

**EDU 168/268: Content-based Reading Instruction & Content Area Modules
Mount Saint Mary's University**

Course Syllabus

Fall 2020, Mondays 5:30-8:30, Hybrid Online
Monday, August 24, 2020-Monday, December 7, 2020

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Office hours: Building 4, Rm. 115. *Synchronous online sessions held on Mondays will be on Zoom. Information for dates and Zoom are on Canvas.*

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.

- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Course Description:

Content-Based Reading Instruction encompasses language and literacy development in secondary curricula, and methods for enhancing that development with multiethnic, multilingual student populations. The interwoven nature of speaking, reading, writing, and listening in content area instruction will be explored with emphasis on the importance of content-based discourse in the development of disciplinary understanding and critical thinking. **Course content includes instructional and assessment strategies for Special Needs students as well as English Learners.**

The Content Area Modules are offered in each content area and address content-specific instructional and curricular strategies. The content is directly taken from 2042 Program Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates and TPE 1B: Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments in relation to teaching specific subjects in a single subject assignment.

Additional Information regarding Course:

Each professional preparation course consists of two modules, one guided by a Mount Saint Mary's University faculty member and a second by an expert teacher in the candidate's content area. As noted in the syllabi, each course module addresses relevant 2042 Program Standards and leads candidates to demonstrate competence in specific Practice and Opportunity Tasks aligned with the TPEs (updated in March 2013). Each module represents 30 hours of *interrelated instruction and fieldwork*.

This course will be team taught, with two teaching professionals in the classroom modeling and leading discussions about the various strategies for team teaching. In addition, this course will be hybrid-online, with 10 of the course meetings taking place remotely.

SPECIAL CIRCUMSTANCES DUE TO COVID:

This course has been modified to include more online/remote activities due to COVID and social distancing protocols. In addition, if you are unwell, or have other issues preventing you from attending face-to-face meetings, please be in contact with the instructors to discuss accommodations.

Potential COVID-19 Disruption: Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.

Course Objectives and Student Learning Outcomes:

Essential Questions: The following questions will serve to focus the activities to accomplish the goals stated above.

- What is literacy? What are literacy skills in content areas?
- What factors affect a student’s ability to read and comprehend text?
- What strategies can teachers use to improve literacy in content areas? How does the particular discipline affect the way we teach literacy?
- What are ways in which two teaching professionals can interact in the classroom to best meet the needs of the students?

Student Learning Outcomes. In order to meet these objectives, students will:

- Demonstrate their understanding of literacy in their content area.
- Analyze what good readers do through a focused reading activity.
- Apply their knowledge of literacy in creating a lesson plan that includes teaching of a literacy skill important to their content area.
- Apply their knowledge of co-teaching through the use of one or more co-teaching strategies in the teaching of their guest lesson.

Required Texts (available at the Doheny Bookstore):

Jetton, T. L.; & Shanahan, C. (2012). *Adolescent Literacy in the Academic Disciplines: General Principles and Practical Strategies*. Guilford Press, New York, NY. ISBN: 978-1462502806

Manderino, M.; Berglund, R. L.; Johns, J. (2014). *Content Area Learning: Bridges to Disciplinary Literacy (4th ed)*. Kendall Hunt Publishing, Dubuque, IA. ISBN: 978-1465241627

California Department of Education English/Language Arts and English Language Development Frameworks and Standards. Available for free download online at www.cde.ca.gov/standards.

Course Assignments:

Course Assignment(s)	Point value
Task 1: Analysis of Reading Strategies (10 pts from reflective essay—good academic writing)	10
Task 2: Informal Reading Inventory	20
Co-Teaching Activities/Reflections	25

Task 3: Content-based Reading Instruction (CBRI)—4 parts	30
Videotaped lesson with Literacy Strategy	10
Final Reflective Essay	5

Analysis of Reading Strategies. Detailed Guidelines and Assessment are available on Canvas and will be discussed in class. Study completed with peers.

Informal Reading Inventory. Detailed Guidelines and Assessment are available on Canvas and will be discussed in class. Fieldwork is required for this assignment.

Co-Teaching Activities/Reflections. Detailed Guidelines and Assessment are available on Canvas and will be discussed in class.

Content-based Reading Instruction (CBRI). Practice with peers and field-based practice. Detailed Guidelines and Assessment are available on Canvas and will be discussed in class.

Video-taped lesson for literacy strategy. Practice what will be expected on TPA to document your ability to guide secondary students in developing literacy skills.

Write a final essay that describes how your experiences in this class (readings, observations, discussions, preparing and teaching lessons) have contributed to your response to the essential questions. Your essay should include ideas and strategies for ongoing exploration of these questions as you continue to develop yourself as a professional educator. In preparation for this paper, you will be expected to engage in ongoing reflections after each class experience. Detailed Guidelines and Assessment are available on Canvas and will be discussed in class.

Required Field Experience:

Fieldwork is required. An important way to apply the theories and principles studies in class to real-life students and classrooms is through focused participation/observation activities. Candidates are expected to spend a minimum of 15 hours in their coach’s classroom. Due to COVID restrictions, these hours may be completed in a virtual environment and include the hours working with students to complete the informal reading inventory activity.

Course Format:

This course meets in person on the Doheny campus during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas. Due to COVID restrictions, Fall 2020 classes will meet online, both synchronously and asynchronously. Please reserve the Monday 5:30-8:30 pm for this course, although we may not be meeting together via Zoom the entire time.

Classroom Policies:

- **Submitting work:** Please submit all work via electronic dropbox on Canvas. PDF can be accepted, but you will receive easier feedback if documents can be submitted using Word (.doc or .docx)
- **Formatting: [sample]** All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed.
- **Grading:** We believe that all teachers are role models for effective writing. Thus, we wish to support you in honing your skills in this area. We encourage you to utilize the resources available to you to enable you to turn in quality work, both in terms of content and grammar.
- **Make-up Work:** Please contact us if you experience difficulties in completing assignments on time during these unusual times. We strongly encourage you to meet published deadlines, as this helps us to provide strong feedback and prevents you from feeling overwhelmed at the end of the semester.
- **Tardiness:** Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.
- **Classroom Participation:** During synchronous Zoom meetings as well as completing assignments for asynchronous sessions.
- **Peer Support: [sample]** Please exchange phone numbers and/or email addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.
- **E-Learning System (Canvas):** [add your guidelines here]
- **Hybrid Online Course Expectations:** Please read the **MSMU Education Department Online Course Expectations** attached at the end of this syllabus.

Assessment - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

Grading Scale

94-100 = A
 90-93 = A-
 87-89 = B+
 84-86 = B
 80-83 = B-
 77-79 = C+
 74-76 = C
 70-73 = C-
 65-69 = D
 <65 = F

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU University and Education Department Policies:

- **University PPE Policy:** All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.
- **Absences:** Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session. During this time, we will work with you if you are unable to be physically present on campus—please communicate your needs.
- **Academic Integrity:** Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see <https://www.turnitin.com/solutions/plagiarism-prevention>).
- **Academic Freedom:** Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

- **Calendar Verification:** Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
 - **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
 - **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
 - **Study Days:** The “Study Days” policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
 - **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.

- **Candidate Dispositions:** The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**

- **Incompletes:** Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
 - files the application no later than 1 week prior to finals
 - has completed the majority of assignments
 - on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
 - is prevented from completing the final assignment

- **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.
- **Resource Binder Maintenance**
All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
- **Student Resources**
Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
Professional and Academic Resource Center (PARC)
 - The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment, access the PARC page on myMSMU: <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>
 - All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.
- **Students with Disabilities:** Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.
- **Accommodation Policy:** Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use

such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:

- Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.

EDU 1/268 COURSE CALENDAR

NOTE: Coach sessions will take place 5:30-7:00 on 9/14, 10/5, 10/26, and 11/16, with class taking place synchronously from 7:15-8:30 on those evenings. There will be no synchronous meetings on 9/28, 10/12, 11/9, and 11/23. All other evenings are synchronous from 5:30-8:30, with multiple break-out sessions. Please let us know in advance if you need to miss one of the synchronous meetings. In class options may exist on the nights scheduled as synchronous if determined to be safe and convenient to all.

Week 1 – Monday, August 24, 2020

Format: Synchronous Zoom Meeting (5:30-7:30)
Available for questions (7:30-8:30)

Topic(s): Assessing the Reader; Modeling One Teach, One Drift

- Introductions, review of syllabus
- Review of subject-specific pedagogy
- What is literacy? What are literacy skills in content areas?
- Introduction to analyzing reading strategies
- Introduction to Co-Teaching

Reading Due: Please read the syllabus prior to coming to the Zoom session

Assignment(s) Due: Proof of Certificate of Clearance and current TB; please view video on course requirements:

Week 2 – Monday, August 31, 2020

Format: Synchronous Zoom Meeting (5:30-8:30; including time for partner work)

Topic(s): Assessing the Reader; Modeling One Teach, One Assist

- Analysis of Reading Strategies
 - Choose 2 reading sections of 5-7 paragraphs
 - Logistics for conducting activity
 - Discuss relationship to Strategies for Readers
- Data collection with peers
- Group Analysis/Report
- Introduce 3 focus students
- **Exit Ticket 1**

Reading Due: none

Written Assignment(s) Due: Bring 2-3 reading selections from content area (challenging for peer)

Week 3 – Monday, September 14, 2020 (Note—no class on Sept 7)

Format: Synchronous Zoom Meeting (5:30-8:30, including break-out with coaches)

Topic(s): Work with coaches

- **Introduction to Task # 2: Informal Reading Inventory (Diamonds Activity)**
- **Logistics for Class Visit**
- **Choose Reading Passage(s)**
- **Begin creating recall guide and comprehension questions (see Diamonds example)**
[Task 2 to be completed between 9/15 and 10/9]
- Task # 1—Share and Debrief

VOCABULARY STRATEGIES—Vocabulary Strategy Sharing

Reading Due: Chapters 1-3 Jetton & Shanahan

Written Assignment(s) Due: Reflection on Task 1 (Electronic copy in Canvas drop box); Vocabulary Strategy to Share; Quiz 1

Week 4 – Monday, September 21, 2020

Format: Synchronous Session—5:30-8:30 with Breakout sessions for preparing for role play activity that will take place in the second half.

Topic(s): SPEAKING TO LEARN

- Discuss Focus Students and Activity
- Reader's Theatre Activity
- Role Play
- Introduce vocabulary strategy sharing activity

MODELING SPEAK AND ADD

Reading Due: None

Written Assignments Due: Exit Ticket

Week 5 – Monday, September 28, 2020

Format: Asynchronous Session—IRIS modules (work may be done on own schedule with discussions completed by Thursday, September 24 at midnight)

Topic(s): DEVELOPING ACADEMIC LANGUAGE

- Academic Language Development
- Development regarding Focus Students

Reading Due: None

Written Assignment(s) Due: Electronic Discussion—Due Thurs, Oct. 1

Week 6 – Monday, October 5, 2020

Format: Synchronous Zoom Meeting (5:30-8:30, including break-out with coaches)

- **Topic(s):** Work with coaches
 - **Debrief Task # 2**
 - **Logistics for Task # 3-part 1 (observation)**
 - **Content-area pedagogy**
 - **Discuss article 1**
 - **Decide on additional article for final meeting with coach**

COMPREHENSION STRATEGIES

- Activating Prior Knowledge
- How do we know they comprehend?
 - Following instructions
 - Answering questions
 - Retelling or paraphrasing

MODELING ALTERNATIVE TEACHING

Reading Due: Chapter 4 and one chapter (5-9) as appropriate to content area in Jetton & Shanahan

Written Assignments Due: Quiz 2

Week 7 – Monday, October 12, 2020

Format: Asynchronous Session—IRIS modules (work may be done on own schedule with discussions completed by Thursday, October 15, at midnight)

Topic(s): COMPREHENSION STRATEGIES

- Meeting the needs of all students
 - IRIS Modules
 - ELL Students

Reading Due: None

Written Assignments Due: Discussion/ Reflection on Iris Modules (Due Thursday, Oct

Week 8 – Monday, October 19, 2020

Topic(s): READING TO LEARN AND READING FLUENCY

- What is decoding?
 - Pre-reading strategies
 - Technology and Vocabulary Strategies
 - Strategies for note-taking and summarizing
 - Engagement with text

MODELING STATION TEACHING

Reading Due: Read Introduction to Manderino et al. Scan strategies.

Written Assignments Due: Task 2

Week 9 – Monday, October 26, 2020

- **Topic(s): Work with coaches**
 - **Task # 3 lesson plan coach and peer feedback**
 - **Logistics for guest lesson**
 - **Content area pedagogy**

[Guest lessons to be completed between 10/27 and 11/16]

STRATEGY SHARING

2-3 minute sharing of introduction of 1 literacy strategy for guest lesson

Reading Due: Be prepared to share a strategy from Manderino et al., that you will use in your guest lesson

Written Assignments Due: Task 3 Parts I and II. Bring lesson plan for guest lesson. Quiz 3

Week 10 – Monday, November 2, 2020

Topic(s): COMMON CORE STANDARDS

DEVELOPING CRITICAL THINKING

- Responsive pedagogy

- Differentiating Instruction
 - Further Discussion about including “Ben”

MODELING PARALLEL TEACHING

Reading Due:

Written Assignments Due:

Week 11 – Monday, November 9, 2020

Format: Asynchronous Zoom Meeting

Topic(s): REAL WORLD LITERACY

- 21st Century learners
- New literacies

Considering the needs of ELL students

Reading Due: None

Assignment(s) Due: Discussion/Reflection

Week 12 – Monday, November 16 , 2020

Format:

Topic(s): Work with coaches

- Task # 3 Reflections
- Content area pedagogy
- Discuss final articles
- Structured time for lesson plan/guest lesson

Reading Due: None

Assignment(s) Due: Video Teaching Reading Strategy from Lesson Plan; Quiz 4

Week 13– Monday, November 23, 2020

Format: Asynchronous.

Topic(s): PROMOTING INDEPENDENCE/MOTIVATING THE READER

- Adolescence and literacy
- Assessing independence

Strategies for developing independence

Reading Due: None

Assignment(s) Due: Discussion/Reflection; Task 3 Parts III and IV

Week 14 – Monday, November 30, 2020

Format:

Topic(s): ASSESSMENT STRATEGIES—WRITING TO LEARN

- Providing Feedback for student writing
- Relationship between reading and writing
- Purposes for writing in the classroom

MODELING DUET TEACHING

Reading Due: None

Assignment(s) Due: Co-Teaching Notebook-final reflection

Week 15 – Monday, December 7, 2020

Format: Synchronous Zoom Meeting (5:30-7:30)

Available for questions (7:30-8:30)

Topic(s): FINAL REFLECTIONS

- Final sharing of projects (small groups)
- Final activity/reflection

Reading Due: None

Assignment(s) Due:Final Reflective “Essay”