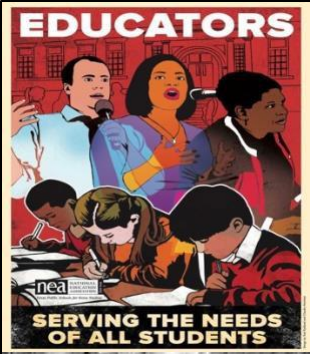




Instructor:
Dominic J. Grasso, Ph.D.

Email:
dominic.grasso@csun.edu

Office Hours:
By Appointment

Classroom/Time:
Thursdays 9:00am-3:00pm
via zoom

Zoom Link:
<https://csun.zoom.us/j/87693104526>

[Link to Class Schedule](#)



CSUN recognizes and acknowledges the Sesevitam, the first people of this ancestral and unceded territory of Sesevenga that is now occupied by our institution; and it honors their elders, past and present, and the Sesevitam descendants who are citizens of the Fernandeño Tataviam Band of Mission Indians. We recognize that the Sesevitam are still here and we are committed to lifting up their stories, culture, and community.

Course Description & Design

This is an advanced curriculum course in language arts for the teacher of PreK to adolescent learners. Major emphasis of the course will be on the theory and the research relevant to the study of the nature of the language arts and the to the current trends and developments in teaching language arts with an interdisciplinary approach.

In this seminar, you will examine the ways current research and theory affect classroom practice, how classroom practice informs theory and how your theories and practice affect PreK-adolescent learners. To meet these goals, you will respond to and discuss the ideas and practices you will read about in the assigned articles, texts, and videos for the class. You will discuss the importance and responsibility of language arts teachers to embed and expand upon social justice, diversity, equity, and inclusion through literacy. You will create a text set and develop a literacy positionality paper (literature review) in which you examine current trends in regard to best practices for teaching literacy, including the most recent brain research, and develop your own position on literacy best practices. We will also discuss a students' right to read and write, and how we must work diligently to protect that right, by studying examining best practices for multicultural picture book inclusion.

The Michael D. Eisner College of Education Conceptual Framework
Adopted May 2018

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.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to, and expect our candidates to:

1. Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
2. Acquire professional and pedagogical knowledge;
3. Acquire pedagogical content knowledge;
4. Use professional standards and empirical research to develop and evaluate programs and guide practice;
5. Capitalize on advancements in technology to promote learning;
6. Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
7. Understand, apply, and engage in scholarship and research.

2. 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 commit ourselves to, and expect our candidates to:

1. Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;
2. Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
3. Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
4. Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
5. Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
6. Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.

3. We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:

1. Engage in inquiry about what it means to be an ethical and caring professional;
2. Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
3. Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
4. Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.

The Michael D. Eisner College of Education Conceptual Framework (Continued)
Adopted May 2018

4. 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 commit ourselves to, and expect our candidates to:
 1. Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
 2. Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
 3. Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
 4. Identify and use professional and community resources.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners. We commit ourselves to, and expect our candidates to:
 1. Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
 2. Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
 3. Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
 4. Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
 5. Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.
6. We value creative, critical, and reflective thinking and practice. We commit ourselves to, and expect our candidates to:
 1. Engage in continuous and critical reflection;
 2. Participate in ongoing professional development;
 3. Accept feedback and consider implications for practice and program renewal;
 4. Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
 5. Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

Essential Questions

- Why is a students' right to read and write essential?
- How can we prepare to protect a students' right to read and write?
- How can we infuse social justice into best practices for literacy education?
- What is current best research on literacy education, including brain research, the science of reading, and dyslexia?
- How are language/literacy connected to culture, identity, community, justice, power, and oppression?
- What is a text? Why do reading, writing, listening, speaking, viewing, and visually representing matter? What should students read, listen to, speak on, and write about?
- How might we conceptualize academic success and student learning according to critical, anti-oppressive, and culturally sustaining pedagogies?
- In order to best support the socio-emotional and academic development of English Learners, how should literacy teachers design curricula, choose instructional strategies, select texts, and assess students?
- What are the characteristics of powerful, justice-oriented literacy units and learning segments?
- What are the hallmarks of effective and emancipatory literacy education, including in online settings?

M.A. Program Student Learning Outcomes

MA candidates in the Department of Elementary Education...

- 1)will reflect on their pedagogy by examining their practice to support diverse students' learning needs
- 2)will develop research skills by designing and conducting research and presenting their findings at a professional level in oral and written forms
- 3)will expand their educational awareness by knowing current educational issues and how those impact schools
- 4)will extend their theoretical understanding by reading, synthesizing, and evaluating educational theory and research and application of research findings to their practice in diverse classroom settings.
- 5)will demonstrate qualities of leadership by advocating for children and teachers and demonstrating the abilities and dispositions of teacher leaders

Professional Competencies towards Reading, Literacy, and Leadership Specialist Credential (RLLSC) Portfolio

1.Assessment and Instruction

The candidate demonstrates the ability to assess the academic needs, interests, attitudes, and achievement of students including English speakers and English Language Learners. These assessments are effectively used to make decisions related to appropriate instruction and materials in reading, writing, speaking, and listening for a class and/or for an individual student.

2. Instructional Materials

The candidate demonstrates the ability to design effective instructional materials, provide leadership in the selection, adaptation, and use of instructional materials, including the textbook adoption process.

3.Teacher Support

The candidate demonstrates the ability to assist and support classroom teachers K-12 in creating an effective literacy-rich learning environment that meets the California Content Standards of any subject area.

4.Program Design and Evaluation

The candidate demonstrates the ability to work with the school or district to design effective reading and language arts programs that meet State standards and guidelines. The candidate demonstrates the ability to conduct a comprehensive program review and to suggest needed modifications.

5.Professional Development

The candidate demonstrates the ability to design and implement professional development activities, including in-service education programs.

6.Professional Leadership

The candidate demonstrates the ability to assume a leadership role in the school and community, including working collaboratively with allied professionals, district/county personnel, and members of the community.

Course Objectives & Standards Towards Reading and Literacy Added Authorization (RLAA) & Reading, Literacy, and Leadership Specialist Credential (RLLSC)

- Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts. (I, P, A)
- Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development. (I, P, A)
- Candidates demonstrate the ability to research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels. (I, P, A)
- Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills. (I, P)
- Candidates exhibit a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; develop a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy. (I, P, A)
- Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks. (I, P, A)
- Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI², and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program. (I, P)
- Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society. (I, P)
- Candidates understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives. (I)
- Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education. (I, P)
- Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based. (I, P, A)
- Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3. (P)
- Candidates demonstrate the ability to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century. (I)
- Candidates know about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the Foundations/Standards and Frameworks. (I, P)

Key: I – Introduced, P- Practiced, A- Assessed



Expectations

Although each of us comes to the classroom with our own worldviews, we must engage in classroom discussions and activities in good faith as we practice the values we hope to teach our own students. Among these values are respect, integrity, reciprocal support that is both critical and constructive, a willingness to listen as well as share our own knowledge/experiences, and openness to taking intellectual and emotional risks. Students are also expected to provide equitable contributions to any and all partner/group assignments in terms of effort, and commitment to quality products.

Course Texts & Assignments

- Suoto-Manning, Marianna ED. (2020). *In Pursuit of Justice: Students' Rights to Read and Write in Elementary School*. National Council of Teachers of English. ISBN: 978-0-8141-4820-4.
- Wexler, N. (2019) *The Knowledge Gap*. Avery Publishing. New York, NY. ISBN: 9780735213562

Note:

1. *Additional required readings will be made available via links or PDFs via Weekly Resource Docs, and on Canvas.*

Assignment	Points (400 Total)
Chapter Presentation	50
Literature Review	100
Multicultural Picture Book Brochure	25
Social Justice Text Set Assignment	75
Weekly Participation (Class discussions, group work, writing prompts, partner check-ins, peer feedback, etc.)	50
Attendance (Mandatory weekly attendance on zoom)	100

Course Texts & Assignments Continued

Relevant details, including assignment parameters and rubrics, will be shared in class and uploaded to Canvas well in advance of the due date.

Literature Review: For this assignment you are asked to complete a literature review on a topic of interest to you in language arts/literacy at the elementary level. You will locate at least 10 educational journal articles on this topic and write a 10-12 page literature review on the articles you've selected. During this literature review, you will want to synthesize the articles that you have been reading, to develop your own position (a thesis statement, or argument that you can support through scholarly articles) on teaching literacy. This assignment will be broken down into stages. You will submit drafts of various stages of your work throughout the semester for feedback.

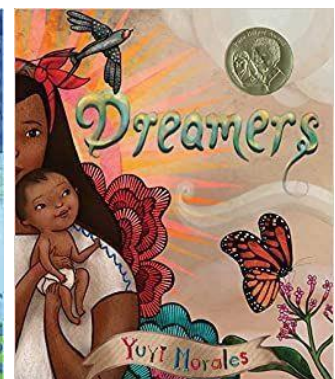
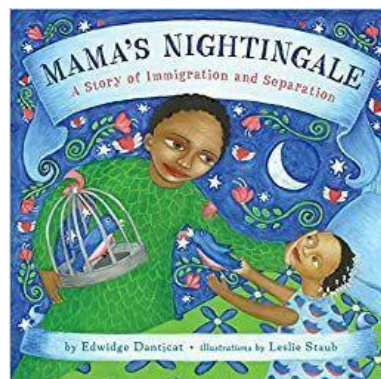
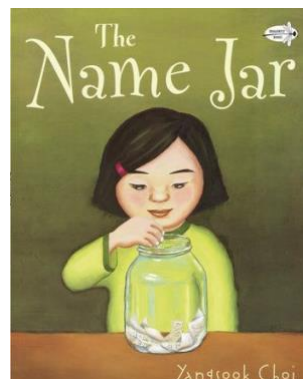
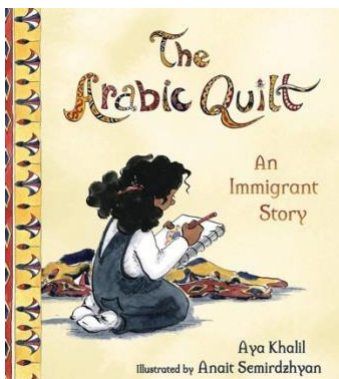
Weekly Discussions and Participation: The weekly workload for this course is rigorous, which is why you are not expected to complete many additional assignments outside of class. As such, your participation and preparation factor heavily into your final grade. You are expected to contribute to each class session by reading the appropriate materials, finding resources, and working in small/large groups. At times, you may be asked to prepare a short video, respond to a forum post online, practice an effective literacy strategy, contribute to group work, and, of course, participate in class discussions. Your grade will be assessed regularly throughout the semester.

Chapter Presentation: Being a seminar class, EED 633 will have various student led discussions, in which students will pair up in groups of 2-3 to present one of the chapters in either of the course texts. Your group presentation should be seminar/discussion style, with a **maximum** of 10 slides and include discussion/participation questions throughout the presentation. Remember, the goal is to solicit active discussion from classmates/peers on the chapter in the text that you are responsible for.

Multicultural Picture Book Brochure: For this assignment, you will create a brochure advertising a picture book that might be considered "controversial." The purpose of this brochure is to create something that is ready-made to distribute to parents, administrators, and community stakeholders should you receive a "Request for a Reconsideration of a Text"

Text Set: You will be creating a multipurpose text set, which builds background knowledge and centers social justice. The text set will consist of a *minimum* of 10 items. Your set must have both narrative and/or informative books. You should also include at least one picture book, one photo set, and at least one multimodal text. Your text set should be something you will use in your teaching. Your text set choose a content area to build background knowledge, and should also focus on a social justice topic. (Chapters 1-6) of of the course text: *In the Pursuit of Justice: Students Rights to Read and Write in Elementary School*, provide suggestions for social justice topics, however, an alternate social justice theme may be chosen with instructor approval

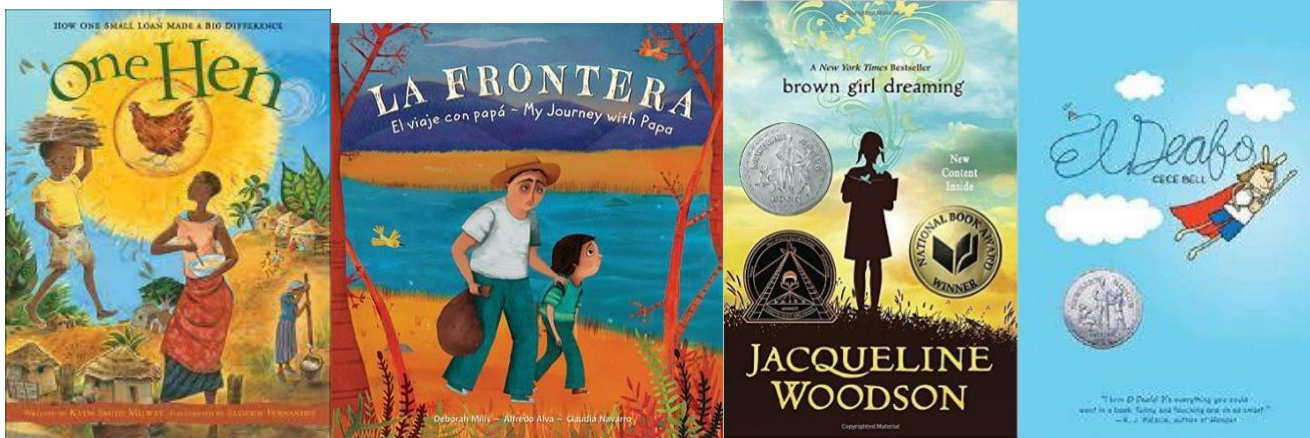
*All assignments should adhere to APA 7th edition and be turned in on Canvas by the specified due date and time. While minor technical difficulties are to be expected, consistent failure to attach the document(s), save in the proper format, or any other issues with turning in the assignment will result in a lowered final grade. Late assignments are not accepted unless prior arrangements have been made.



Course Grading Scale

Be aware that issues with attendance and professionalism can result in further points being subtracted after all the assignments have been calculated together.

		88-89%	B+	78-79%	C+	68-69%	D+
94-100%	A	83-87%	B	73-77%	C	63-67%	D
90-93%	A-	80-82%	B-	70-72%	C-	60-62%	D-



“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.”

— [Paulo Freire](#)

Student Resources & University Policies

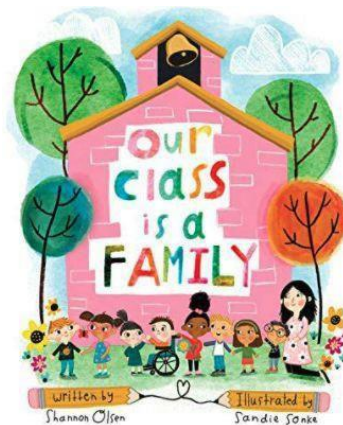
As a school stakeholder responsible for the well-being and education of children, professionalism is of the utmost importance. This includes expectations that all students will: (1) prepare in advance by completing readings and assignments prior to class, (2) participate fully in class discussions and activities, (3) reference readings, and raise questions about the material and subject, (4) actively listen to everyone who inhabits our scholarly community. Below, you will find other issues related to professionalism that are part of class and program expectations.

Upholding Professional Standards Relating to Knowledge, Performance, and Professional Dispositions: The Student Delay/Withdrawal Process

In accordance with state and national standards, students in the Department of Elementary Education at California State University, Northridge are assessed on knowledge, performance, and dispositions. Faculty in the Department of Elementary Education fully expect students to be successful and meet all program standards, but poor academic preparation, poor academic work, poor performance, or observed dispositional deficiencies will constitute grounds for a decision regarding separation from the teacher preparation program (or any other Elementary Education program) at California State University, Northridge. The Department of Elementary Education has adopted a process for ensuring that all CSUN students uphold standards of knowledge, performance, and dispositions recognized by the education profession. Obtain detailed information about the delay/withdrawal process, the Statement of Concern form, student appeals, and the list of Qualities Important to Future Teachers and Educational Professionals at www.csun.edu/education/eed/delay_withdrawal/index.html

Attendance:

Students are expected to attend all scheduled classes on scheduled days for the entire designated class time. Because learning takes place as a result of active participation in discussion and class activities, attendance in this course is critical. If you find yourself in a tough spot regarding attendance, please proactively communicate with me so that we can problem solve together. **Attendance is taken regularly at the start of class, and counts for 100 points towards your final course grade (out of 400 points).**



Resources & Policies



Accommodations for Students with Disabilities

CSUN is committed to providing equitable access to learning opportunities for all students. The Disability Resources and Educational Services (DRES) or the National Center on Deafness (NCOD) are campus offices that collaborate with students who have disabilities to provide and/or arrange reasonable accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please visit DRES at <https://www.csun.edu/dres> or call (818) 677-2684 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you need to contact NCOD, please call (818) 677-2054. If you are already registered with DRES or NCOD and have a current letter requesting accommodations, please contact me as soon as possible to provide me with written documentation and to review how your accommodations will be applied in our course. **Remember, accommodations are your legal right!** I am dedicated to cultivating a classroom environment that is as accessible as possible to all students. **I invite you to discuss your learning needs with me, regardless of your documentation status with DRES/NCOD.**

Counseling and Psychological Services.

Maintaining one's mental and emotional health is always important -- being a human is hard! However, given the added stressors of COVID-19, antiblack racisms, and xenophobia, among other issues, it is more important than ever to get the support you deserve. I can attest to the many benefits of therapy and am willing to talk with any student about my experiences. For information about counseling and psychological services offered to students, please visit <https://www.csun.edu/counseling> and let me know how I can help.

Bias-Based Incident Reporting

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are unjust and inappropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Submit a report online at <https://www.csun.edu/stophate/report-incident> or by calling 818.677.2077. If someone is in immediate danger or experiencing an emergency, call 911.

Ethics/Academic Integrity:

The CSUN Code of Ethics, which includes plagiarism, cheating, fabrication, and the facilitation of such acts, applies to this course. Please review the university policy at <https://catalog.csun.edu/policies/student-conduct-code/>

If You Need Financial Aid or Other Assistance

The Financial Aid and Scholarship Department can help you work through financial difficulties and concerns in order to help you progress towards earning a degree. In addition to advising students on financial aid and/or tuition, they also have emergency funds for CSUN students experiencing emergency financial crisis related to COVID-19 or other issues. Find out more at <https://www.csun.edu/financialaid>.

Resources & Policies

Sexual Misconduct and Title IX

Title IX and CSUN's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, I can help you locate the appropriate resources. You can visit <https://www.csun.edu/eqd/title-ix> to learn more about what constitutes sexual misconduct and violates Title IX.

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist. CSUN's Title IX Coordinator is:

Susan Hua
University Hall, Room 285
Phone: (818) 677-2077
E-Mail: susan.hua@csun.edu

If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with CSUN's Care Advocate. CSUN's Care Advocate is:

Paria Zandi
Klotz Student Health Center, Room 140G
Phone: (818) 677-7492
E-Mail: paria.zandi@csun.edu

Equal Treatment

The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

Resources & Policies

More CSUN Resources:

Institute of Health and Wellbeing <https://www.csun.edu/wellbeing>

University Counseling Services <https://www.csun.edu/counseling>

Self-Care for You at Northridge <https://www.csun.edu/eisner-education/self-care>

CSUN with a Heart for food and housing needs <https://www.csun.edu/heart>

CSUN academic resources to all students, and especially to support students who are struggling.

<https://www.csun.edu/current-students/resources-services>

General Policies

Check your e-mail daily. Set up alerts from Canvas so that Announcements and messages sent through Canvas go directly to your email. **You are responsible for all information sent via email and Canvas.** You are also responsible for all course content, announcements and syllabus changes announced in class.

Please:

- Use our course time productively; refrain from texting, sending emails, or checking messages, etc.
- Refrain from chatting with others when class members, including the professor, are speaking. Talking while others are talking communicates disregard for the message and messenger. Please be aware that as the host of our Zoom meetings, I can see the content of any private messages you send through that platform.
- Feel free to have a beverage and food during class.
- Refrain from behaviors that distract presenters/peers or which communicate disrespect to others in the class.

Course Concerns:

I am here to help you. If there are any potential issues that may hinder your academic engagement or progress this semester, please share them with me as soon as you know about them so that we can work together to devise a plan to address those needs and concerns. Similarly, if you have other questions, comments or concerns about our class, please speak to me directly. **If you are uncomfortable speaking with me for any reason, please contact the chair of the department, Dr. Greg Knotts, at greg.knotts@csun.edu.**

Here is a full [list of the resources](#) and information shared with faculty for the Summer 2024 semester.

Updated Course Schedule – Summer 2025

Week	Readings (To Be Read Prior to Class)	In-Class Topics	Assignments DUE
1	Suoto-Manning: Intro, NCTE Beliefs, Ch. 1 (p. vii–24) Solving CA's Early Literacy Crisis – Potente & Tuck California ELA/ELD Framework	Introductions, Class Norms & Overview Course Texts and Assignments A Nation at Risk (7.7) CA Children's Report Card (7.7) Overview of California ELA/ELD Framework, Discussion on California State Literacy Plan & Small Group Activity: Evaluating the California ELA/ELD Frameworks (3.1) (8.2) (8.8) Introduction to traditional literacy, digital literacy & critical literacy (2.2)	Digital Name Tent
2	Wexler: The Knowledge Gap, Ch. 1 & 2 (7.6) Suoto-Manning: Ch. 1 Hobson, NAEP Report Re-Thinking Schools selections focused on community literacy practices, emphasizing effective literacy cultures (2.3)	Narratives & Counternarratives Representation in Curriculum Discussion on state and federal reading initiatives past & present (7.6) Elements of an effective literacy culture at school, classroom, district, and community levels (2.1)	Identify Literature Review Topics Chapter Presentation Group #1
3	Wexler: Ch. 3 & 4 Suoto-Manning: Ch. 2 Lee et al.; Love: Hip Hop & Academic Success Developing an Effective Literacy Mission & Vision (2.5)	Reading Wars & Science of Reading Hip Hop Literacy Guest Speaker: Brian Knowles Small Group Activity: Applying frameworks to classroom examples to design effective literacy cultures (2.1)	Chapter Presentation Group #2
4	California Dyslexia Guidelines (Ch. 1-6) eLearning Modules: Introduction to Dyslexia, Key Points Emphasized in California Dyslexia Guidelines and eLearning Module: language and literacy learning, including RtI ² (3.5)	In Class Activity: Exploring multimodal texts and equitable access across curriculums to meet the diverse needs of students (2.2) Discussion: Digital Resources & Media Literacy (3.6)	Catch up on Readings Annotated Bib Articles #1–5 DUE

Updated Course Schedule – Summer 2025

Week	Readings (To Be Read Prior to Class)	In-Class Topics	Assignments DUE
5	Wexler: Ch. 5 & 6 Suoto-Manning: Ch. 3 Why Knowledge Matters – Wexler Re-Thinking Schools Selections	Balanced vs. Scripted Literacy Background Knowledge & Cultural Voices Discussion: School & District Initiatives that support and develop a culture of literacy (2.3) Class Activity: Evaluation of the California ELA/ELD Framework; how does research validate key principles in each framework? What is research saying needs to be improved in each document? (3.1)	Chapter Presentation Group #3
6	Wexler: Ch. 7 & 8 Suoto-Manning: Ch. 5 (2.4) Grasso: It's Never too Early (2.4) Course Readings above focus on: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students (2.4)	Politics & Education: Critique & Evaluation of seminal, developing, and cutting edge research findings related to literacy education (7.7) LGBTQ Literacy Curriculum	Multicultural Picture Book Brochure DUE
7	Wexler: Ch. 9 & 10 Suoto-Manning: Ch. 4 Rajagopal & Kendrick: Choosing Culturally Responsive & Sustaining Literature (2.4)	ELLs & Language of Power Dual Literacy Programs In Class Activity: Critical Pedagogy & Community Engagement discussing key questions of the role of culture, language background, and students' diverse knowledge, skills, and abilities (2.4) Text Set Assignment In Class Activity: Link Standards to Planning of Text Sets (8.2)	Chapter Presentation Group #4 Annotated Bib Articles #6–10 DUE
8	Wexler: Ch. 11 & 12 Suoto-Manning: Ch. 6 Wiseman et al.; Husbye et al.	Trauma-Informed Literacy Scaling Up/Back Literacy Practices: Creating a Literacy Vision Statement to Support High Expectations for All Students (2.5)	Chapter Presentation Group #5 Text Set DUE

Updated Course Schedule – Summer 2025

Week	Readings (To Be Read Prior to Class)	In-Class Topics	Assignments DUE
9	California Dyslexia Guidelines (Ch.6-12) (3.5) eLearning Modules: Screening and Assessment for Students at Risk for Dyslexia (8.6)	In Class Activity: Embedding the California Dyslexia Guidelines and RTI into a series of lessons (3.5) In Class Activity: Develop an intervention plan/class profile for classroom students at risk for dyslexia after reviewing screening and assessment for dyslexia module. Utilize MTSS/RTI in the intervention plan. (8.6)	Finalize Literature Review Drafts
10	Re-Thinking Schools Selection: Curriculum Evaluation and the Role of Policy (8.8) Re-Thinking Schools Selection: Digital Literacy & Technologies Revisited (8.7)	Discussion: How can we integrate digital resources into our text set assignments? (8.7) In Class Activity: Design of a 21st-century multimodal lesson(3.6) Class Discussion on Curriculum Usage, Evaluation, and How Policy Impacts Literacy Curriculum (8.8)	Revise Literature Review
11	Suoto-Manning: Ch. 7–9 Quintero: Reading Science	Justice as Human Right Text Set PD Presentations	Literature Review Final DUE

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Standard Number	Standard Description	Level (I/P/A)	Where Addressed in Syllabus
2.1	Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	I	Week 2 Page #13
2.1	Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	P	Week 3 Page #13
2.1	Candidates demonstrate ability to research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts.	A	Page #7; Literature Review & Text Set Assignment
2.2	Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.	I	Week 1 Page #13
2.2	Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.	P	Week 4: Page #13
2.2	Candidates demonstrate online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.	A	Page 7 Text Set Assignment

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Standard Number	Standard Description	Level (I/P/A)	Where Addressed in Syllabus
2.3	Candidates demonstrate the ability to research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.	I	Week 2: Page 13
2.3	Candidates demonstrate the ability to research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.	P	Week 5: Page 14
2.3	Candidates demonstrate the ability to research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.	A	Page 7: Literature Review Assignment
2.4	Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.	I	Week 6: Page 14
2.4	Candidates demonstrate the ability to research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students' diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.	P	Week 7: Page 14
2.5	Candidates exhibit a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.	I	Week 3: Page 13
2.5	Candidates exhibit a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.	P	Week 8: Page 14
2.5	Candidates exhibit a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.	A	Page 7: Text Set Assignment
3.1	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	I	Week 1: Page 13

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3.1	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	P	Week 5: Page 14
3.1	Candidates demonstrate the ability to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the Foundations/Standards and Frameworks.	A	Page 7: Literature Review Assignment
3.5	Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI ² , and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.	I	Week 4: Page 13
3.5	Candidates know the instructional sequences and routines that develop and accelerate students' language and literacy learning, including RtI ² , and how to maximize students' literacy development by using the reciprocal relationships among the components of a research-based literacy program.	P	Week 9: Page 15
3.6	Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.	I	Week 4: Page 13
3.6	Candidates incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society.	P	Week 10: Page 15
7.6	Candidates understand state and federal reading initiatives and to learn how to develop, procure and implement programs around those initiatives.	I	Week 2: Page 13
7.7	Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.	I	Week 1: Page 13
7.7	Candidates demonstrate the ability to critically analyze seminal, developing and cutting edge research findings in the literature related to literacy education.	P	Week 6: Page 14

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8.2	Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.	A	Page 7: Literature Review Assignment
8.2	Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.	I	Week 1: Page 13
8.2	Candidates demonstrate advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.	P	Week 7: Page 14
8.6	Candidates know the types of disabilities that have implications for literacy development and implement effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI ² Tiers 1, 2, and 3.	P	Week 9: Page 15
8.7	Candidates demonstrate the ability to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.	I	Week 10: Page 15
8.8	Candidates know about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the Foundations/Standards and Frameworks.	I	Week 1: Page 13
8.8	Candidates know about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the Foundations/Standards and Frameworks.	P	Week 10: Page 15