



**Department of Education
MATTC
EDUC294B (3 units)
ADOLESCENT LITERACY DEVELOPMENT
Section
SPRING 2018**

Instructor: **M. Priscilla Myers, Ph.D.**
Reading Curriculum & Instruction
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Office Hours:
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Course Meeting:
Classrooms:
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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

EDUC294B Adolescent Literacy Development focuses on reading as a means of learning from text. You will learn instructional strategies that enable all students, including those with foundational skill deficits, English language learners, and advanced learners, to develop confidence, awareness, and control when applying themselves independently to reading demands in all content areas. This course is required of all single subject teaching credential candidates; concurrent enrollment in a Clinical Practicum placement or full time teaching position in a Catholic school is not required.

Course Objectives

Crucial to student success in literacy education are the nurturance and guidance of reflective literacy practitioners--teachers who are compassionate, knowledgeable, mindful, metacognitively aware, morally intuitive decision makers, and who model commitment to lifelong learning. Reflective literacy teachers provide multiple, integrated, practical, problem-solving instructional strategies adapted to the specific needs and interests of individuals who read and learn from texts in all content areas. This course will further your preparation as a reflective literacy practitioner and, in particular, will help you to:

This course will develop students' knowledge and skills in order to:		Goals/TPEs Addressed		
		DG #	PLG #	TPE #
1	Find books and learn strategies for integrating literature throughout the curriculum, including technology, online texts, and changing literacies;	2	1	1.2, 2.2
2	Understand that reading literature for young adults, and incorporating and valuing literature from diverse cultures and about students with special needs, is an integral part of each teacher's role;	3	1, 2, 5	1.1, 2.2
3	Develop a concept of reading as an active, meaning-seeking process and a workable, fundamental part of content area learning.	1	2	1.3, 1.8
4	Develop an understanding of the reading process as an interaction between reader, text, and context.	1	1, 2, 5	1.4, 2.5,
5	Use knowledge of reading processes and a variety of informal, formal, formative, and summative assessment to monitor students' progress and plan instruction.	1, 2	3	3.1, 4.1
6	Develop an increased awareness of factors influencing motivation and success in reading in the content areas.	1	1, 6	2.5, 3.2, 4.3
7	Learn strategies for organizing and evaluating reading material, as well as for facilitating reading comprehension and concept development through specific text materials.	2	3	5.1, 6.1
8	Learn strategies for adapting instruction and materials to fit the needs of individual pupils, including those with foundational skill deficits, English language learners and bilingual students, and advanced learners.	1, 3	1, 6	4.4, 5.2, 5.6, 6.1
9	Understand the linguistic, psychological, physiological, and cultural concerns involved in reading instruction for striving adolescents including ELL and bilingual learners	1, 3	1, 6	4.4, 5.2, 5.6, 6.1
10	Integrate and apply knowledge gleaned from coursework through observation and interviews that will engage you in purposeful collaboration with practicing single subject teachers and their students.	1.5	4	6.3
11	Learn strategies for monitoring, evaluating, and adapting instruction and materials to fit the needs of individual pupils through a one-on-one tutorial field component.	1, 3	1, 6	4.4, 5.2, 5.6, 6.1
12	Summarize assessment results in a detailed tutoring	1, 3	1, 6	4.4, 5.2, 5.6,

	instructional 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 students who are ELL, bilingual, or students with special needs.			6.1
13	Help students experience the satisfaction of learning from text and to understand that reading is both for learning and for pleasure.	1	5	6.1, 6.2

Required and Recommended Texts & Readings

Bean, T.W, Readence, J., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach* (10th ed.). Dubuque, IA: Kendall Hunt.

Content Area Literacy Companion Website -<http://www.kendallhunt.com/contentarealiteracy/>

Suggested Resources:

Bauer, L., & Trudgill, P. (Eds.). (1998). *Language myths*. London: Penguin Books.

Bear, D., Invernizzi, M., Templeton, S., & Johnston, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (3rd ed.). Columbus, OH: Merrill/Prentice Hall.

Brown-Chidsey, R., Bronaugh, L., & McGraw, K. (2009). *RTI in the classroom: Guidelines and recipes for success*. NY: Guilford Press.

Buehl, D. (2011). *Developing readers in the academic disciplines*. Newark, DE: International Reading Association.

Richardson, J. S., Morgan, R. F., & Fleener, C. E. (2012). *Reading to learn in the content areas* (8th ed.). Belmont, CA: Wadsworth.

Roe, B.D., and Burns, P.C. (2011). *Informal reading inventory: Preprimer to twelfth grade* (8th ed.). Belmont, CA: Wadsworth.

Zwiers, J. (2004). *Developing academic thinking skills in grades 6-12: A handbook of multiple intelligence activities*. Newark, DE: International Reading Association.

From Journal of Adolescent & Adult Literacy:

Baumann, J.F. & Graves, M.F. (2010). What is academic vocabulary? *JAAL*, 54(1), 4-12.

Johnson, D. (2010). Teaching with author's blogs: Connections, collaboration, creativity. *JAAL*, 54, 172-180.

Kieffer, M.J., & Lesaux, N.K. (2010). Morphing into adolescents: active word learning for English Language Learners and their classmates in middle school. *JAAL*, 54(1), 47-56.

Larson, L. (2009). E-reading and e-responding: New tools for the next generation of readers. *JAAL*, 53, 255-258.

Online Readings

Purdue University's Online Writing Lab (1995-2012). [free writing, research, grammar, MLA & APA style online handouts; writing consultations, workshops, ESL conversation groups]. *The OWL at Purdue*. Retrieved March 2016, from <http://owl.english.purdue.edu/owl/>.

California Dept. of Education (2014). *Department of Education Home Page*. Retrieved March 2016, from <http://www.cde.ca.gov/index.asp>

California Dept. of Education (March 6, 2014). *New Online Tools for Educators*. Retrieved March 2016, from <http://www.cde.ca.gov/nr/ne/yr14/yr14rel25.asp>

California Dept. of Education (2014). *Getting Started with the California English Language Development Standards*. Retrieved March 2016, from

<http://www.myboe.org/portal/default/Content/Viewer/Content?action=2&scId=509334&sciId=16472>

California Dept. of Education (2009). *English language development content standards adopted by the State Board of Education*. Retrieved March 2016, from <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

California Dept. of Education (2007). *Reading/language arts framework for California public schools: Kindergarten through grade twelve*. Retrieved March 2016, from <http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf>

Cornell University Center for Teaching Excellence: "Inclusive Teaching Strategies." Retrieved March 2016 <http://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/inclusive-teaching-strategies.html>.

Cornell University Center for Teaching Excellence: "Incorporating Diversity." Retrieved March 2016 from <http://www.cte.cornell.edu/teaching-ideas/designing-your-course/incorporating-diversity.html>.

Greene, R. (2013, Oct. 30). 5 key strategies for ELL instruction. *Teachers' Voice*. Retrieved March 2016 from <https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/>.

Stanford Graduate School of Education (2014). *Understanding Language*. Retrieved March 2016, from <http://ell.stanford.edu>.

SCU Learning Commons/Orradre Library Journals with Articles Related to Teaching Reading & Writing

CA JOURNAL OF TEACHER EDUCATION

ENGLISH JOURNAL

INSTRUCTOR

JOURNAL OF ADOLESCENT AND ADULT

JOURNAL OF EDUCATION

JOURNAL OF EDUCATIONAL PSYCHOLOGY

JOURNAL OF SPECIAL EDUCATION

JOURNAL OF TEACHER EDUCATION

LANGUAGE ARTS

LIBRARY JOURNAL

COLLEGE ENGLISH

LITERACY (formerly *JOURNAL OF READING*)

PSYCHOLOGY IN SCHOOLS

READING RESEARCH QUARTERLY

READING TEACHER

RESEARCH IN THE TEACHING OF ENGLISH

SCHOOL LIBRARY JOURNAL

SOCIAL STUDIES REVIEW

TEACHER EDUCATION QUARTERLY

Course Requirements/Assignments

- Grading for all assignments will be criterion referenced; you will receive a grade based on the quality of your work and participation according to criteria outlined in this syllabus and in class, rather than how your work compares to that of your classmates.
- Distribution of points and percentage of total grade across assignments are as follows:

	Course/Requirements/Assignments	Points	TPE
1	Class Attendance, RICA Practice, Participation, Course Evaluation	100 (10%)	6.1
2	Introduction to Young Adult Literature	100 (20%)	1.1, 1.3, 1.7
3	Academic Vocabulary or Textbook Analysis	100 (20%)	2.2, 3.5
4	SIGNATURE ASSIGNMENT One-on-One Reading Tutorial	200 (50%)	1.8, 3.2, 4.1, 4.4, 5.1

1.) Assignment 1:

Class Attendance, RICA Practice, Participation, Course Evaluation	(100 points)	10%
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Attendance is critical to your understanding of course material. We will meet 10 times; you will earn 10 attendance points for each meeting (**100 points**). (Note: Attendance points can be lost in the case of tardiness in excess of 10 minutes.) Students will not be penalized for absences due to the observance of religious holidays.

Participation points are earned through **attention** to and **participation** in group activities; recording text/lecture notes; personal reactions to ideas, theories and strategies you are learning, and completion of course evaluations. While a class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away other forms of technology.

2.) Assignment 2:

Introduction to Young Adult Literature (Variable Due Dates)	(100 Points)	20%
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Find a quality book from the world of young adult literature, fiction or nonfiction, that pertains specifically to your content area. Choose a recently published book that you have never read before! In addition, find and share a complementary poem reflecting the theme, the subject, or the concept of your book. Cite both sources and include a copy of the poem. On a date of your choice, you will share either the poem or a particularly relevant part of the book with the class—orally, dramatically, through art/sculpture/dance. You will be graded on the relevance and originality of your book/poem choices (25 pts.), on the adequacy of your annotation (25 pts.), on your ability to present the piece effectively--with originality, attention to motivating an adolescent audience, and an unequivocal enthusiasm and/or respect for the literature you have selected (50 pts.).

***ANNOTATIONS SHOULD INCLUDE ALL OF THE FOLLOWING INFORMATION in APA format:**

Author. (Year Published). Title *italicized* (*The first word of the title, all proper nouns, and a word immediately following a colon should be capitalized.*) Place of publication: Publisher.

Add: GENRE, SUBJECT DESCRIPTORS, AGE RANGE (your estimation, or that indicated by publisher), and a **BRIEF ANNOTATION**: Your original, substantive annotation should summarize the basic plot or premise (**DO NOT COPY** from publishers' blurbs on book jackets or book reviews). You may include specific characters' names or the setting/time.

3.) Assignment 3:

ACADEMIC VOCABULARY –or- TEXTBOOK ANALYSIS	(100 Points)	20%
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ACADEMIC VOCABULARY: [Due by email attachment to pmyers@scu.edu. LastnameVOC]

Develop a list of key terms necessary for mastering your course. Divide your list into foundational (critical to comprehending your text), technical, and low frequency terms that are essential for developing a prior knowledge base in your discipline. You will be given class time to begin creating your list. Also check Chapter 8 in your text and: J. Burke, "Academic Vocabulary List," from <http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf>; or, for general academic vocabulary, "A New Academic Word List," from A. Coxhead <http://www.uefap.com/vocab/select/awl.html>

TEXTBOOK ANALYSIS: [Due by email attachment (pmyers@scu.edu). LastnameTXT]

Choose a textbook you are currently using in your teaching assignment and analyze it following the model, "Features of the Tenth Edition," on (pp. xi-xiii) of *Content Area Literacy*. Include the approximate text difficulty level using the Raygor Readability Estimate on p. 72 of your text, or the free RAYGOR readability measure on the website: Raygor/Fry Readability Estimate @ <http://www.readabilityformulas.com/free-fry-graph-test.php> [Send by email attachment to (pmyers@scu.edu).]

4.) Assignment 4: **SIGNATURE ASSIGNMENT**

One-on-One Reading Tutorial: Five Hours DUE by Friday, JUNE 1st (200 pts.) 50%

You will plan and implement a one-on-one reading tutorial (5 contact hours total) with a student you choose, or a student recommended to you. Please arrange the tutorials with the student and the student's teacher and/or parents at appropriate, agreed upon times during the five weeks beginning April 23 - May 25, 2018. You will organize the tutorial around an academic task that has been assigned in the student's class, a task in your content area that involves reading. This task could be, for example, studying for an upcoming quiz or test, writing a term paper, a project, a research report, reading and understanding given chapters in your textbook, reviewing several weeks' work, resubmitting work that was missed or inadequate, etc. You won't be asking your student to complete anything extra; you will be helping a selected student to succeed at something assigned to everyone in a specific class. Please note, however, the tutorial is not intended to be an opportunity for students to receive general help with daily homework. *Pay particular attention to adjusting and amending instruction to meet the needs of English learners and students with special needs.*

You will be awarded points based on the following rubric:

	Rationale, Task, and Goals	Action Plan	Tutor's Log: PACE	Action Plan & Evaluations
4	Develop an overall rationale; Discuss knowledge of self and long-term goals; Select a learning task; Write a short-term goal for the task. 30 pts.	Develop a repertoire of strategies; Create an Action Plan. 50 pts.	Implement and monitor the Action Plan through a tutor's log— PACE: plan, actual, changes, explore. 100 pts.	Tutor's and Student's evaluation of the Action Plan 20 pts.
3	Rationale; self and long-term goals are adequate; Select a learning task; Write a short-term goal for the task. 24 pts.	Adequate repertoire of strategies; Create an Action Plan. 40 pts.	Implement and monitor the Action Plan. Adequate Tutor's log— PACE: plan, actual, changes, explore. 80 pts.	Adequate Tutor's and Student's evaluation of the Action Plan 16 pts.
2	Weak rationale; self and long-term goals are included, but weak Select a learning task; Write a short-term goal for the task. 21 pts.	Weak repertoire of strategies; Create an Action Plan. 35 pts.	Implement and monitor the Action Plan. Tutor's log is <i>missing parts of PACE</i> — PACE: plan, actual, changes, explore. 70 pts.	Weak Tutor's and Student's evaluation of the Action Plan 14 pts.
1	Weak rationale; Missing one or more: self and long-term goals Select a learning task; Weak short-term goal for the task. 18 pts.	Weak repertoire of strategies; Action Plan is partial or inadequate. 30 pts.	Weak implementation and monitoring of the Action Plan. Tutor's log is <i>missing parts of PACE</i> — PACE: plan, actual, changes, explore. 60 pts.	Missing Tutor's or Student's evaluation of the Action Plan 12 pts.
Total	/200 pts.			

Assessments & 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. *Please **adhere to due dates** so that you will have time to revise your work, if necessary, and earn the highest possible grade for each assignment. If your assignment is late, you forfeit this privilege. If you are ill, ask a “study partner” to turn in your homework assignment on time and to take notes for you when you are not in class. You are responsible for any information you miss because of absence. Please do not call the instructor for assignments or notes.

- Percentile grades (see below) will be assigned values from 1.0 – 4.0.
- Each value will be multiplied by the grading weight distribution, as indicated for each assignment.
- Your final grade will be based on a 4.0 scale.

A 4.0	94-100%	C+ 2.3	77-79%
A- 3.7	90-93%	C 2.0	74-76%
B+ 3.3	87-89%	C- 1.7	70-73%
B 3.0	84-86%	D+ 1.3	67-69%
A- 2.7	80-83%	D 1.0	63-66%

Canvas/Camino Course Management System

To access course materials, please be sure to review Canvas (Camino). Readings, outlines, and assignment descriptions will be made available through this on-line course management system. Access Canvas using your SCU username and password

Disabilities Resources *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 who 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 (ECP Graduate Bulletin, 2013-2014).*

TENTATIVE* COURSE SCHEDULE

**Course Plan Subject to Change*

<u>DATE Mon./Tues.</u>	<u>Course Topics</u>	<u>Recommended Readings/Assignment</u>
APRIL	Reading To Learn INTRODUCTION: Readers' Background, Schemata, Attitudes, Interests	Ch. 1
APRIL	Critical and Culturally Conscious Literacy Language and Literacy Across the Curriculum Literature: YAL & Vocabulary Knowledge of Text, Text Analysis, Readability ASSESSMENT & DIAGNOSIS: <i>Informal Reading Inventory</i>	Ch. 3 Chs. 7-8 Ch. 5
*Academic Vocabulary –or- Text Analysis DUE		
	Goal-setting & Action Plan: Unit and Lesson Planning	Ch. 6
MAY *	TUTORIALS BEGIN *Class 4:00-6:00 p.m. Comprehension	Ch. 9
MAY *	Comprehension Autonomy and Metacognition: Reading to Learn	Chs. 9-10
*	Writing to Learn & Inform Study Skills & Preparing for Exams Questioning, Study Guides	Chs. 11 & 12
*	Writing to Learn & Inform Study Skills & Preparing for Exams Questioning, Study Guides	Chs. 11 & 12
*		Memorial Day Holiday
JUNE	Technology, Online Texts, and Changing Literacies Multimedia Materials	Chs. 2 & 4

TUTORIAL ACTION PLANS DUE by email attachment by Friday, JUNE 1st