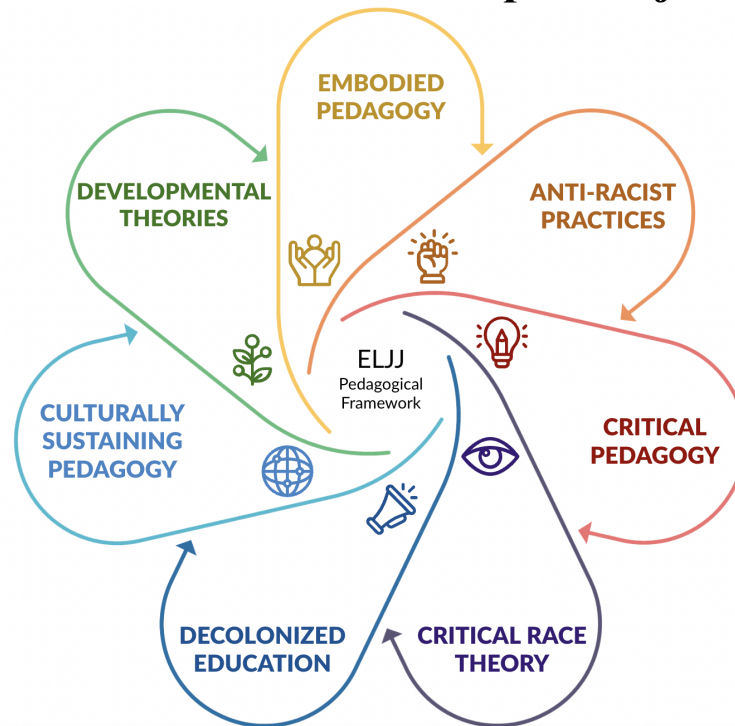


EDUT 6108
Multiliteracies 3 – Multiple Subjects



SPRING SEMESTER

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

Credit: 2 Semester Hours

Instructor:
Telephone:
Email:
Office Hours:

Room:
Time:

Course Description

Focuses on the teaching of writing, reading, language arts, and literature in the elementary grades. Offers students an opportunity to obtain a theoretical and practical framework for understanding, planning, and enacting balanced literacy instruction. This is the third of a three-course sequence. The course will address

the following TPEs: 1.1, 1.5, 2.6, 3.5, 3.6, 3.7, 4.7, 4.8, 5.4, 5.7, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.10, 7.11.

ELJJ Goals

We aim to prepare teachers who have the disposition and skills necessary to gather empirical evidence needed to examine and evaluate curricula, pedagogies, and assessment for justice, inclusion, transformation, and liberation. We also want to be sure that ELJJ teachers can build on their students' and their own assets to ensure that growth and learning is developmentally appropriate and healing. We expect teacher candidates in our program to identify ideologies and inequities from a critical perspective and work toward dismantling them and foster conditions that are fair and equitable. Finally, we see ourselves as a community who appreciates our shared experiences and vision to change education for the better and enjoys our collaborative work. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:



Goal 1. Safety, Wellbeing, and Care

- a. 1. Value and aim to ensure the safety and wellbeing of every student as well as colleagues in ELJJ (and other programs).
- b. 2. Actively create a space that welcomes, includes, nurtures, and appreciates students of all backgrounds.
- c. 3. Creates and maintains a safe working and community environment for students, colleagues, and self.
- d. 4. Recognize that teaching is inherently moral and guided by an ethic of care.



Goal 2. Culturally-sustaining, anti-racist teaching

- a. Recognize that one's positionality (i.e., gender, race, sexual orientation, socioeconomic background) and life experiences biases our lens in how we see others, particularly those who come from vastly different positions.
- b. Demonstrate interest in learning with and from others, especially those from historically marginalized communities and who are not in positions of power.
- c. Purposely seek out the perspectives of those from nondominant backgrounds (i.e., people of color, undocumented, materially privileged, LGBTQAI).
- d. Practice intentional listening, making space for marginalized voices, in classrooms and community settings.
- e. Focus on how (not if) privileged parts of one's identity shape life and teaching practice.

Course Goals

1. **Understand and Apply Balanced Literacy Instruction:** Equip students with a comprehensive theoretical and practical framework to understand, plan, and enact balanced literacy instruction, including foundational skills such as phonological awareness, phonics, and fluency. This class will provide an overview of theory and practice that prepares beginning elementary teachers for an evolving understanding of literacy development, incorporating direct, systematic, and explicit instruction strategies.
2. **Design Comprehensive Literacy Programs:** Develop literacy programs tailored to diverse student populations, including special needs students and English Language Learners, integrating strategies for teaching foundational literacy skills. The course will cover areas essential to K–8th grade literacies, focusing on language for academic purposes, writing processes, and familiarity with the California Content Standards for ELA, emphasizing systematic approaches to teaching phonemic awareness, decoding, and text fluency.
3. **Integrate Reading, Writing, Language Arts, and Literature:** Transition from a primary focus on reading to explicit writing instruction, understanding the interplay between reading, writing, and foundational literacy skills. Develop a critical perspective on language instruction and development, including systematic methods for teaching spelling, word recognition, and morphological awareness.
4. **Assess Student Literacy Development:** Familiarize with assessment methodologies for essential skills, including listening, speaking, phonemic awareness, word analysis, and fluency. Interpret children's engagement with texts and make instructional adjustments, with a focus on assessing and enhancing foundational literacy skills for accurate and fluent reading.
5. **Reflect and Improve Teaching Practices:** Reflect on personal teaching practices and identify improvement areas, especially in teaching foundational literacy skills. Engage collaboratively in reading activities, undertaking critical analysis of texts to address learning challenges and opportunities related to foundational literacy.
6. **The English Language Arts/English Language Development Framework:** Align teachings with the California Common Core Content Standards (CCCS), emphasizing foundational skills as key components. Focus on five key themes: Making Meaning, Language Development, Effective Expression, Content Knowledge, and Foundational Skills, integrating explicit instruction strategies in foundational literacy.
7. **Emphasize Cultural, Linguistic, and Diverse Planning:** Prioritize literacy instruction that supports cultural, linguistic, and ethnic diversity, incorporating systematic and explicit strategies for teaching foundational literacy skills. Gain insights into management strategies like grouping and scaffolding, crucial for teaching foundational literacy skills effectively.

Course Focus and Content Framework

The English Language Arts/English Language Development Framework for California Public Schools will be our primary guide. This framework delineates the

roadmap for the implementation of the California Common Core State Standards for English Language Arts and the California English Language Development Standards. Through this lens, we will dissect and understand reading and writing instruction. The framework orbits around five primary themes:

- *Making Meaning*
- *Language Development*
- *Effective Expression*
- *Content Knowledge*
- *Foundational Skills*

California Common Core Content Standards (CCCS) Integration: Throughout our journey in this course, a significant emphasis will be placed on aligning our teachings and understandings with the California Common Core Content Standards (CCCS). These standards provide a comprehensive roadmap for language arts and literacy instruction in California. Students will:

- Acquaint themselves with the structure and applications of CCCS, ensuring that our reading and writing instruction methodologies are in sync with K-12 pedagogical expectations.
- Engage deeply with the four pivotal College and Career Anchor Standards intrinsic to CCCS:
 - *Key Ideas and Details*
 - *Craft and Structure*
 - *Integration of Knowledge and Ideas*
 - *Range of Reading and Level of Text Complexity*

CA Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program. These can be found in detail [here](#) (TPEs 1-6) and [here](#) (TPE 7):

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

TPE Mapping:

[Week 1: Understanding and Planning Balanced Literacy Instruction](#)

[Introduction to Balanced Literacy](#) (TPE 3.5, 4.7, 7.1 - Introduced, Practiced)

Planning for Diverse Student Needs; Reading Fluency (TPE 1.5, 4.8, 7.2, 7.5 - Introduced, Practiced)

Introduction to Literacy Program Proposal (TPE 1.1, 2.6, 7.4 - Introduced)

Reading Assignment & [Reflection Journal](#) (TPE 5.4, 5.7, 7.8, 7.10 - Practiced)

Literacy Program Proposal - Section 1 (TPE 1.1, 2.6, 3.7, 7.4 - Assessed)

[Week 2: Exploring Evidence-Based Strategies in Balanced Literacy](#)

[Exploring Evidence-Based Strategies](#) (TPE 3.5, 3.6, 4.7, 7.5 - Practiced)

Instructional Strategies; Advanced Skills for Complex Disciplinary Texts

Workshop: Literacy Program Proposal (TPE 1.1, 2.6, 7.5 - Practiced)
Reading Assignment & [Reflection Journal](#) (TPE 5.4, 5.7, 7.6, 7.10 - Practiced)
Literacy Program Proposal - Section 2 (TPE 1.1, 2.6, 3.7, 7.5 - Assessed)

Week 3: Implementing and Monitoring Balanced Literacy Program

[Implementing Balanced Literacy](#) (TPE 3.6, 3.7, 4.8 - Practiced)
Workshop: Literacy Program Proposal (TPE 1.1, 2.6, 7.6 - Practiced)
Reading Assignment & [Reflection Journal](#) (TPE 5.4, 5.7, 7.7, 7.10 - Practiced)
Literacy Program Proposal - Section 3 (TPE 1.1, 2.6, 3.7, 7.6 - Assessed)

Week 4: Evaluating and Refining Balanced Literacy Program

[Evaluating and Refining the Program](#) (TPE 3.7, 4.8, 7.11 - Practiced)
Workshop: Literacy Program Proposal (TPE 1.1, 2.6, 7.8 - Practiced)
Reading Assignment and [Reflection Journal](#) (TPE 5.4, 5.7, 7.3, 7.10 - Practiced)
[Literacy Program Proposal - Final Submission](#) & final [Balanced Literacy Lesson Plan](#) (TPE 1.1, 2.6, 3.7, 7.3, 7.5, 7.6, 7.8, 7.10, 7.11 - Assessed)

Course Policies

Attendance and Participation: Given the interactive nature of this course, attendance and active participation are vital for your learning. Students are expected to attend all synchronous sessions and engage in asynchronous activities. If you cannot attend a synchronous session, please notify the instructor in advance.

Late Assignments: Late assignments will be accepted with a penalty of 10% per day late. No assignments will be accepted more than one week past the due date unless extenuating circumstances exist, and arrangements have been made with the instructor.

Academic Integrity: This course adheres strictly to the university's policy on academic integrity. Plagiarism, or any form of cheating, will not be tolerated and will result in a failing grade for the assignment or the course, and possible further disciplinary action.

Respect and Inclusivity: Our classroom is a place of learning and respectful dialogue. Demeaning, hostile, or inappropriate behavior will not be tolerated. It is important that we maintain an environment of respect and inclusivity where all voices can be heard and all perspectives valued.

Accessibility: If you need accommodations due to a disability, please contact the university's accessibility services as soon as possible. I am committed to providing an accessible learning environment for all students.

Communication: Please use your university email for all course-related communications and expect a response within 48 hours during weekdays. For urgent matters, please use the subject line "Urgent: [Your Name]".

Technology Use: In our hybrid course model, technology will be central. Please

ensure you have reliable access to a computer and internet connection. If you face difficulties, inform your instructor as soon as possible. During synchronous sessions, please keep your microphone muted when not speaking and use the chat function for questions or comments, unless otherwise instructed.

Remember, course policies are designed to ensure a positive and productive learning environment for all students. Failure to adhere to these policies may impact your course grade.

University Policies

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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Campus Support Services

This section provides an overview of the broad range of support services available to students at Northeastern University and Mills College at Northeastern University. Students have access to numerous services to ensure their successful university journey.

Learner Experience, Support, and Resources:

- [Office for University Equity and Compliance](#)
- [University Health and Counseling Services](#)
- [Office of Diversity, Equity and Inclusion](#)
- [Center for Leadership, Equity, and Excellence](#)
- [Career Design](#)
- [Library Services](#)
- [Student Access and Support Services Office](#) | Accommodations, Writing and Tutoring Center
- [Connect To Tech: Information Technology Services](#)
- [Student Financial Services](#) | Financial Aid and Accounts

Course Materials

Materials posted to Canvas are for class use and may not be duplicated, sold, or distributed. Students may download and print information for personal use as a student in the class. This is consistent with Fair Use under intellectual property protection.

Required Readings: This course requires no textbook. All readings and related materials will be posted on the course's Canvas site.

Assignments

Please note this syllabus includes hyperlinks with additional information to some assignments. They will be highlighted and formatted in the same manner.

1. **Balanced Literacy Lesson Plan (30%):** In this assignment, students will create a detailed lesson plan that demonstrates their understanding of balanced literacy. The plan should include specific strategies for integrating reading, writing, language arts, and literature instruction. It should also demonstrate how the lesson can be adapted to suit diverse learners. The Balanced Literacy Lesson Plan should demonstrate an understanding of balanced literacy instruction and ability to effectively integrate reading, writing, language arts, and literature instruction. The lesson plan should be adaptable to suit diverse learners. Grading for this assignment will be based on the clarity and quality of the plan, demonstrated understanding of balanced literacy principles, the feasibility of the strategies proposed, and the extent to which the plan can be adapted for diverse learners. For more information on this assignment, please go to this [link](#).
2. **Literacy Program Proposal (30%):** Students will propose a comprehensive literacy program for a hypothetical elementary school. The proposal should demonstrate a deep understanding of how to address the needs of diverse student populations, how to integrate the teaching of reading, writing, language arts, and literature, and how to assess and adjust the program based on student outcomes. The Literacy Program Proposal should demonstrate a deep understanding of how to address the needs of diverse student populations, how to integrate the teaching of reading, writing, language arts, and literature, and how to assess and adjust the program based on student outcomes. Rely on [demographic and achievement data published online for the school district you teach in or intend to teach in](#). Grading for this assignment will be based on the comprehensiveness of the proposal, demonstrated understanding of literacy instruction and assessment, consideration of diverse student needs, and the feasibility of the proposed program. This **analytic rubric** will be used to evaluate this proposal.
3. **Reflection Journal (20%):** Throughout the course, students will keep a reflection journal where they document their learning journey, including insights from the readings, insights from their practical experiences, and reflections on how they can apply what they have learned in their future teaching practices. At various points in the semester, the instructor will provide specific prompts for you to analyze student work/progress on literacy development and assessment and discuss how you will address what you observed and analyzed. **These are some of the potential prompts that we have used in the past**. You will discuss these responses in class and with your supervisor, instructors, peers, and/or cooperating teacher. At the end of the course, students will submit a final reflective entry summarizing their growth and future goals. Students are expected to keep a reflection journal documenting their learning journey. The journal should include insights from

the readings, insights from practical experiences, and reflections on how the learning can be applied to their future teaching practices. Grading for this assignment will be based on the regularity of journal entries, the depth of reflections, connections made between course content and practical experiences, and evidence of growth and learning over the course of the semester.

4. **Class Participation & Bonus Assignments (20%):**

A. Word Work Project

This assignment comprises four parts:

- **Spelling Inventory Data:** Students will administer a spelling inventory to their class or a selected group, presenting the results as raw data.
- **Spelling Inventory Report:** Post scoring the inventories, students will construct a Classroom Composite Chart, bifurcate students into instructional groups, and decide the instructional focus for each.
- **Word Work Mini-Lesson Plan Draft:** Based on needs identified in the inventory, students will draft a mini-lesson plan focused on specific practices.
- **Word Work Mini-Lesson Reflection:** Students will reflect on the implementation of their Word Work Mini-Lesson, capturing successes, challenges, and questions arising from the project.

B. Writing Workshop

Towards the semester's close, students will participate in a writing workshop exploring the genre of children's book reviews. Leveraging the Study Driven model, students will examine mentor texts, draft their book reviews, and collaboratively edit and share their writings. This workshop will comprise both synchronous and asynchronous work, focusing more on engaging with the Writing Workshop structure than on the finished product.

Grading

All assignments in this course will be graded using a point system. Class attendance and participation are required. Students will have opportunities to engage in the class through discussions, presentation, and class activities.

College policy on incomplete courses is as follows: students qualify for incomplete grades only if they have completed 2/3 of the total coursework and are responding to unforeseen circumstances. In this course, students will qualify for consideration of an incomplete only if the required internship timeline goes beyond the semester. Students who have not completed substantial coursework should not assume that they will be given an incomplete at the end of the semester.

Grades	Assignment	Points
97-100 A	Balanced Literacy Lesson Plan	30
93-96 A-	Literacy Program Proposal	30
88-92 B+		

83-87 B
79-82 B-
76-78 C+
73-75 C
70-72 C-

Reflection Journal	20
Class Participation & Bonus Assignments	20
Total	100

Schedule

This calendar provides a comprehensive overview of the course activities and expectations. It should be adapted based on actual semester dates, student needs, and specific course content.

Please note that synchronous sessions do not meet consecutively. Be sure to note the class meeting dates and times in your calendar.

Readings and assignments are due on the date within the same row.

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
1	<i>Understanding and Planning Balanced Literacy Instruction</i> ● <i>Introduction to Balanced Literacy (1 hour)</i> ● <i>Planning for Diverse Student Needs (1.5 hours)</i> ● <i>Discussion on Dyslexia Guidelines (0.5 hour): Understanding dyslexia and its implications in literacy teaching. Discussing the definition of dyslexia from the guidelines and understanding its significance in balanced literacy instruction.</i> ● <i>Introduction to Literacy Program Proposal (1 hour).</i> ● <i>Activity: Start outlining the sections of the Literacy Program Proposal</i> <i>Reading Fluency</i> ● <i>Accuracy, Prosody, and Rate</i> ● <i>Repeated readings, guided oral reading, performance-based reading</i> ● <i>Accuracy, expression, reading rate</i>	● Reading: Fountas, I.C., & Pinnell, G.S. (2017). "Guided Reading: Responsive Teaching Across the Grades" (Chapters 1-3). Portsmouth, NH: Heinemann. ● edTPA Academic Language Documents ● Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction. New Jersey: Prentice Hall. (Chapters TBD) ● Ray, K.W. (2006). Study driven: A framework for planning units of study in the writing workshop. Portsmouth, NH: Heinemann. (Chapters TBD)

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
	• Technology-based interventions; fluency software, personalized & engaging practice	• California Dyslexia Guidelines (Review Chs. 1, 11, 12) • Assignment: Begin working on the Literacy Program Proposal (Section 1: Introduction and Needs Assessment).
2	Exploring Evidence-Based Strategies in Balanced Literacy 1. Exploring Evidence-Based Strategies (1.5 hours) • Mini-lecture: Evidence-based strategies in balanced literacy • Activity: Analyzing videos of literacy instruction 2. Workshop: Literacy Program Proposal (2.5 hours) • Discussion: Share progress on the proposal • Activity: Peer feedback on Section 1; start working on Section 2 (Literacy Instruction Strategies) Instructional Strategies • Direct, systematic, explicit instruction • Applied practice; connected, decodable text • Differentiated instruction: diverse learners, English Language Learners, special need students Advanced Skills for Complex Disciplinary Texts • Semantic, syntactic, and morphological knowledge • Discipline-specific comprehension & expression	• Reading: Reutzel, D.R. (2020). "Balanced Literacy: Teaching in the Middle" (Chapters 4-6). New York, NY: Guilford Press. • Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction. New Jersey: Prentice Hall. (Chapters TBD) • Ray, K.W. (2006). Study driven: A framework for planning units of study in the writing workshop. Portsmouth, NH: Heinemann. (Chapters TBD) • Assignment: Continue working on the Literacy Program Proposal (Section 2: Literacy Instruction Strategies)
3	Implementing and Monitoring Balanced Literacy Program 1. Implementing Balanced Literacy (1.5 hours)	• Reading: Pressley, M. (2006). "Reading Instruction That Works: The Case for Balanced Teaching" (Chapters 7-8). New York, NY: Guilford Press.

See TPE Mapping on pg. 4		
Week # Date	Synchronous	Asynchronous
	● Mini-lecture: Implementing and monitoring a balanced literacy program ● Activity: Breakout rooms to discuss challenges and solutions in implementing balanced literacy 2. Workshop: Literacy Program Proposal (2.5 hours) ● Discussion: Share progress on the proposal ● Activity: Peer feedback on Section 2; start working on Section 3 (Implementation and Monitoring) ● Sample lesson on Utilizing Literacy Assessments for student learning	● Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction. New Jersey: Prentice Hall. (Chapters TBD) ● Ray, K.W. (2006). Study driven: A framework for planning units of study in the writing workshop. Portsmouth, NH: Heinemann. (Chapters TBD) ● Assignment: Continue working on the Literacy Program Proposal (Section 3: Implementation and Monitoring). Word work project.
4	Evaluating and Refining Balanced Literacy Program 1. Evaluating and Refining the Program (1.5 hours) ● Mini-lecture: Evaluation methods and refining a balanced literacy program based on feedback ● Activity: Role-play - giving and receiving feedback on literacy instruction 2. Workshop: Literacy Program Proposal (2.5 hours) ● Discussion: Share progress on the proposal ● Activity: Peer feedback on Section 3; final touches on the entire proposal	● Reading: Duke, N.K., & Block, M.K. (2012). "Improving Reading in the 21st Century: Five Principles of Effective Literacy Instruction" (Chapter 9). New York, NY: Routledge. ● Bear, D., Invernizzi, M., Templeton, S. & Johnston, F. (2020). Words their way: Word study for phonics, vocabulary, and spelling instruction. New Jersey: Prentice Hall. (Chapters TBD) ● Ray, K.W. (2006). Study driven: A framework for planning units of study in the writing workshop. Portsmouth, NH: Heinemann. (Chapters TBD) ● Assignment: Finalize the Literacy Program Proposal and Balanced Literacy Lesson Plan due at the end of the week.

