca.gov/CI/rl/cf/elaeldfmwrksbeadopted.asp</a></p> <p><u>Learning activity:</u> Defining Literacy reflection</p>	

<p><b>Unit 2</b></p> <p><b>Week 3</b> Sept. 9-15</p>	<p><b>Unit 2: ENGLISH LANGUAGE ARTS INSTRUCTION</b></p> <p><u>Goals:</u> Identify, understand, and integrate the components of English language arts instruction. <b>TPE3.1, 3.5, 4.2</b></p> <p>Upon completing this unit students will be able to:</p> <ul style="list-style-type: none"> <li>• Access, read, and interpret the Common Core English Language Arts standards</li> <li>• Explain the connection between diverse home literacy experiences and “school” literacies</li> <li>• Discuss the role of literacy as a means for educational equity</li> <li>• Assess students’ concepts about print through the lens of diversity and culturally responsive approaches to literacy development</li> </ul> <p><u>Guide Questions:</u> What is emergent literacy, and how do we bridge home and school literacies? What is involved in English language arts instruction, <i>the what?</i> What are students expected to learn in ELA (based on the standards)?</p>	<p>Common Core Standards</p> <ul style="list-style-type: none"> <li>- Introduction (p.1-8)</li> <li>- Anchor Standards overview (browse your Guided Practice, EDUC673 grade level)</li> </ul> <p>Milner, H.R. (2020). Opportunity Centered Teaching: Reading instruction that supports racial justice. <i>Literacy Today</i></p> <p>Wang, Y. (2019). “It broadens our horizon”: English Learners learn through global literature and cultural discussions, <i>Journal of Adolescent and Adult Literacy</i>. Volume 63(4), pg. 391-400.</p> <p><u>Learning Activity:</u> Introduction to CCSS (Note- it is broken up into 3 parts on Brightspace. Each part is connected to prepare for the final activity)</p>	
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<p><b>Unit 3</b></p> <p><b>Week 4</b></p> <p>Sept. 16 -22</p>	<p><b>Unit 3: FOUNDATION SKILLS, Part 1-</b> Discrete Skills</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Phonics</li> <li>• Assessing word knowledge</li> </ul> <p><b>TPE1.8, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2</b></p> <p><u>Goals:</u> Identify, understand, and integrate the components of word knowledge in English language arts instruction to facilitate literacy development. A focus on phonics and phonemic awareness.</p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define phonics and phonemic awareness and their role in literacy development</li> <li>• Explain direct, explicit, systematic foundational skills instruction</li> <li>• Analyze word study assessments for phonics and phonemic awareness</li> </ul> <p><u>Guide Questions:</u> How are the building blocks, discrete skills of literacy, part of a broader development of language and literacy? What is the role of discrete skills in literacy development with a focus on phonics and phonemic awareness?</p>	<p><u>Readings:</u> Gunning, T. G. (2019) <i>Creating literacy instruction for all students</i> - Chapter 4, Emergent/Early literacy - Chapter 5, Teaching phonics and syllabic analysis</p> <p><u>Learning Activity:</u> Foundational Skills. This learning activity includes a series of pages leading to a Phonics Pretest. Please complete all pages and bring your phonics pretest to class for review.</p>	<p><b>Literacy Observation</b> <b>Part 1: Literacy Rich Learning Environments</b> <b>DUE</b></p>
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<p><b>Unit 3</b></p> <p><b>Week 5</b></p> <p>Sept. 23 -29</p>	<p><b>Unit 3: FOUNDATION SKILLS, Part 2- Word Study</b></p> <ul style="list-style-type: none"> <li>● Morphology</li> <li>● Vocabulary</li> <li>● ASSESSING WORD KNOWLEDGE</li> </ul> <p><b>TPE1.8, 3.1, 3.2, 3.6, 4.1, 4.3, 5.1, 5.2</b></p> <p><u>Goals:</u> Identify, understand, and integrate the components of word knowledge in English language arts instruction to facilitate literacy development. A focus on morphology and vocabulary</p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand what it means to know words, from morphology to vocabulary</li> <li>● Explain the role of vocabulary in literacy development</li> <li>● Understand how vocabulary is part of academic language in all content areas</li> </ul> <p><u>Questions:</u> How are discrete skills (specifically morphology) part of literacy development and connected to vocabulary and academic language? How do words and phrases impact how students access meaning from text and produce text?</p>	<p>Gunning, T. G. (2019) <i>Creating literacy instruction for all students</i></p> <p>- Chapter 7, Building vocabulary</p>	
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<p><b>Unit 4</b></p> <p><b>Week 6</b> Sept. 30 – Oct. 6</p>	<p><b>Unit 4: READING DEVELOPMENT AND INSTRUCTION (Making Meaning), Part 1</b> Reading Instruction</p> <ul style="list-style-type: none"> <li>• Reading development</li> <li>• Reading instruction: <i>to, with, by (Individual, small group and whole group instruction)</i></li> <li>• Standards and reading instruction</li> <li>• Critical Media Literacy</li> </ul> <p><u>Goal:</u> Understand what the expectations are for students in reading instruction and how teachers can support that development. <b>TPE1.4, 1.8, 3.1, 3.2</b></p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the development of a reader: emergent, early, transitional, and self-extending—and the skills and strategies that support readers throughout their on-going literacy development</li> <li>• Explain what it means to provide comprehensive support in reading instruction</li> <li>• Access, read, and interpret the CCSS Reading standards for literature and informational texts</li> </ul> <p><u>Guide Questions:</u> What is critical literacy? How do we develop critical literacy as a culturally responsive approach to literacy development and instruction? How do we provide a comprehensive reading instructional program? What helps students make meaning from text?</p>	<p><u>Readings:</u> Gunning, T. G. (2019) <i>Creating literacy instruction for all students</i> - Chapter 8, Comprehension: Theory and strategies</p> <p>Morrell, E. (2008) <i>Critical Literacy and Urban Youth</i>. Routledge -Chapter 7 Critical Media Literacy</p> <p>Kellner, D. &amp; Share, J. (2019). <i>Critical Media Literacy Guide</i>, Chapter 1 Towards critical digital media literacies</p> <p><u>Learning activity:</u> Reading to with and by</p>	<p><b>Literacy Observation Part 2: Word Knowledge-Teaching Foundational Skills Due</b></p>
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<p><b>Unit 4</b></p> <p><b>Week 7</b></p> <p>Oct. 7 - 13</p>	<p><b>Unit 4: READING DEVELOPMENT AND INSTRUCTION (Making Meaning), Part 2- Facilitating comprehension</b></p> <ul style="list-style-type: none"> <li>Facilitating reading comprehension</li> <li>Questioning techniques</li> <li>Pairing materials with students (interest, reading level, standards based)</li> </ul> <p><u>Goals:</u> Guide students to make meaning from text through analysis of text structures and strategies to access and interpret text. <b>TPE1.3, 3.1, 3.2, 3.6</b></p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>Develop a range of questions to guide reading comprehension</li> <li>Define complex text and learn to select text for varied instructional purposes</li> <li>Learn to connect text to readers and guide reading comprehension</li> </ul> <p><u>Guide Questions:</u> How do students make meaning from text (thinking skills)? How can teachers facilitate access to text (strategies before and during reading)? What is the role of teacher questioning in making meaning from text and extending thinking beyond text?</p>	<p><u>Readings:</u></p> <p>Gunning, T. G. (2019) <i>Creating literacy instruction for all students</i></p> <ul style="list-style-type: none"> <li>Chapter 9, Comprehension: Text structures and teaching procedures</li> <li>Chapter 11, Reading literature</li> </ul> <p>Escamilla, K. &amp; Nathenson-Mejia, S. (2003). <i>Preparing culturally responsive teachers: Using Latino Children’s Literature in Teacher Education</i>. Taylor &amp; Frances, Inc.</p> <p>Common Core Standards: Appendix A</p>	
<p><b>Unit 4</b></p> <p><b>Week 8</b></p> <p>Oct. 14 - 20</p>	<p><b>Unit 4: READING DEVELOPMENT AND INSTRUCTION (Making Meaning), Part 3- Assessing Reading</b></p> <ul style="list-style-type: none"> <li>Assessing reading</li> <li>Connecting assessment and instruction</li> </ul> <p><b>TPE1.8, 3.2, 4.1, 4.3, 5.1, 5.2</b></p> <p><u>Goals:</u> Learn to assess students’ literacy development and use data to make instructional decisions.</p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>Administer reading assessments, such as a running record</li> <li>Become familiar with mandated state exams in reading, e.g., SBAC</li> <li>Use data to determine next steps in a student’s literacy development</li> </ul> <p><u>Guide Questions:</u> Which assessments can be used to assess students’ literacy development? How can we use data to make instructional decisions?</p>	<p><u>Readings:</u></p> <p>Gunning, T. G. (2019) <i>Creating literacy instruction for all students</i></p> <ul style="list-style-type: none"> <li>Chapter 3, Assessing for learning</li> </ul> <p><u>Learning Activity:</u></p> <ul style="list-style-type: none"> <li>Exploring standardized tests: Experiencing SBAC</li> <li>Case Study: Analyzing student data to plan for individual, small group and whole group instruction</li> </ul>	

<p><b>Unit 4</b> Week 9 Oct. 21 - 27</p>	<p><b>Unit 4: Reading Development and Instruction (Differentiation/Small group Instruction)</b></p> <ul style="list-style-type: none"> <li>• Differentiating for small group instruction</li> <li>• Small Group strategy instruction</li> <li>• Whole group differentiation</li> </ul> <p><u>Goals:</u> Recognize the need for and plan differentiated pedagogical approaches to teaching reading.</p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze assessments to determine appropriate small group reading foci.</li> <li>• Plan a small group reading lesson.</li> </ul> <p><u>Guide Questions:</u> How do we use assessment to prepare for differentiation? How can guided small group strategy instruction help address the unique reading needs of diverse classrooms?</p>	<p><u>Readings:</u> ELA/ELD Framework Chapter 9 Access and Equity</p> <p>Handbook of Reading Research Volume V, Chapter 14 Defining Deep Reading Comprehension for Diverse Learners, pgs. 261-276</p>	<p><b>Literacy Observations Part 3: Reading to, with, and by Students to Facilitate Reading Comprehension Due</b></p>
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<p><b>Unit 5</b></p> <p><b>Week 10</b> Oct. 28 – Nov. 3</p>	<p><b>Unit 5: WRITING DEVELOPMENT AND INSTRUCTION, Part 1-Writing Instruction</b></p> <ul style="list-style-type: none"> <li>• Writing development</li> <li>• Standards and writing development</li> <li>• Writing instruction: <i>to, with, by</i> (<i>Independent, Small group, Whole group</i>)</li> </ul> <p><u>Goals:</u> Understand how to support students' writing development. What are the expectations for writing development in the standards? <b>TPE1.3, 3.1, 3.6</b></p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the writing process and the development of a writer</li> <li>• Explain a comprehensive approach to writing instruction that includes writing <i>to, with, and by</i> students</li> <li>• Access, read, and interpret the CCSS writing standards</li> <li>• Plan for Designated ELD</li> </ul> <p><u>Guide Questions:</u> How can we provide students with a comprehensive writing instructional program? What is expected of students as writers, per the standards? How is writing development supported?</p>	<p><u>Readings:</u> Gunning, T. G. (2019) <i>Creating literacy instruction for all students</i> - Chapter 13, Writing and reading</p> <p><u>Learning Activity:</u> Writing <i>to, with, and by</i></p>	<p><b>Case Study Data Collection and Analysis due</b></p>
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<p><b>Unit 5</b> <b>Week 11</b> Nov. 4 – 10</p>	<p><b>Unit 5: WRITING DEVELOPMENT AND INSTRUCTION, Part 2 Teaching Genre</b></p> <ul style="list-style-type: none"> <li>Teaching genres and text structures</li> <li>Writing across the curriculum</li> </ul> <p><b>TPE 1.3, 3.1, 3.6</b></p> <p><u>Goals:</u> Understand how to construct a variety of written genres in order to guide students to write for a variety of purposes. Look at the role of writing across the curriculum to support the deconstruction and construction of a variety of genres and text types.</p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the three main writing types: narrative, informational/expository, opinion/argumentative</li> <li>Identify genres within the different types of writing</li> <li>Discover a range of genres of reading and writing across the curricular areas</li> </ul> <p><u>Guide Questions:</u> What are text types vs. genres? What are students asked to write across the curricular areas? How can we support students to successfully write across the curricular areas?</p>	<p><u>Readings:</u> Mora-Flores, E. (2008) <i>Writing instruction for English language learners</i>: Chapter 1</p> <p><u>Learning Activity:</u> Analyzing Written Discourse</p> <p><b>Class Activity:</b> <b>ELA Curriculum Lesson Redesign: Critical Literacy Lesson, lesson plan</b></p> <ul style="list-style-type: none"> <li><b>Bring a lesson from your clinical practice curriculum</b></li> </ul>	
<p><b>Unit 5</b> <b>Week 12</b> Nov. 11 -17</p>	<p><b>Unit 5: WRITING DEVELOPMENT AND INSTRUCTION, Part 3- Assessing writing</b></p> <ul style="list-style-type: none"> <li>Assessing writing</li> <li>Connecting assessments to writing instruction</li> </ul> <p><u>Goals:</u> Assessing writing to learn about students and inform instruction. <b>TPE 1.8, 4.2, 4.3, 5.1, 5.2, 5.3</b></p> <p>Upon completing this unit, student will be able to:</p> <ul style="list-style-type: none"> <li>Assess students' writing</li> <li>Use data to inform writing instruction</li> </ul> <p><u>Guide Questions:</u> How do we assess students' writing? What does it tell us, and how do we use data to make instructional decisions?</p>	<p><u>Readings:</u> Anderson, C. (2008). <i>Strategic writing conferences</i>. - Chapter 1: Overview of writing conferences</p> <p><u>Learning Activity:</u> Analyzing student writing samples</p>	<p><b>Literacy Observation Part 4: Writing to, with, and by Students to Facilitate Writing Development Due</b></p>

<p><b>Unit 6</b></p> <p><b>Week 13</b></p> <p>Nov. 18 - 24</p>	<p><b>Unit 6: LANGUAGE-RICH CLASSROOMS AND DISCUSSIONS (Effective Expression/Language Development)</b></p> <ul style="list-style-type: none"> <li>• A language environment</li> <li>• Facilitating discussions</li> </ul> <p><b>TPE2.2, 2.5, 2.6, 3.1</b></p> <p><u>Goals:</u> Creating a learning environment where teachers understand the role of language and language learning, from the classroom environment to establishing a low affective filter to support language development.</p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define a language-rich learning environment</li> <li>• Explain how to facilitate a discussion</li> <li>• Understand the role of a teacher in facilitating a discussion, from selecting text, to developing questions and guiding the discussion</li> </ul> <p><u>Questions:</u> How does the classroom environment impact students' literacy development? What is a language and literacy rich classroom? How can teachers effectively facilitate a discussion?</p>	<p><u>Readings:</u> Mora-Flores, E. (2012). <i>Connecting content and language</i>. - Chapter 4, Creating a language-rich environment.</p> <p>Franke, M. L. et al. (2015, September). Student engagement with others' mathematical ideas. <i>The Elementary School Journal</i>, 116(1), 126-148.</p> <p><u>Learning Activity:</u> RICA case studies</p> <p><b>Class Activity</b> <b>Designated ELD lesson plan</b></p>	
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<p><b>Unit 7</b></p> <p><b>Week 14</b> Nov. 25 – Dec. 1</p>	<p><b>UNIT 7: LITERACY ACROSS THE CURRICULUM</b>, Part 1-Curriculum Analysis</p> <ul style="list-style-type: none"> <li>• Programs for teaching ELA past and present</li> <li>• Integrated approaches today</li> </ul> <p><b>TPE3.1, 3.3, 3.4, 3.5, 3.6, 4.8</b></p> <p><u>Goals:</u> Analyze curricular programs past and present used for teaching English language arts</p> <p>Upon completing this unit, student will be able to:</p> <ul style="list-style-type: none"> <li>• Access and read current ELA curriculum</li> <li>• Analyze ELA curriculum with attention to diversity</li> <li>• Analyze ELA curricula for its comprehensiveness and flexibility in working with diverse student populations</li> <li>• Revise curriculum-based lessons with attention to diversity</li> </ul> <p><u>Questions:</u> What types of programs have been used in the past to support students’ literacy development? What has changed overtime in ELA programs? Why did they change? How are curricular programs aligned with the diversity of language and literacy in a classroom? Are programs designed with reflective opportunities to modify instruction according to the needs of students? How can we address diversity in language and literacy development in ELA programs?</p>	<p><u>Readings:</u> Gunning, T. G. (2019) <i>Creating literacy instruction for all students</i> - Chapter 12, Approaches to teaching reading</p>	<p><b>Full Case Study due.</b></p>
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<p><b>Unit 7</b></p> <p><b>Week 15</b> Dec. 2 - 8</p>	<p><b>UNIT 7: LITERACY ACROSS THE CURRICULUM</b>, Part 2-Content Area Literacy</p> <ul style="list-style-type: none"> <li>• Planning for integration (CCSS and math, science, social studies, PE, visual and performing arts)</li> <li>• ELD across all curricular areas.</li> </ul> <p><b>TPE3.1, 3.3, 3.4, 3.5, 3.6, 4.8</b></p> <p><u>Goals:</u> Understand the role of literacy in all content areas and connect ELD and CCSS standards to lesson planning processes.</p> <p>Upon completing this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how literacy development is integrated across the curricular areas</li> <li>• Plan with the CCSS-ELA and ELD standards when developing content area lessons</li> </ul> <p><u>Questions:</u> How is literacy developed across the curricular areas? How are CCSS and ELD standards used to plan lessons in all content areas?</p>	<p><u>Readings:</u> Gunning, T. G. (2019) <i>Creating literacy instruction for all Students</i> - Chapter 10, Reading and writing in the content areas and study skills</p> <p><b>JIGSAW:</b> Math: Sunstein, B. S., et al. (2012). Math in the margins: Writing across curricula into community heritage. <i>The English Journal</i>, 102(2), 16-26.</p> <p>Science: Grant, Fisher, &amp; Lapp: Chapter 4, Writing like a scientist, pp. 94-134.</p> <p>Social Studies: Carlin-Menter, S. (2013). Exploring the effectiveness of an online writing workspace to support literacy in a social studies classroom. <i>E-Learning and Digital Media</i>, 10(4), 407-419.</p> <p>Pair with the Arts: Zygouris-Coe: Chapter 9, Writing in the disciplines, pp. 330-379.</p>	<p><b>Final Exam-</b> Complete the final exam on Brightspace under "Assignments" by the end of week 15</p>
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## DISTANCE LEARNING

This course is offered both online and on campus; the activities, expectations, and requirements are identical between the two versions. The online course is conducted through a combination of real-time and asynchronous modules, just as the on-campus version is conducted with some in-class and out-of-class sessions. All candidates will be required to complete assignments online, in the field, and independently along with completing related reading assignments. The time needed to complete all assignments fulfills course unit time requirements.

E-mail and chat will be the primary forms of immediate communication with the instructor. E-mail will be checked on a daily basis during **weekdays** and will be responded to within 48 hours.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add additional optional material at any point. All links and online resources were checked at the start of the term, but if there are any technical difficulties be sure to inform your instructor.

## USC technology rental program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully

participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

### **Standards of Appropriate Online Behavior:**

The protocols defined by the USC Student Conduct Code must be upheld in all online classes. Candidates are not allowed to post inappropriate material, SPAM to the class, use offensive language or online flaming. For more information, please visit:

<https://sjacs.usc.edu/>

### **Classroom Norms**

Classroom norms describe the behaviors that are encouraged and discouraged during class. They are an empowering tool for establishing and maintaining a supportive learning environment. Maintaining positive and respectful norms for interacting during class offer greater conditions and opportunities for learning. Our primary commitment is to learn from each other. We will listen to each other and not “talk at each other” in this course. We acknowledge differences amongst us in backgrounds, skills, interests, and values. These differences increase our awareness and understanding. Here are some basic norms that will guide our interactions this semester:

1. **Respect:** Listen to each other actively, attentively, and respectfully without interrupting or cutting someone off. Comments you make should reflect that you have paid attention to the speaker's comments and that you are not speaking on anyone else's behalf. Do not editorialize what others say (e.g., “I think what Maleka is trying to say is...”). Challenge one another's viewpoints, not each other's character or person. Avoid inflammatory language and be mindful of your body language, facial expression, tone and volume of your voice. Be mindful of the amount of space you are taking up in the discussion (e.g., invite others to join the discussion instead of making another point when you've been speaking the most).
2. **Constructiveness:** Criticize ideas, not individuals or groups. Keep your assumptions in check – on what basis or evidence do you make a claim, conclusion, or suggestion? Respect others' right to hold opinions that differ from your own. Learning is not predicated on your ability to convince someone else to change their mind, belief, or value to align with yours. Not every disagreement will be resolved – commit to learning, not proving you're right or seeking a neat and complete resolution. Ask questions when you find yourself reacting to a situation or discussion – do not assume you know what others are thinking or have implied. Actively work at seeing an issue or situation from the other person's perspective. Listen, then share using “I” statements.
3. **Inclusivity:** Do not monopolize the discussion by letting your question or answer run on. Know that it is okay to be emotional about issues and you can name your emotions. Others may not know how to respond to those emotions, which is also okay. Try not to silence yourself out of concern for what others will think and also

try not to monopolize or dominate the discussion with those emotions – share and make space for others to share. Step up, then step back. Be mindful of taking up much more time than others. Consider anything that is said in class as strictly confidential, even if the session is online, recorded, and available to students afterwards. In those cases, the recording is available only to the class community, not the general public, and should not be shared with anyone outside of the class.

4. **Procedure:** Wait to be recognized by the instructor or discussion leader before speaking. Address the class as you speak, online or in a campus classroom. Say your name before making a statement to assist the class in getting to know you. Do your best to make a single point each time you speak, rather than making a series of statements at once. You might start your statement with a short one-sentence summary of the point you are making, for example.

### **Zoom Etiquette**

"Netiquette" or "internet etiquette," describes the recommended communication and behavior of online communication. Here are our Zoom Etiquette Norms:

- Set up in a quiet room and well-lit space. Face a window or lamp; refrain from sitting with a window or lamp behind you because the light will drown out/shadow your image. We need to fully see and hear you as if you were in a campus classroom.
- Eliminate all distractions in your room (e.g., pets, family members, roommates, friends, etc. should not be joining us in class by virtue of being in the room with you!).
- Attend class dressed as you would on campus or as a teacher attending a faculty meeting.
- Log into Zoom at least 5 minutes before class to ensure you're ready to engage at the class start time.
- Actively participate in class by using the "raise hand" feature or signaling with your hand to speak up during discussions. Otherwise, be sure to MUTE yourself unless you are speaking to the class.
- Problems Joining Class: Contact Student Success using the virtual assistant on Brightspace or the "question mark" button on the left vertical menu on Brightspace.

### **Sharing of Class Recordings and Course Materials outside of the learning environment is strictly prohibited.**

USC prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. Failure to comply with this restriction is a violation of the USC Student Conduct Code and may result in disciplinary and legal action. Please read the USC Student Handbook, *SCampus Section 11.12(B): Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information,*

*which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).*

