California State Polytechnic University, Pomona

Syllabus – EDU 5100.01

Instructor Information

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Department of Education (CEIS) Mission Statement

The mission of the Education Department of the College of Education and Integrative Studies is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, active learning, application and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity, access, advocacy, and inclusion in the educational process.

Program Strands

In addition to the topic-specific nature of coursework and fieldwork, teacher candidates must continuously consider:

Meeting Student Needs - Learn how person, family, school, community, and environmental factors impact students' academic, emotional, and social well-being with a special emphasis on communication with parents and the use of school and community resources to support the needs of each student.

Second Language Learners – Be able to utilize principles and practices in English Language Development to support English language learners' acquisition of academic content language, comprehension skills, knowledge and understanding of the subject area.

Students with Disabilities – Use basic knowledge, skills, and strategies for effectively meeting the needs of students with disabilities, behavior plans, and other challenges within the regular classroom by differentiating instruction to the degree possible in order to provide access to the curriculum in a positive inclusive classroom climate.

Reading and Writing Across the Disciplines – Demonstrate that every teacher is a reading and writing teacher with specific emphasis on the type of reading and writing that provides access to the curriculum and builds communication skills in writing.

Teaching with Technology – How to use a variety of technologies to support effective teaching, assessment, and student learning in the classroom while being mindful of the legal, ethical, and safety issues that are continuously changing as students use technology more extensively in learning and as part of lifelong needs.

Course Information

Catalog Description

Theoretical models and pedagogical applications of literacy acquisition for native English speakers and English language learners. Emergent literacy, structure of language, phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling and literacy assessment. Twenty hours field experience.

Prerequisites

Admission to Teacher Preparation program or Junior/Senior standing

Course Learning Objectives

Upon completion of this course, the teacher-candidate will be able to:

- TPE 1.3: Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- TPE 3.1: Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- TPE 3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- TPE 3.4: Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- TPE 3.5: Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- TPE 4.1: Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- TPE 5.1: Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

- TPE 5.2: Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- TPE 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- TPE 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- TPE 7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
- TPE 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
- TPE 7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
- TPE 7.5 Foundational Skills: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
- TPE 7.6a Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension.
- 7.10a Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students'

literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities.

Dyslexia related learning outcomes:

- Students are able to define dyslexia and identify it as a specific learning disability.
- Students will be able to articulate the role of phonological processing deficits in language learning disability.
- Students recognize the importance of identification and early intervention for students with dyslexia.
- Students know and can apply instructional approaches that are based on the principles and content of Structured Literacy.
- Students understand the concepts of phonology, orthography, morphology, syntax and semantics. Students understand how these concepts are connected to dyslexia.

Course Materials

Required Materials

Beck, I. & Beck, M. (2013) *Making Sense of Phonics (2nd Ed.),* New York: The Guilford Press, ISBN: 978-1462511990

Miller, D. (2013) *Reading with Meaning: Teaching Comprehension in the Primary Grades (2nd ed.),* Portland ME: Stenhouse Publishers, ISBN: 978-1571109552

California dyslexia guidelines:
https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf

Optional Materials

Zarrillo, J. (2017). *Ready for Revised RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment, 4th Ed.* Boston, MA: Pearson Educational, Inc. ISBN: 978-0-13-414635-5.

Assignments

Detailed assignment guidelines will be posted on Canvas several weeks before the due date.

Phonics instruction case study (Anchor assignment)

The purpose of this assignment is to give teacher education students opportunities to work on phonics with an actual student. You will administer phonics assessments to your student. Also, you will develop and teach a phonics lesson to your student. Finally, you will write a reflective analysis about the process.

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Fluency instruction reflection

The purpose of this assignment is to give teacher education students opportunities to work on fluency with an actual student. You will write a reflective analysis about the process.

Literacy game

The purpose of this assignment is for students to create or find an interesting literacy game. In groups, students will guide their classmates in playing the game.

Reading with Meaning discussion leader

The purpose of this assignment is to give students opportunities to lead a discussion about one chapter from the Reading with Meaning textbook.

Reading with Meaning chapter summaries

Students will write brief summaries about important information covered in the Reading with Meaning textbook chapters.

Field observation reflections

Students will write reflections about their observations and participation in classrooms.

Field experience hours

20 hours of field experience. The California Commission on Teacher Credentialing requires that all teacher-candidates complete early field experience in teaching. At Cal Poly Pomona, students are required to complete 20 hours of early field experience in teaching reading. These 20 hours must be in addition to other field experience requirements for other courses in the credential program.

Class Participation

- In education courses, class attendance is extremely important. You are allowed one free absence in this course. After this free absence, you will lose 5 points from your class participation grade for each subsequent absence.
- Students who miss more than one class session because of excusable reasons (serious illness, death in family, etc.) and who wish to earn a perfect class participation grade, should talk with the professor about completing alternate activities.
- Students with four or more absences may be dropped from the course.
- Your class participation score also includes listening attentively to your classmates' questions and comments, and participating in class activities.

Grading

Late Submissions: Late assignment submissions will lose 2 points per day. No assignments will be accepted after the Tuesday of Finals week.

Evaluation of Outcomes/Assignments Overview

Assignment	Points Possible	Weight	Aligned Outcomes & TPEs
Phonics instruction case study	20	20%	3.2, 3.4, 4.1, 5.1, 5.2, 5.5, 7.1, 7.4, 7.5, 7.10
Fluency instruction reflection	10	10%	1.3, 3.5, 6.1, 7.5
Literacy game	10	10%	1.3, 7.4
Reading w/ Meaning discussion leader	10	10%	3.1, 7.5, 7.6
Reading w/ Meaning chapter summaries	10	10%	3.1, 7.5, 7.6
Field observation reflection #1	10	10%	4.1, 6.1
Field observation reflection #2	10	10%	4.1, 6.1
Class participation	20	20%	4.1, 7.2, 7.5
TOTAL		100%	

GRADING SCALE*

Score (%)	Letter Grade	*As your instructor, this means… (examples provided in green; consult the university catalog for detail)*
94 – 100	A	*Superior work*
90 – 93	A-	
88 – 89	B+	*Very good work*
84 – 87	B	
80 – 83	B-	
78 – 79	C+	*Adequate work*
74 – 77	C	*Minimally acceptable work*
70 – 73	C-	*Unacceptable work*
69-60	D range	
≤59	F	

*You must earn a C to pass this course.

Teacher Performance Assessment

Senate Bill 2042 (Chapter 548, Statutes of 1998) requires all candidates for a preliminary Multiple Subject and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. The California Commission on Teacher Credentialing (CCTC), in cooperation

with Educational Testing Service (ETS), designed the California Teaching Performance Assessment (CA TPA). The CA TPA measures the attributes of the Teaching Performance Expectations (TPEs) that describe the knowledge and abilities required of beginning California teachers that were adopted by the Commission in September 2001. The TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple, Single Subject, or Educational Specialist Teaching Credential. While Educational Specialist Credential candidates are responsible for TPEs, they are not at this time required to complete TPAs. This course is designed to support your development in meeting designated TPEs that are required to successfully complete the TPA. For additional information on the TPA, visit the CTC website.

Course Schedule

Course schedule is listed at the end of this syllabus

Department Policies and Information

Academic Integrity

All of the work completed in this course is expected to be your own. Plagiarism or cheating will not be tolerated in this course.

Unauthorized recording, dissemination, or publication of academic presentations or materials for any purpose is forbidden.

Any violation of any published University policy, rule, regulation or presidential order will result in student discipline action.

The University is committed to maintaining academic integrity throughout the university community. Academic dishonesty is a serious offence that can diminish the quality of scholarship, the academic environment, your academic reputation, and the quality of a Cal Poly Pomona degree. All forms of academic dishonesty at CPP are a violation of University policy and will be considered a serious offense. Academic dishonesty includes, but is not limited to plagiarism, cheating, use of unauthorized study aides, falsifying university documents (such as fieldwork logs), and any action that gains an unfair academic advantage. Refer to the University Catalog for further information.

It is the responsibility of all students to be informed of what constitutes academic dishonesty and to follow the policy. A student who is aware of another student's academic dishonesty should report the instance to the instructor of the class, the test administrator, or the head of the department within which the course is offered.\

Consequences for academic dishonesty will include a zero on the assignment with no opportunity for resubmission and the completion of a Statement of Concern for your CPP file. Additionally, students will be referred to the Office of Student Conduct and Integrity where they may face additional consequences. Students may also receive a possible F in the course and/or removal from the credential program.

Academic dishonesty is also a violation of Teacher Performance Expectation (TPE) 6 (Developing as Professional Educators) and could result in the California Commission on Teacher Credentialing (CTC) refusing you a teaching credential.

For more information, visit the Academic Integrity Policies page: http://www.cpp.edu/~judicialaffairs/academic-integrity-resources/academic-integrity.shtml.

Plagiarism

Researchers and educators do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism).

Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another person (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. ***The key element of this principle is that you do not present the work of another (in whole or part) as if it were your own work*** (APA, 2010). For additional support on plagiarism, please reference the CPP Library Tutorials. Also see Princeton's Plagiarism Examples .

Technical Requirements

Hardware

- PC/Mac
- Monitor with minimum resolution of 1024x768
- Speakers or headphones

Software

- Adobe Flash Player - download at: https://get.adobe.com/flashplayer/
- Adobe Acrobat Reader - download at: https://get.adobe.com/reader/
- Java - download at: https://java.com/en/download/

- Internet Browser - Blackboard supported browsers: https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student/015_Browser_Support/013_Browser_Support_for_October_2014

Students' Obligations

Minimum Technical Skills

You are expected to have basic computer knowledge including, but not limited to:

- Using email and attachments
- Downloading, editing, saving, and submitting files
- Copying and pasting
- Downloading and installing software

Getting Help

If you are having trouble understanding concepts, it is your responsibility to seek help by contacting the instructor.

If you are having difficulties with using Blackboard-specific tools or features, refer to the Blackboard eHelp page. More complicated Blackboard inquires can be directed to the IT Service Desk. Both links to the Blackboard eHelp page and IT Service Desk can be found under the "Technical Support" section located on the left navigation menu of this course.

Netiquette

Netiquette refers to the behavior that you are expected to follow when communicating online. It covers both common courtesy in an online environment and the informal ground "rules" for navigating in cyberspace. For this course, you are asked to follow these basic guidelines:

- When writing an email to your instructor, include the class name and section, along with a description, in the subject line. For example: COM 206.01 RE: Design Project.
- Use a signature with your full name at the end of your emails.
- Remember that slang can be misunderstood or misinterpreted – use your "academic" voice. pls dnt use txt lang when sending messages 2 me.
- Be aware of your tone and avoid sentences typed in all caps – it implies online "screaming" or "shouting."
- Do not send angry messages known as "flaming."
- Do not use offensive language.
- Be sensitive to those with cultural and/or linguistic backgrounds, as well as different political and religious beliefs.
- Respect different views and opinions.
- Provide constructive feedback and use good judgment when composing responses to your classmates.

- Be professional and use good grammar and spelling. Consider writing your discussion posts, assignments, and online correspondence in a text editor to check for spelling and grammar before pasting it into an online submission.

University Resources

Accessibility

Cal Poly Pomona, as a learning-centered university, is committed to student success. Students with disabilities are encouraged to contact the instructor or to visit the Disability Resource Center (DRC) to coordinate course accommodations.

Blackboard Accessibility

- Blackboard accessibility information
- Navigating Blackboard using a screen reader

Learning Resource Center

The Learning Resource Center (LRC) is a service designed to develop student success. Learn about opportunities available for tutoring, workshops, test preparation, and study skills.

Student Services

Student Services provides information about the various student services offered at Cal Poly Pomona such as advising, library resources, and health services.

Aligned Teacher Performance Expectations [TPES]

TPE 1: Engaging and supporting all students in learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educators

TPE 7: Effective Literacy Instruction for All Students

The full text of the Teaching Performance Expectations (TPEs), Adopted June 2016 can be found at:
http://www.ctc.ca.gov/educator-prep/standards/PrelimMSstandard.pdf

Weekly Topics & Assignments				
Week	**Date**	**Topic**	**Readings Due**	**Assignments Due**
1	Off-week	No class during off weeks. This course meets every other week. Our first class session is Sep. 3.		
2	Sep. 3 On-campus	Activities: ● Review syllabus ● Review field experience guidelines and assignments ● Review Reading with Meaning assignments		
3	Off-week	Activities: ● Complete the field site observation form from the Clinical Practice office. You should have received an email from Rocio Beltran with the link to the form. ● Rocio Beltran will find you a site if you need one. ● You may find your own site. However, everyone must fill out the form.	Beck, Ch. 2	
4	Sep. 17 On-campus	Lecture/discussion topics: ● Phonemic Awareness, Phonics ● Dyslexia connection: Phonology, Orthography ● Dyslexia definition	CA Dyslexia Guidelines: p. 10-13, 68-69 p. 3	

5	Off-week	Activities: ● Complete at least three observation hours. Focus observation on phonics or phonemic awareness instruction. Take notes for field observation reflection. ● Write brief summary of Ch. 1 (Miller)	Beck, Ch. 3 and 4 *Reading w/ Meaning* (Miller), Ch. 1	
6	Oct. 1 On-campus	Lecture/discussion topics: ● Word recognition, Decoding, Assessment ● Structured Literacy instruction ● Evidence-based practices Activities: ● Review phonics case study guidelines ● *Reading with Meaning* discussion (Chapter 1): Guiding Principles	CA Dyslexia Guidelines: p. 64-70	
7	Off-week	Activities: ● Complete at least three observation hours. Focus observation on phonics or word recognition instruction. Take notes for field observation reflection. ● Write brief summary of Ch. 2 (Miller) ● Work on phonics case study.	Beck, Ch. 5, 6, 7 and 8 *Reading w/ Meaning*, Ch. 2	

8	Oct. 15 On-campus	Lecture/discussion topics: ● Vocabulary, English learners ● Dyslexia: Morphology, Syntax, Semantics Activities: ● Literacy game presentations ● *Reading with Meaning* discussion (Chapter 2): Setting students up for success; The structures of reading workshop	CA Dyslexia Guidelines: p. 9-10, 71	
9	Off-week	Activities: ● Complete at least three observation hours. Focus observation on Vocabulary, Morphology, Syntax, and Semantics instruction. Take notes for field observation reflection. ● Write brief summary of Ch. 3 (Miller) ● Work on phonics case study.	*Reading w/ Meaning*, Ch. 3	Phonics case study due Oct. 22
10	Oct. 29 On-campus	Lecture/discussion topics: ● Fluency instruction Activities: ● Literacy game presentations ● Review fluency reflection guidelines. ● *Reading with Meaning* discussion (Chapter 3): How do I know they are growing?		

11	Off-week	Activities: ● Complete at least three observation hours. Focus observation on fluency instruction. Take notes for field observation reflection. ● Write brief summary of Ch. 4 (Miller)	*Reading w/ Meaning*, Ch. 4	Field observation reflection #1 due Nov. 5.
12	Nov. 12 On-campus	Lecture/discussion topics: ● Fluency assessments ● Dyslexia screening, MTSS Activities: ● Literacy game presentations ● *Reading with Meaning* discussion (Chapter 4): Digging into the thinking strategies; Schema	CA Dyslexia Guidelines: p. 42-58	
13	Off-week	Activities: ● Complete at least three observation hours. Focus observation on fluency and comprehension instruction. Take notes for field observation reflection. ● Write brief summary of Ch. 6 (Miller) ● Work on fluency reflection assignment	*Reading w/ Meaning*, Ch. 6	Fluency reflection due Nov. 21.

14	Nov. 26 On-campus	Lecture/discussion topics: ● Comprehension ● Aspects of Literacy ● Dyslexia: Characteristics ● Dyslexia: Types of teachers ● Dyslexia: Information for parents Activities: ● Literacy game presentations ● *Reading with Meaning* discussion (Chapter 6): Book clubs; Asking questions and inferring	CA Dyslexia Guidelines: p. 14-23 p. 39-40 p. 82-94	
15	Off-week	Activities: ● Complete your observation hours. Focus observation on fluency and comprehension instruction. Take notes for field observation reflection. ● Work on fluency reflection assignment.		Final Reading with Meaning summaries due Dec. 5.
Finals week				Field observation reflection #2 due Dec. 10.