



CSUN
Secondary Education 521
Literacy, Language, and Learning in
Multiethnic Secondary Schools



Instructor

Required Texts:

1) Vacca and Vacca. *Content Area Reading (10th or 11th edition)*

https://www.directtextbook.com/search.php?isbn=0133066789&dtkts=content_area_reading_vacca&classes=soldsv&qclid=EAIaIQobChMIIn5qAvfy46QIVEz2+Bh226gniEAMYASAAEgJEB_D_BwE&s=h&pa=av3btcfbl5f5akjv20ah0f3012&editions=10th&page=2

Part I and Part II Anthology of readings (obtained at Northridge Copy Center, 9130B Reseda Blvd. Northridge, 1 (818) 775-0255: ask for Ira.

CSUN CONCEPTUAL FRAMEWORK
Michael D. Eisner College of Education
California State University, Northridge

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.

- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of diverse learners.



COURSE DESCRIPTION

This course is not designed to make you a teacher of reading. This course is also not a content area methods class. However, the main emphasis of this course will be to give you an inventory of various techniques that can be embedded into content area instruction. The approach to enhancing literacy will involve literacy skills of reading, writing, thinking, speaking, and listening. But there is an additional aspect to literacy involving what some call social literacy. Social literacy includes the use of the social context of the classroom to support literacy behaviors.

The readings that we will do are designed to support the methodology behind making content classrooms more literate environments. Strategies to teach reading through content-specific instructional materials in cross-cultural classrooms will be explored. Various philosophies and models for teaching reading in secondary and middle schools will be discussed. Methods for developing comprehension, vocabulary, assessment, and study skills will also be addressed. The reading process and the writing process and their interrelationship among the language arts will be integrated.

COURSE GOALS

The course is designed to assist candidates in developing the background and skills necessary to teach reading in the content areas to middle or high school students in the cross-cultural, linguistically diverse classroom.

STUDENT OUTCOMES

Upon completion of the course, the student will:

- Demonstrate understanding of key concepts and terms related to teaching content area literacy for English speaking students and (English Language Learners.) **SPSS 20 (A)**
- Incorporate reading instruction as an integral part of curriculum planning in middle and high schools by preparing a lesson plan. **SPSS 20 (A)**
- Demonstrate understanding of various viewpoints of the reading and implementation of California Common Core Standards.
- Demonstrate techniques to incorporate teacher questioning and pupil self-questioning utilizing Bloom's taxonomy.
- Utilize various techniques to stimulate discussion of reading assignments.
- Understand the varied methods of assessment in teaching content area reading.

Teacher Performance Expectations from the California Standards of Quality and Effectiveness for Professional Teacher Preparation Program:

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 Educator

Elements

- a) Specific pedagogical skills for subject matter instruction
- b) Monitoring student learning during instruction
- c) Interpretation and use of assessments
- d) Making content accessible
- e) Student engagement
- f) Developmentally - appropriate teaching practices
- g) Teaching English language learners
- h) Learning about students
- i) Instructional planning
- j) Instructional time
- k) Social environment
- l) Professional, legal, and ethical obligations
- m) Professional growth



Course Requirements:

Throughout the course student will submit work each week that will accumulate into a Google Folder that will count toward a final grade.

Attendance is mandatory. Excessive absences (more than two for scheduled class session) may result in grades being lowered by one grade.

*Inquiry notes (IQ's) are defined as a minimum of three central ideas, which hold particular significance for you. You will excerpt the quote and write a brief reaction to the statement to allow you the opportunity to discuss the point in a small group setting. These entries will comprise the journal.

"IQ's" must have the following criteria:

- Use only one side of the page and can be single spaced.
- The quote is easily distinguished from the explanation by use of quotation marks and bold type
- Writer used 12-point font only
- One page maximum per reading selection (be concise)!
- Must reflect a reaction, not a retelling or "attack" of the author
- If you dispute something, back it up with research, not hunches
- No "sermons"
- Put your name on all "IQ's." Sometimes we will be doing a jigsaw and I will need to know who contributed to each other's notebooks.
- *Inquiry notes will be collected at the end of each class session and returned the following week.
- Should reflect a connection to TPE's. in preparation for FRED and edTPA.

Each class session will begin with a short reading selection and a Quickwrite protocol. This will lead to your "Happy Hour" discussion, so please be on time to class. The Quickwrites will be part of the final notebook that will be submitted for the final grade. Each student will be required to participate in at

least two "IQ Karaoke" activities (more on this later). If
classmate from your "base group" to make sure that you kee



session you can contact a

Tentative READING SCHEDULE: (Issued weekly as assignm

change)

- Session 1 Introductions, Course Requirements
- Session 2 Chapter 1: Literacy Matters SPSS 20 (I)
- Session 3 "What Reading Does for the Mind" by Anne Cunningham and Stanovich
- Session 4 Chapter 3: Culturally Responsive Teaching in Diverse Classrooms: Vacca SPSS 20 (I)
- Session 5 "The Motivated Brain"
- Session 6 "Putting Students on the Path to Learning" by Clark, Kirschner, and Sweller SPSS 20 (I)
- Session 7 "Principles of Instruction" by Barak Rosenshine SPSS 20 (I)
- Session 8 Chapter 5: Planning Instruction for Content Literacy SPSS 20 (P)
- Session 9 Chapter 6: Activating Prior Knowledge and Interest
- Session 10 Chapter 7: Guiding Reading Comprehension
- Session 11 Chapter 8: Developing Vocabulary and Concepts SPSS 20 (P)
- Session 13 Chapter 10: Studying Text
- Session 13 Chapter 9: Writing Across the Curriculum SPSS 20 (P)
"Simple Essay Schematic for Writing Intervention" R. Klemp
- Session 14 Instructional Unit Development / workshop SPSS 20 (P)



Grading System for 521:

1. Grades are based on completion of work and quality of reflections. At the end of the semester all graded work will be resubmitted. These will include Quickwrites, and Inquiry Notes (IQ's) for Text Chapters and Articles. "Quickwrites" will be completed in class. The Inquiry Notes (IQ's) will need to be completed prior to class so that you will be able to participate in our class discussions. The Inquiry notes are due at the end of each class session and will be dropped into your Google folder. Late submissions will receive a one-half grade deduction.
2. Participation also factors into the final grade

2 Instructional Sequence based on the files you will receive containing templates for your literacy unit. We will discuss this further later in the semester. **SPSS 20 (A)**

Criteria for Grading Chapter and article "IQ's": 1- 4 point- scale (4 high) **SPSS 20 (A)**
Level 4 (Advanced Proficient) Please reference examples in Reader Part 1

- Journal and Book Comments reflect reader's application of significance of excerpted sections
- Comments are concise and each IQ is at least one page in length
- Comments indicate reflection and understanding of their selection
- Comments follow conventions of writing including grammar and punctuation (be sure to notice corrections feature on google doc file).
- Lesson plan reflects elements outlined in the format section and clearly indicates an application of literacy strategies and Common Core
- Each section of the journal is clearly delineated and contained in three sections
- Journal is typed in 12-point font, and single sided

To All Students:

Submitting Work: You will be sent an invitation to submit your work after each session in a shared folder (Google Folder) that I will create for you. You will have to use your CSUN email account to access and upload into this folder. If you need assistance in uploading/accessing google folder, contact CSUN IT in advance so that all work can be submitted on time.

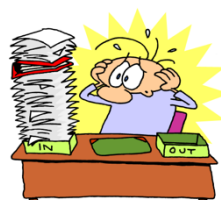
***In this class participation is crucial and challenging in a Zoom virtual environment. While I can't demand that students share their video during class, I want to encourage students to do so. A significant part of any class is the ability to establish a sense of community. When students don't share their video and instead put up a wall it is difficult to establish and maintain these important relationships. Keeping the video screen hidden also affects students' tendencies to participate.**

***Chapter and article assigned readings (IQ's) and "Quickwrites" (QW's) are due at the conclusion of each class. Late submissions will receive a $\frac{1}{2}$ grade reduction. Part of our discussion will revolve around the text and article readings. If the assignments are not completed it is too difficult to participate in our discussion protocols which will be part of the required class work.**

***More than two missed sessions of scheduled class meetings or work turned in late may result in a one-grade deduction. Any grade disputes must be registered within one week of receipt of final grade.**

***All class members are encouraged to bring your sense of humor to class each session.**

***In the event that you are going to be absent, I request that you notify me either through email me at:**



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SSPS Index

Pages on which SSPSs are **Introduced are in yellow**, **Practiced in teal**, and **Assessed in green**.

Subject Specific Pedagogical Skills (SSPSs) for Single Subject Teaching Assignments in Dance

SSPS 20: p. **2**, **4**, **4**, **5**