San José State University  
Lurie College of Education  
Department of Special Education  
EDSE 216A, Teaching Reading and Language Arts, Fall 2020

Course and Contact Information
Instructor: Rebecca A. Cruz, PhD  
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Office Hours: Monday 2:00-4:00  
Class Days/Time: Monday 7:00-9:45  
Classroom: Online Hybrid (see calendar below)

Course Format: Hybrid

This course follows a hybrid format with some lectures taking place online via zoom, but most weeks will include asynchronous online sessions. The dates of the face-to-face and online meetings are shown in the table at the end of the syllabus. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

Computer labs for student use are available in the Academic Success Center (http://www.sjsu.edu/at/asc) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Course Description

This course applies research on instructional approaches in reading and writing development for students in grades PreK-12, with an emphasis on instruction for individuals with disabilities accessing literacy in the general education curriculum. Includes curricular issues, models, and practices related to teaching students with mild to moderate disabilities in early literacy, reading fluency and comprehension, and in the content areas, with an emphasis on core curriculum, evidence-based instructional strategies, socio-cultural propensities of diverse
groups, theories of culturally relevant pedagogy and a model of teaching reading and writing that is based in scientific research.

Course Goals

This course is intended to assist students to meet the competencies specified in both the Mild/Moderate Standards Teaching Performance Expectations (TPE) and in the Universal Teaching performance Expectations:

M.M Standards addressed: 3.1, 4.1, 4.2
Universal TPEs addressed: 1.5, 1.7, 3.1, 3.5, 3.6, 4.2, 4.3, 4.4, 4.7, 4.8

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Identify and implement specific evidence-based/high leverage instructional strategies for teaching reading and writing in a variety of instructional settings.
2. Describe the components of explicit phonics instruction.
3. Develop lesson plans that address phonemic awareness, decoding, fluency, vocabulary, and comprehension.
4. Identify assessments for language, reading, writing, and progress monitoring of student achievement in literacy.
5. Create a unit plan scope and sequence to provide literacy instruction to students with a variety of unique learning needs.
6. Describe content area literacy compared to disciplinary literacy
7. Identify and deliver literacy supports in a variety of classroom settings and content areas.

Required Texts/Readings

Textbooks


Other technology requirements / equipment / material

Students will need access to Microsoft or Google Application Suites that include word processing and spreadsheets. All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the Canvas Student Resources.
Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

**All assignments are due on the day indicated in the course schedule via Canvas at the start of class, 7:00PM.**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Objectives</th>
<th>Aligned TPEs</th>
<th>CLOs</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Midterm and Final Quizzes</td>
<td>There will be two quizzes that focus on knowledge of the material learned and application of strategies. Each quiz includes three open-ended response questions that you will answer via Canvas. There is no time limit for the quiz, but you must complete it within one week (open and close dates are included in the Course Schedule and on Canvas).</td>
<td>M/M 3.1 M/M 4.1 M/M 4.2</td>
<td>CLO 2 CLO 6</td>
<td>15 points each (30 total points)</td>
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<tr>
<td>Early Reading Skills Content Adaptation Plan and Individualized Reading Assignment (elementary focus)</td>
<td>Students will plan systematic instruction to teach an early literacy skill (e.g., phonemic awareness, phonics, accuracy, fluency, comprehension or a written language skill). Students will demonstrate the ability to plan and implement individualized explicit phonics instruction, demonstrate word blending skills, teach sight words, and/or support student development of reading fluency/comprehension. Students will plan authentic assessments to measure student mastery of the skills taught in the unit.</td>
<td>M/M 4.1 M/M 4.2 M/M 4.4</td>
<td>CLO 1 CLO 2 CLO 3</td>
<td>20 points</td>
</tr>
<tr>
<td>Literacy Unit (secondary focus)</td>
<td>Students will evaluate and modify instructional resources and curriculum materials in content areas, develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and learner differences, and plan authentic assessments to measure student mastery of the skills taught in the unit. Students will develop plans that embed evidence-based/high leverage instructional strategies, resources, and technological tools that meet the needs of diverse learners in domain specific literacy.</td>
<td>M/M 3.1 M/M 4.1 M/M 4.2</td>
<td>CLO 4 CLO 5 CLO 7</td>
<td>20 points</td>
</tr>
<tr>
<td>Participation Activities</td>
<td>During our online and zoom sessions, you are expected to participate in activities that will enhance your understanding of how students learn early literacy skills, how they transition between learning to read and reading to learn, and learning from complex text. You will earn 2 to 4 points for your participation in various online and zoom activities throughout the semester. Points will be assigned for the thoughtful completion of each online and in-class activity listed on the Course Schedule; points will be deducted for incomplete or inadequate responses. Examples: Personalized reading reflection discussion post Reading apprenticeship framework IRIS module on Collaborative Strategic Reading</td>
<td>All</td>
<td>All</td>
<td>30 points</td>
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Grading Information

Determination of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>94 to 100%</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>90 to 93%</td>
</tr>
<tr>
<td>B +</td>
<td>88-89</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B -</td>
<td>80-82</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C +</td>
<td>78-79</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C -</td>
<td>70-72</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D +</td>
<td>68-69</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D -</td>
<td>60-62</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td>0 to 59%</td>
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California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in M/M should, therefore, strive to earn a grade of B or higher in all credential coursework.

Course Attendance and Late Work Policy

**Attendance:** Class attendance and participation in zoom lectures is mandatory. Late arrivals and early departures from the zoom session of more than 15 minutes will result in grade deductions. Cumulative tardies or arriving more than one hour late or leaving one hour early will be considered as a class absence. You are permitted one absence without penalty. If you are absent from 2 class sessions, your grade will be lowered by half a letter grade (e.g., from an A to an A-). If you are absent from 3 class sessions, your grade will be lowered by a full letter grade (e.g., from an A to a B). Students who miss four or more class sessions should petition to withdraw from the course, regardless of the reason. Though the non-zoom online sessions are asynchronous, participation in all required activities reflects your attendance. Failure to complete any of the assigned tasks during online sessions will result in an absence for that class session. Online activities will be posted by 7:00pm, and need to be completed by 7:00pm the following Monday.

*Late assignments will not be accepted. Please plan accordingly.*

Classroom Protocol

1. Actively participate in zoom discussion and online activities. Respect others in class and show tolerance for viewpoints different than ones’ own. Everyone’s voice is valued, and we all have much to learn from each other.
2. Be respectful with technology.
3. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent
for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Accommodations for Students with Disabilities

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 requires students to obtain instructor’s permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.
- You must obtain the instructor’s permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at http://www.sjsu.edu/counseling.

INCOMPLETE POLICY

An “Incomplete” is given only at the discretion of the instructor.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu senate/docs/F13-1.pdf for more details
**Departmental Incomplete Policy**

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

**EDSE 216 / Teaching Reading and Language Arts, Fall 2020**

Course Schedule (bold assignments are assigned that week, and due the next week unless otherwise specified)

We will meet as a class on Zoom on the dates noted

*Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments</th>
<th>Assignments Due</th>
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</thead>
</table>
| 1    | 8/24  | • Introduction and Overview of Syllabus  
      |       | • Review of Research on the Big 5 of Reading  
      |       | • CCSS, HLPs, and features of effective instruction  
      |       | **Zoom activity:** CCSS Observations/reflections  
      |       | **Discussion Post:**  
      |       | Introduce each other  
      | 8/31  | • Oral language, word analysis, phonemic awareness, phonological and phonic skills to build emergent literacy  
      |       | • High Leverage Practices in Early Reading  
      |       | **Reading:** Cunningham & Zibulsky Ch. 1  
      |       | **Discussion Posts:**  
      |       | Building literacy into the preK-3 classroom  
      |       | Oral Language post  
      | 9/7   | Labor Day – Campus Closed  
| 2    | 9/14  | • Review and practice Vowels (long, short, r-controlled), Consonants, onset/rime, digraph, diphthong, blend, morpheme, grapheme, and concepts about print  
      |       | • Including phonics and early literacy into children’s literature, building engagement  
      |       | **Discuss/introduce Early Reading Skills Assignment**  
      |       | **Readings:** Earle & Sayeski (2017) and Wall et al., (2016)  
      |       | **Zoom activity:** Word Sort  
      |       | **Discussion post:**  
      |       | Informal survey of linguistic knowledge  
      | 9/21  | • Fluency, story comprehension, narrative arc, story schema  
      |       | **Reading:** Cunningham & Zibulsky Ch. 4  
      |       | **Discussion post:**  
      |       | Narrative arc post  
      |       | Learning Game  
| 3    | 9/28  | • Complete course introduction survey  
| 4    | 10/5 | • Introduction post  
|      |       | • Building literacy discussion post due  
|      |       | • Oral language post  
|      |       | • Informal survey of linguistic knowledge  

*Zoom activity: CCSS Observations/reflections*
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<th>Assignments Due</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>9/28</td>
<td>• Reading volume, the social and emotional value of reading&lt;br&gt;• High Leverage Practices for Intermediate Reading&lt;br&gt;• Macro Text Structures&lt;br&gt;<strong>Readings:</strong> Cunningham &amp; Zibulsky Ch. 5&lt;br&gt;<strong>Discussion post:</strong> Personal Reading Reflection</td>
<td>• Narrative Arc post&lt;br&gt;• Learning game&lt;br&gt;• Check your score on the informal linguistic knowledge survey!</td>
</tr>
<tr>
<td>6</td>
<td>10/5 - 10/6 via zoom</td>
<td>• Transitioning to discipline specific content&lt;br&gt;• Vocabulary Instruction&lt;br&gt;• Providing Vocabulary and Language Supports for Students with Disabilities and Els&lt;br&gt;• Assessing Reading and Writing Progress of Students with Disabilities and ELs&lt;br&gt;• Curriculum Based Measures&lt;br&gt;<strong>Discuss Midterm</strong>&lt;br&gt;<strong>Zoom activities:</strong> Reciprocal Teaching and Talking to the Text (tools for annotation)</td>
<td>• Personal Reading Reflection</td>
</tr>
<tr>
<td>7</td>
<td>10/12</td>
<td>• Collaborative Reading Practices&lt;br&gt;• Assessing instruction and output&lt;br&gt;<strong>IRIS Module</strong> Collaborative Strategic Reading</td>
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<tr>
<td>8</td>
<td>10/19</td>
<td>MIDTERM Assigned</td>
<td>• IRIS module CSR&lt;br&gt;• Early Reading Skills Assignment Due</td>
</tr>
<tr>
<td>9</td>
<td>10/26 - 11/6 via zoom</td>
<td>• Universal Design for Learning&lt;br&gt;<strong>Discuss Literacy Assignment (due 11/23)</strong></td>
<td>• Midterm due</td>
</tr>
<tr>
<td>10</td>
<td>11/2</td>
<td>• Content area literacy versus disciplinary literacy/ CCSS and building lesson plans with integrated framework and UDL&lt;br&gt;• Content Area Literacy&lt;br&gt;• Differentiated Literacy Strategies&lt;br&gt;• Activating Prior Knowledge&lt;br&gt;<strong>Reading:</strong> Schoenbach Ch 2 and 3&lt;br&gt;<strong>Discussion posts:</strong> Reading Apprenticeship Framework&lt;br&gt;APK Post</td>
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<tr>
<td>11</td>
<td>11/9</td>
<td>• Evidenced-Based/High Leverage Practices for Teaching Writing&lt;br&gt;• Macro text structures&lt;br&gt;<strong>Readings:</strong> Graham &amp; Herbert (2010), Troia (2014)&lt;br&gt;<strong>Discussion post:</strong> Macro-text and Content Area Reading Strategy</td>
<td>• Reading Apprenticeship Framework&lt;br&gt;• APK Post</td>
</tr>
<tr>
<td>12</td>
<td>11/16 -</td>
<td>• Close Reading of Complex Text</td>
<td>• Macro-text strategy post</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments</td>
<td>Assignments Due</td>
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|      |      | **Readings:** Fagella-Luby (2008)  
Q&A for the Literacy Unit if needed | |
| 13   | 11/23| **Metacognitive Strategies**  
- Think alouds  
- Collaborative Comprehension  
**Discussion posts:**  
Think aloud creature photo  
Respond and reflect discussion | **Literacy Unit Due** |
| 14   | 11/30|  
- SSR + strategies  
Reading: Schoenbach Ch. 6  
**Discussion posts:**  
Teaser Strip  
Respond and Reflect |  
- Think aloud photo  
- Respond and reflect |
| 15   | 12/7 |  
- Final Exam Assigned |  
- Teaser strip  
- Respond and reflect |
| 16   | 12/14|  
- Final Exam Due | |

**Note:** Week 15 and 16 meet via zoom.