

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	Mary Lou Fulton Teacher College	Department/School	Teacher Preparation
Prefix: TEL	Number: 331	Title: Language and Literacy Method K - 8	Units: 3

Course description: Prospective educators will apply research-based strategies for delivering differentiated literacy instruction, assessment, intervention and remediation. Content will focus on autonomous (science of reading) and ideological (social practices of reading) models that incorporate culturally and linguistically responsive and sustaining practices for literacy. In addition educators will apply the elements of systematic phonics-based instruction and address the unique learning needs of students with dyslexia and other reading challenges.

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: L

Mandatory Review: yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

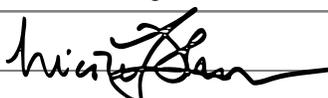
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Laura Atkinson	E-mail	laura.atkinson@asu.edu	Phone	480-727-5211
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Department Chair/Director approval: (Required)

Director name (Typed): Nicole Thompson Date: November 24, 2020

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO	All alignment marked with orange highlight in syllabus below	Identify Documentation Submitted
X	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i>	TEL 331 Language and Literacy Methods K - 8
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p> <p>40% Core Assignment 1: Portfolio of Effective Literacy Strategies and Assessments</p> <p>15% Core Assignment 2: Literacy Environment Inquiry</p> <p>15% Core Assignment 3: Mini-Case Study and Lesson Redesign</p> <p>15% Pathway-Specific Assignment 1</p> <p>15% Pathway-Specific Assignment 2</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; width: fit-content; margin: 0 auto;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
X	<input type="checkbox"/>	CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	TEL 331 Language and Literacy Methods K - 8
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p> <p>Core Assignment 1: Portfolio of Effective Literacy Strategies and Assessments. Parts A - D of this multi-component assignment requires analyzing and interpreting the classroom content, matching appropriate methods and assessment to learners, and ending with a reflection that analyzes the process of interpreting and evaluating evidence.</p> <p>Core Assignment 2: Literacy Environment Inquiry. This assignment requires students to gather information about their own backgrounds and compare/contrast them with peers in Part A. In Part B, students are asked to interrogate their own biases in regards to course content topics when facilitating literacy development. Both components require critical inquiry by evaluating evidence gathered through course readings/media, and student discussion.</p> <p>Core Assignment 3: Mini-Case Study and Lesson Redesign. Students use multiple data sources including two reading assessments, an audio/video of a child reading a 2 – 3 minute passage, two writing samples and/or assessments, a reading behavior observation during whole-class instruction, and interview information from parent and teacher regarding literacy and behavior to rewrite a lesson to address the unique needs of the case study child. This assignment requires critical inquiry using provided evidence from the readings in the course.</p> <p>Pathway-Specific Assignment 1: EC/SPE/ EED Pathway - Phonics/ Word Study assignment requires students to gather information and interpret the evidence in order to assess and ascertain the developmental spelling stage of an individual or small group of K - 8 students. In addition, students will write two mini-lessons to teach a phonics skill in this developmental stage. EML Pathway - assignment requires students to complete read alouds with K -8 students who are multilingual. Students will reflect on this learning experience and write about it.</p> <p>Pathway-Specific Assignment 2: EC/SPE/EED Pathway - Integrated Literacy Instruction - Two Ways. Students design and write a lesson plan that includes a whole group and small group component and integrates reading, writing, listening, and speaking and create an alternative delivery, using technology, for one segment of the plan. Students also analyze two peers'</p>			

alternative delivery using a rubric, and provide high-quality feedback for growth and development. EML Pathway - Guided Reading. Using data and other assessments, teacher candidates will plan and deliver a small-group guided reading lesson that models and teaches the use of a specific reading strategy/skill. Before conducting this lesson, teacher candidates will share their lesson plan with two peers and use this feedback to improve their lesson plan before conducting the lesson. After implementing the lesson, teacher candidates will do a final self-reflection of the lesson and their learning. These assignments require gathering and interpreting evidence and involve critical analysis of self and peers.

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "**C-2**".

C-2

X	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<p>TEL 331 Language and Literacy Methods K - 8</p>
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1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements
All assignments listed above (Core 1 - 3; Pathways 1-2) require substantial in-depth engagement in materials in both oral and written form. Module-specific brief writings, presentations or discussion posts are included in they syllabus, but they are not assigned points that lead to the course grade.

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "**C-3**".

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
X	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p> <p>Core Assignment 1: Portfolio of Effective Literacy Strategies and Assessments has multiple parts that are completed throughout the semester. Each component is given instructor feedback so students have the opportunity to improve previous parts. Core Assignment 2: Literacy Environment Inquiry serves as a pre/post assessment of opinion, biases and pedagogy. Students are graded on their own self-analysis.</p> <p>Pathway-Specific Assignment 1 & 2 require students to apply class learning to a small portion of overall literacy instruction. Students will get feedback on this assignment prior to engaging in a more comprehensive literacy lesson in Pathway Specific Assignment 2. Both of these graded assignments will provide feedback that can be applied to Core Assignment 3.</p> <p>Core Assignment 3: Mini-Case Study and Lesson Redesign is the primary summative assessment of all course materials/subjects. Students are required to apply their learning to a field case and write a lesson plan that reflects student needs. This assignment is completed in groups so that critical conversations can take place.</p>			
2.	Also:	<div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>	
C-4			

Course Prefix	Number	Title	General Studies Designation
TEL	331	Language and Literacy Methods K - 8	L

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. At least 50 percent of the grade in the course should depend upon writing assignments	All required assignments for this course require a writing component and some oral discussion.	Information in “Course Assignments & Description” section.” Timeline and in-depth topics can be found in the “Tentative Course Calendar” which includes core and pathways modules.
2. The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	All required assignments for this course require a writing component and some oral discussion.	Information in “Course Assignments & Description” section.” Timeline and in-depth topics can be found in the “Tentative Course Calendar” which includes core and pathways modules.
3. The syllabus should include a minimum of two assignments that are substantial in depth, quality, and quantity.	All assignments require significant written work. The core assignments represent 70% of the course points, while pathway-specific courses represent an additional 30% of the points.	Information in “Course Assignments & Description” section.” Timeline and in-depth topics can be found in the “Tentative Course Calendar” which includes core and pathways modules.
4. These writing or speaking assignments should be arranged so that the students will get timely feedback.	Core Assignment 1 & 2 have multiple parts which provide feedback to students on a regular basis. Pathway-specific Assignments 1 is graded and feedback provided prior to Pathway-specific Assignment 2. Core Assignment 3 is a culminating assignment that requires application of concepts learned in all previous assignments.	Information in “Course Assignments & Description” section.” Timeline and in-depth topics can be found in the “Tentative Course Calendar” which includes core and pathways modules.



Instructor Information: **TEL 331 Language and Literacy Methods K - 8**
Schedule line #
3 Credit Hours

Dates of classes: [Click here to enter a date.](#) - [Click here to enter a date.](#)
Instructor Name: [Click here to enter text.](#)
Email: [Click here to enter text.](#)
Work Phone: [Click here to enter text.](#)
Office Hours: [Click here to enter text.](#)
Office Location: [Click here to enter text.](#)

Course Information:

Catalog Description

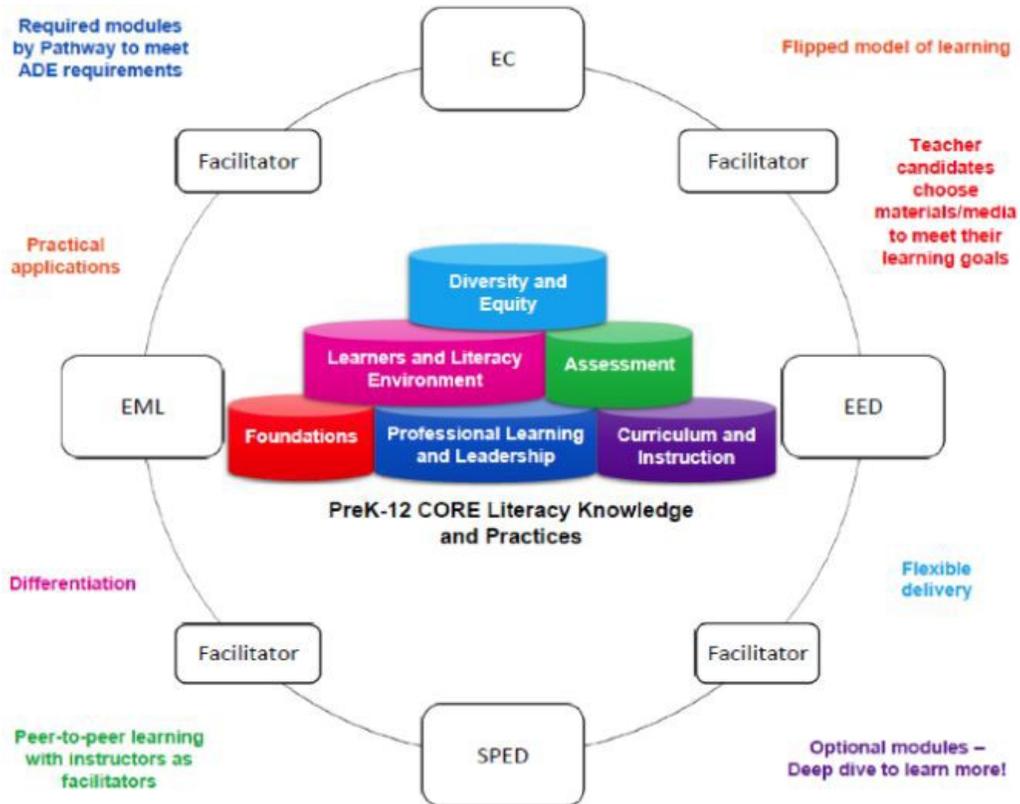
Prospective educators will apply research-based strategies for delivering differentiated literacy instruction, assessment, intervention and remediation. Content will focus on autonomous (science of reading) and ideological (social practices of reading) models that incorporate culturally and linguistically responsive and sustaining practices for literacy. This course also addresses the unique learning needs of students with dyslexia and other reading challenges.

Course Overview

In this educator core course, prospective educators gain a foundation in effective literacy practices through both autonomous (science of reading) and ideological (social practices of reading) models. Literacy is defined as “the ability to identify, understand, interpret, create, compute, and communicate using visual, auditory, and digital materials in any context” (International Literacy Association (ILA), 2017, p. 18). Culturally and linguistically responsive and sustaining practices are employed to teach and assess students in multiple areas of literacy for all students, with a specific focus on those with reading challenges such as dyslexia. Given the changing nature of literacy in modern society, K - 8 students need to develop print-centric skills and digital skills. This course will address pedagogical knowledge and skills for all preK - 8 educators with differentiation in content based on professional educator pathways.

TEL 331 is designed to be student-centered and provide for learning across delivery domains. Prospective preK-8 educators have core modules relevant to all and pathway modules (early childhood, elementary education, educating multilingual learners, and special education) to deepen their pedagogical knowledge and skills, with the purpose of providing effective literacy instruction in their context. Personalized learning will require students to develop time management, problem solving, and social skills all required in our changing workforce. Instructors will facilitate small groups of students and coach students in developing the key skills needed to be successful educators of the future. The following diagram illustrates the building blocks on which the course is built.

The following diagram illustrates the building blocks on which the course is built.



Course Objectives

- Teach concepts of language and literacy for student understanding through developmental, tiered instruction, and systematic support for a diverse range of students.
- Learning experiences to identify and apply the principles of creating literacy engagement for all students, grades K-8.
- Opportunities for students to know and implement culturally and linguistically responsive teaching and sustaining teaching practices in literacy instruction.
- Apply literacy-specific assessments to meet the individual needs of all K-8 students.
- Make instructional decisions based on assessment of students' needs and background knowledge.
- Examine literacy instruction in the classroom including how that instruction is extended to involve families and communities.

Enrollment Requirements

None

Course Format

This class will be conducted as an online learning course, including but not limited to common readings, common videos, observations and conversations students have in their communities, structured conversations among students in the course, reflective activities such as logs/journals, and formal analyses.

General Education Designation

Required Course Texts, Materials and Resources:

Required Text: All Pathways

Dewitz, Graves, Graves, & Juel (2020). *Teaching reading in the 21st century: Motivating all learners* (6th ed.). Pearson.

Required Text by Pathway

Early Childhood, Elementary Education, and Special Education Pathway.

Bear, D. R., Invernizzi, M., Templeton, S. & Johnson, F. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th edi.). Pearson.

Educating Multilingual Learners Pathway.

Wagner, A. et. al. (2019). *The reading turn-around with emergent bilinguals: A five-part framework for powerful teaching and learning* (grades K–6). Teachers College Press.

Additional Suggested Readings (See Appendix A)

Provided Materials

- ASU Canvas Course Management Website at <http://myasucourses.asu.edu> (All ASU students have FREE access to this web resource)

Student Learning Outcomes

Upon completion of this course the student should be able to:

Student Learning Outcomes	Program Learning Outcome Alignment	International Literacy Association Standards for Teacher Candidates
1. Describe the literacy process/acquisition across the age and developmental spectrum, for students of a) diverse ability levels, b) various cultural backgrounds and multilingual learners, and c) students with dyslexia.	DDM2, DDM1, GLAE5	1.1; 1.2; 1.3; 1.4
2. Use evidence-based instructional strategies to develop appropriate instruction in the major areas of literacy instruction; phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.	DDM1	2.1; 2.2; 2.3; 2.4
3. Summarize and apply the elements of research-based, systematic phonics instruction to support student knowledge and application in decoding/encoding words.	DDM1	2.1; 2.2; 2.3; 2.4
4. Apply knowledge of learner abilities, differences, cultural and linguistic assets, and needs to create a positive, inclusive, equitable, and literacy-rich learning environment anchored in digital and print literacies, including multicultural/ multilingual children’s literature to support students’ motivation and engagement to read.	DDM2, DDM1	4.1; 4.2; 4.3; 5.1.; 5.2; 5.3; 5.4
5. Use a wide range of individual and group assessment tools (e.g., formative, summative, and standardized) to determine background knowledge, guide instruction, and meet the needs of students including a) students of diverse ability levels, b) various cultural backgrounds and multilingual learners, and c) students with dyslexia.	DDM4, DDM5	3.1; 3.2; 3.3; 3.4
6. Identify a literacy challenge in their own educational context and articulate their role in shaping and supporting literacy development and well-being for all learners, by critically reflecting on pedagogical knowledge, skills, and dispositions.	DDM1, DDM3, GLAE5, GLAE2	6.2; 6.3; 1.1; 1.2; 1.3; 2.1; 2.2; 2.3; 4.3; 4.4

Program learning outcomes are aligned to the following professional standards: INTASC Standards (<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>), ISTE Standards (<https://www.iste.org/standards/for-educators>), and relevant professional associatio

Tentative Course Calendar

***Criterion 4. These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments (see Assignments Column on right below).**

Module	Topics	Readings and/or Media	Assignment(s)
<p>Module One: What is Literacy?</p> <p><i>Is literacy a noun or a verb?</i></p> <p><i>Is it a collection of skills?</i></p> <p><i>Is it something we do in the world?</i></p> <p><i>And who decides what counts as literacy?</i></p> <p><i>How do we value literacy in schools?</i></p>	<p>Foundations Overview of literacy development: Cognitive-Constructivist Model and Sociocultural Model</p> <p>Curriculum and Instruction Direct instruction vs Inquiry ELA standards</p> <p>Diversity, Equity & Inclusion What views of literacy are valued in this literacy event/practice? What views are overlooked?</p> <p>Literacy in Practice: Culture and literacy</p> <p>Learners and Literacy Environment Personal histories of literacy Present contexts</p>	<p>Johnson, A. (2010) <i>Marked sections on Canvas</i></p> <p>Viewing: Literacy within Coral Creek Coffee Shop (https://www.youtube.com/watch?v=42Q5q2rbHTs)</p> <p>EML Wager, A. et al. (2019). Chapter 1 <i>Identity Matters</i></p>	<p>Core Assign 2A Personal Narrative: How did you learn to Read?</p>
<p>Module Two: Literacy Process and Development</p> <p><i>What is the purpose of reading?</i></p> <p><i>What do teachers need to know in order to teach literacy effectively?</i></p>	<p>Foundations: History of reading instruction Models of literacy instruction Components of literacy instruction</p> <p>Curriculum and Instruction: Gradual release of instruction (ZPD) Feedback Active teaching Instruction vs practice</p> <p>Diversity, Equity & Inclusion: Making instructional decisions for individual learners</p> <p>Is there one best model of teaching literacy?</p> <p>Learners and Literacy Environment: Cooperative learning</p>	<p>Preview: Dewitz Chapters 1: <i>Reading and Learning to Read</i></p> <p>Dewitz Chapter 2: <i>Reading Instruction</i></p>	<p>Core Assign 2A <i>Choose one to document in a photo diary:</i></p> <p>1. What literacy events are happening in a public space in 30 minutes?</p> <p>2. What literacy practices happen in your family?</p>

	Independent vs whole class instruction		
<p>Module Three: Culturally and Linguistically Responsive and Sustaining Practices</p> <p><i>What do we mean when we talk about diversity and equity?</i></p> <p><i>How can teachers build on student strengths to facilitate literacy instruction?</i></p> <p><i>What are culturally sustaining pedagogies?</i></p>	<p>Foundations Intersection of culturally responsive practice and literacy instruction</p> <p>Curriculum and Instruction Culturally sustaining practices in literacy instruction</p> <p>Diversity, Equity & Inclusion Strength-based model vs. deficit thinking</p> <p>Incorporating oral traditions Using funds of knowledge as the zone of proximal development Equity Literacy Framework</p> <p>Learners and Literacy Environment Selecting texts for instruction</p> <p>Assessment Assessment using responsive and sustaining practices</p>	<p>What is equity? The equity literacy framework https://www.equityliteracy.org/equity-literacy</p> <p><i>Common Beliefs survey:</i> https://www.tolerance.org/sites/default/files/general/Common%20Beliefs%20Survey%20New%201.pdf</p> <p>EML Paris, D. (2012).</p>	
<p>Module Four: Engaging Literacy Environments</p> <p><i>How can teachers support engagement and motivation in literacy tasks for diverse learners?</i></p> <p><i>What factors are needed in order to create successful environments for learning?</i></p> <p><i>How does motivation and grit work against students?</i></p>	<p>Foundations: Intrinsic vs extrinsic motivation Classroom organization Positive classroom climate</p> <p>Curriculum and Instruction: Structuring a literacy block Incorporating assessments into instruction Differentiation and Intervention Small Group Instruction</p> <p>Diversity, Equity & Inclusion: Connecting student culture to learning Valuing students experiences and culture in the classroom</p> <p>Learners and Literacy Environment: Print rich classroom Instructional choice Physical arrangement Appropriate challenges</p>	<p>Dewitz Chapters 3: <i>Motivation and Engagement</i></p> <p>Critical Practices for Anti-bias Education: Classroom Culture, pg. 8-12.</p> <p><i>Words Their Way</i>, Chapter 1: <i>Developmental Word Knowledge</i></p>	<p>Core Assign 1 Portfolio Part A (Intended Audience/Grade)</p>

	<p>Assessment Motivation to read Attitudes/Interest inventories</p>		
<p>Module Five: Organizing Instruction So All Students Will Succeed</p> <p><i>How do cognitive, contextual, and cultural factors influence literacy acquisition?</i></p> <p><i>How do teachers differentiate instruction to meet the needs of all learners?</i></p> <p><i>What is RTI and why is it important in a literacy program?</i></p> <p><i>How is assessment used to plan for instruction?</i></p>	<p>Foundations Identifying individual differences in learning to read</p> <p>Curriculum and Instruction Structuring a literacy block Incorporating assessments into instruction Differentiation and Intervention Small Group Instruction</p> <p>Diversity, Equity & Inclusion Connecting student culture to learning Valuing students experiences and culture in the classroom</p> <p>Learners and Literacy Environment Print-rich classroom Instructional choice Physical arrangement Appropriate challenges</p> <p>Assessment Recognizing reading disabilities and the importance of early intervention and tiered models of support</p>	<p>Dewitz Chapter 4: <i>Organizing Instruction So All Will Succeed</i></p> <p>Dewitz, Chapter 5: <i>Classroom Assessment</i>, p. 120 - 146.</p> <p>EML: Wager, A. et al. (2019). Chapter 4: <i>Code Breaking Practices</i></p>	
<p>Module Six: Emergent Literacy</p> <p><i>Why is phonological awareness considered a foundational literacy skill?</i></p> <p><i>How can teachers facilitate oral language development through</i></p>	<p>Foundations Developmental spelling stages: Emergent Oral language development Emergent writing Phonological Awareness</p> <p>Curriculum & Instruction Oral storytelling; read alouds; shared reading; concept sorting</p> <p>Diversity & Equity Multilingual learners' needs and assets</p>	<p>Words Their Way, Chapter 4: <i>Word Study for Emergent Learners</i></p> <p>Dewitz Chapter 7: <i>Emergent Literacy</i></p> <p>View: Kindergarten Reader's Workshop (including ELL) https://youtu.be/2HCLiUcarcM</p>	<p>Video Analysis of emergent literacy lesson</p>

<p><i>instructional activities?</i></p>	<p>Classroom considerations to enhance PA and oral language for children with language delays</p> <p>Motivation & Engagement Hands-on learning, games, music and movement</p> <p>Assessment Phonological awareness Concepts about print</p>		
<p>Module Seven: Early Literacy</p> <p><i>What does research say about the role of systematic, phonics instruction in literacy acquisition?</i></p> <p><i>How do teachers effectively teach diverse learners developmentally appropriate strategies to decode words?</i></p>	<p>Foundations: Systematic phonics instruction & Inquiry-based instruction Alphabetic Principle Developmental stage: Letter-naming</p> <p>Curriculum & Instruction Phonemic awareness Sight words Word sorts Leveled reading Story Structure Retelling Early Writing Opportunities Speaking and Listening</p> <p>Diversity & Equity Focus Systematic phonics instruction for students with dyslexia</p> <p>Motivation & Engagement Focus Hands-on learning, games</p> <p>Assessment Alphabet knowledge Phoneme Segmentation Phonics Screeners Sight words Inventories</p>	<p><i>Words Their Way</i>, Chapter 5: <i>Word Study for Beginners in the Letter Name-Alphabetic Stage</i></p> <p>Dewitz Chapter 6: <i>Choosing Texts for Reading Instruction-Beginning Readers</i>, p. 154 - 171</p> <p>Dewitz Chapter 8: <i>Word Recognition</i></p>	<p>Weekly Lesson Plan for one word recognition skill (p.245)</p> <p>Core Assign 2 Part A Is reading the best gage of literacy?</p> <p>Core Portfolio Assignment 1 Part B/C (strategies and assessment for phonics)</p>
<p>Module Eight: Transitional Literacy</p> <p><i>How do teachers effectively teach diverse learners developmentally appropriate</i></p>	<p>Foundations Developmental stage: Within word Fluency development</p> <p>Curriculum & Instruction Independent Reading Classroom approaches Interventions for fluency</p> <p>Diversity & Equity</p>	<p><i>Words Their Way</i>, Chapter 6: <i>Word Study for Transitional Learners in the Within Word Pattern Stage</i></p> <p>Dewitz Chapter 9: <i>Independent Reading the Route to Fluency</i></p>	<p>WTW activity Fluency assessment</p> <p>Pathway Assign 1</p>

<p><i>strategies to decode words?</i></p> <p><i>Why is fluency often considered the bridge between phonics and comprehension?</i></p>	<p>Dual language texts Fluency considerations for students with slower processing speeds</p> <p>Motivation & Engagement Cooperative and group learning Choice and time to read</p> <p>Assessment Word knowledge assessment Multidimensional Fluency Scale Independent reading conferences</p>		
<p>Module Nine: Vocabulary - Comprehension: Strengthening Understanding through Narrative</p> <p><i>How can both content and general vocabulary be taught through explicit and implicit methods of instruction that are sensitive to a range of learner abilities, differences, cultural and linguistic assets?</i></p> <p><i>Why is it important to activate and build background knowledge prior to instruction?</i></p> <p><i>How can teachers scaffold instruction for narrative texts and writings?</i></p> <p><i>How can we teach self-monitoring strategies to increase comprehension?</i></p>	<p>Foundations Vocabulary and academic language Meaning and affixes Background Knowledge Metacognition</p> <p>Curriculum & Instruction Word study for spelling and meaning Scaffolding literal and inferential meaning Setting a purpose and instructional routines Graphic Organizers Summarizing and written responses</p> <p>Diversity & Equity Funds of knowledge and background knowledge Metacognitive strategies for recall and comprehension</p> <p>Motivation & Engagement Discussing and Responding to Literature - Book Clubs Digital Texts and Tools</p> <p>Assessment Reading Inventories Oral and written retelling Graphic organizers</p>	<p><i>Words Their Way</i>, Chapter 7: <i>Word Study for Intermediate Readers and Writers: Syllables and Affixes</i></p> <p>Preview: Dewitz Chapter 10: <i>Vocabulary</i></p> <p>Dewitz Chapter 11: <i>Teaching Reading Comprehension Focusing on Narrative Texts</i></p> <p>EML: Flores (2020): <i>From academic Language to Language Architecture</i></p> <p>Wager, A. et al. (2019). Chapter 5: <i>Vocabulary</i></p>	<p>Core Assign 1 Portfolio Part B/C (strategies and assessment for fluency)</p>

<p>Module Ten: Comprehension - Strengthening Understanding through Informational Texts and Writings</p> <p><i>How can both content and general vocabulary be taught through explicit and implicit methods of instruction that are sensitive to a range of learner abilities, differences, cultural and linguistic assets?</i></p> <p><i>How can teachers scaffold students' comprehension and writing skills through the use of informational texts?</i></p>	<p>Foundations Vocabulary and academic language Derivational relations Background knowledge Informational text structure Digital text</p> <p>Curriculum and Instruction Instructional routines and setting a purpose Graphic organizers Determining importance/key ideas Summarizing and written responses</p> <p>Diversity, Equity & Inclusion The unique challenges of writing for students with learning or attentional challenges</p> <p>Learners and Literacy Environment Questions and discussion Digital texts and tools</p> <p>Assessment Reading Inventories Written summaries Graphic Organizers Formative vs Summative Assessment</p>	<p><i>Words Their Way</i>, Chapter 8: <i>Word Study for Advanced Readers and Writers: Derivational Relations</i></p> <p>Dewitz Chapter 6: <i>Choosing Texts for Reading Instruction - Comprehension p. 171-182</i></p> <p>Dewitz Chapter 12: <i>Comprehending Informational Text</i></p>	
<p>Module Eleven: Reading and Writing--What's the connection?</p> <p><i>How are reading and writing reciprocal processes?</i></p> <p><i>What writing activities will enhance reading comprehension?</i></p>	<p>Foundations Relationship between reading and writing Writing process Writing Workshop</p> <p>Curriculum and Instruction Physical Environment and establishing writing blocks Writing to learn</p> <p>Diversity, Equity & Inclusion Critical Pedagogy and the Writing Classroom Addressing the needs of students with disabilities in writing workshop</p>	<p>Dewitz, Chapter 13: <i>Writing and Reading</i></p> <p><i>Words Their Way</i>, Chapter 3: <i>Word Study Principles and Practices</i></p> <p>Graham, S., & Harris, K.R. (2017).</p>	<p>Core Assign 1 Portfolio Part B/C (strategies and assessment for vocabulary & comprehension)</p>

	<p>Learners and Literacy Environment Writing Workshop</p> <p>Assessment Using rubrics to assess writing</p>		
<p>Modules 12, 13, 14 <i>Varied by pathway</i></p>	<p>Students will consult with their instructor on the selection of pathway modules (see grid below).</p>	<p>Varies by pathway</p>	<p><u>Module 12</u> Core Assign 2 Literacy Environment Inquiry*Part B <u>Module 13</u> Pathway Assignment 2 <u>Module 14</u> Core Portfolio Assignment 1 Part D (reflection)</p>
<p>Module 15 <i>How can we apply course concepts to students learning needs?</i></p>	<p>Mini-Case Study and Lesson Redesign</p> <p>Analyze and reflect upon student data presented in a given case study in the area of literacy development and instruction. Using the lesson in the case study, redesign to address and support the student’s ongoing literacy development in listening, speaking, reading, and writing.</p> <p><i>Assignment to be completed in pairs or small groups.</i></p> <p><i>Instructor can assign students by pathway OR across pathways</i></p>	<p><i>To be developed by pathway to include the following data for future educators to use in planning (resulting in four options for case study (1) K-3 student (2) 4 - 8 student (3) multilingual student (4) student with dyslexia)</i></p> <ol style="list-style-type: none"> Two reading assessments (one formal; one informal) An audio/video of a child reading a 3 - minute passage Two writing samples and/or assessments A reading behavior observation during whole-class instruction Interview information from parent and teacher regarding literacy and behavior 	<p>Core Assign 3: Mini-Case Study and Lesson Redesign</p> <p>-Given a teacher lesson plan, rewrite the lesson to address the unique needs of the case study student.</p> <p>-Determine if the assessments used in the lesson match the objectives. If not, create an assessment that matches the objectives.</p>

Pathway Module Options	Topics	Readings/Media	Assignments
<p>An Effective Writing Approach</p> <p><i>How do we teach early writing skills to diverse learners?</i></p> <p>(Early Childhood Required 1)</p> <p>(Other Pathways Optional)</p>	<p>Foundations Shared experience Strategic writing behaviors</p> <p>Curriculum and Instruction Writing block in EC Connecting to audience Writing to learn</p> <p>Critical skills, processes and knowledge</p> <p>Diversity, Equity & Inclusion Digital tools Scaffolding</p> <p>Learners and Literacy Environment Setting up writing stations</p> <p>Assessment Goals and effective feedback</p>	<p>Gibson, S. (2018).</p> <p>Graham & Harris (2016).</p>	<p>Reading Responses</p> <p>Step 1: (Graham & Harris) Make a chart you could give a practicing teacher (or your future self!) What are the essential components of writing instruction that you need to make sure students are getting?</p> <p>Step 2: Where does Guided Writing Instruction (Gibson) fit? Mark it on your chart and prepare to discuss this.</p> <p>Step 3: Mark all the components on your list that you can't picture from the article alone or need to see modeled.</p>

<p>Writing Workshop Pre-K to Grade 3</p> <p><i>How do we facilitate writing work-shop in preschool and early elementary school so that young learners get effective feedback?</i></p> <p>(Early Childhood Required 2)</p> <p>(Other Pathways Optional)</p>	<p>Foundations Writing workshop philosophy Developmental writing and spelling</p> <p>Curriculum and Instruction Writing workshop components Preschool vs. K-3 classroom</p> <p>Diversity, Equity & Inclusion Choosing culturally and linguistically relevant topics/texts for writing prompts</p> <p>Learners and Literacy Environment Organizing physical space and time for writing development</p> <p>Assessment Teacher and peer conferencing to provide tactical feedback</p>	<p>King, K (2008). Emergent Writing in Preschool https://www.naeyc.org/resources/pubs/yc/nov2017/emergent-writing</p> <p>Fugiel (2016). https://learn.cli.org/best-practices/writing-workshop/overview (watch the video embedded in this site)</p> <p>Writer’s Workshop (video) CLICK HERE www.teachersfirst.com/lessons/writers/</p>	<p>Step 1. Writer’s workshop recipe: Based on the two videos and your three readings, make a list of the essential components of writer’s workshop (common across all instances of writer’s workshop).</p> <p>Step 2. Then make a second list of variations on the recipe: What are ideas that you saw/read that would be good for specific instances?</p> <p>Class activity: Experience a writer’s workshop from the writers’ side</p>
<p>Writing as Tool for Change</p> <p><i>How can language and race lead to critical conversations?</i></p> <p>(Early Childhood Required 3)</p> <p>(Other Pathways Optional)</p>	<p>Foundations Language and identity Linguistic repertoires</p> <p>Curriculum and Instruction Leveraging oral language differences and using them to strengthen writing</p> <p>Diversity, Equity & Inclusion Using language strengths Non-verbal communication and creating meaning Code switching</p> <p>Learners and Literacy Environment Safe spaces for writing and exploring feelings/ideas</p> <p>Assessment Using writing samples to leverage the language practices of students</p>	<p>Hartman & Machado (2019).</p> <p>Lysaker, J. (2010) www.teachersfirst.com/lessons/writers/</p> <p>Flores, N. (2020). https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en</p>	<p>Analyze a writing sample: Given a child’s writing, assess strengths in terms of alphabetic principle, spelling, sentence structure, vocabulary, and meaning.</p> <p>Take the NYT dialect quiz https://www.nytimes.com/interactive/2014/upshot/dialect-quiz-map.html, and do a codeswitch biography about all the ways that they shift their speaking for different audiences.</p>

<p>Proactive Interventions for Students with Reading Challenges</p> <p><i>What is the classroom teacher’s role in tier 1 and 2 instruction in the RTI model?</i></p> <p><i>How does a teacher recognize and teach students with dyslexia and other reading disorders?</i></p> <p>(EED & SPE Required)</p> <p>(Other Pathways Optional)</p>	<p>Reading disorders & diagnoses</p> <p>Multi-tiered systems of support including Culturally-Responsive RTI</p> <p>Importance of early intervention</p> <p>Specialized curriculum needs</p> <p>Structuring small group and individual instruction to increase engagement and opportunities to respond</p> <p>Ongoing assessment using screening and Curriculum-based tools</p>	<p>Hulm & Snowling (2016).</p> <p>What Every Teacher Should Know, Dyslexia website https://dyslexiaida.org/dyslexia-in-the-classroom/</p> <p>VIDEO</p> <p>Inside a Reading for Dyslexic Students https://www.youtube.com/watch?v=ex3X3loPqXg</p>	<p>On-line simulations https://www.pbs.org/wgbh/misunderstoodminds/reading.html</p> <p>Create an RTI informational flyer</p>
<p>Community and Family Collaboration</p> <p><i>How can schools and communities work together to support literacy learning and develop a reciprocal relationship?</i></p> <p>(EED, SPE & EML Required)</p>	<p>Building school and community literacy practices</p> <p>Promoting literacy in home environments</p> <p>Sharing literacy activities in authentic audiences</p> <p>Leveraging language differences as strengths</p>	<p>Kuo, N. (2016). https://www.tolerance.org/magazine/publications/critical-practices-for-antibias-education/family-and-community-engagement</p> <p>García, O., & Kleifgen, J. A. (2018).</p> <p>Goodman, K., & Hooks, L. (2016).</p>	<p>Parent and/or community engagement reflection</p>

<p>Critical Literacy</p> <p><i>How do teachers facilitate learning of sensitive topics and create a supportive learning environment for diverse learners to engage in critical conversations??</i></p> <p><i>How do teachers evaluate texts/digital resources for bias and racism?</i></p> <p>(EED, SPE & EML Required)</p>	<p>Critical conversations around literacy practices</p> <p>Bias and notable trade books</p> <p>Supportive and caring learning environments for critical conversations and written expression</p>	<p>UBC Okanagan (2018)</p> <p>Demoiny & Ferraras-Stone, (2018).</p> <p>Flanagan & Hindley (2017)</p> <p>McGriff & Clemons (2019)</p> <p>NCSS (annually)</p> <p>Vasquez, Janks, & Comber (2019)</p>	<p>Step 1: Identify a “difficult” topic or current event.</p> <p>Step 2: Analyze one or more texts to find an age-appropriate, related text (e.g., current event article, traditional or counter-narrative picture book) for students.</p> <p>Step 3. Create a developmentally appropriate discussion protocol in order to facilitate meaningful discussion in the classroom.</p>
<p>Considerations for Emergent Bilinguals</p> <p><i>How do we value all language experiences in the classroom?</i></p> <p>(EML - Required) (Other Pathways Optional)</p>	<p>Biliteracy</p> <p>Multi-lingual learners</p> <p>Advocacy</p> <p>Language of learning and authentic practices</p>	<p>Gutierrez, K.D.</p> <p>Morales, Z.,</p> <p>Martinez, D., (2009).</p> <p>Freire, Paulo, & Donaldo Macedo (1987).</p>	<p>Critical Socratic discussion</p>

Course Assignments

Criterion 1: 100% of grade includes writing.

***Criterion 2: Writing assignments should involve gathering, interpreting, and evaluating evidence using critical inquiry.**

***Criterion 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity.**

Assignment and Description	Due Date	Student Learning Outcome	Score/ Points
<p>Core Assignment 1: Portfolio of Effective Literacy Strategies and Assessments *</p> <p>The purpose of this assignment is to create a portfolio of effective and developmentally appropriate practices to engage students in language and literacy learning.</p> <p>Components:</p> <ul style="list-style-type: none"> A. Rationale and rich description of an individual, classroom, or developmental stage for whom this portfolio is intended. B. The portfolio will include evidence-based practices for phonemic awareness, phonics, fluency, vocabulary, comprehension, and critical thinking gathered, developed, and implemented throughout the course. C. The portfolio will include appropriate assessment tools for each area of literacy practice. D. The portfolio will end with a personal reflection about the developmental process of literacy that influenced their choices in materials, strategies and assessments. <p><i>(Assignment to be completed individually)</i></p>	<p>Module 4 (A)</p> <p>Module 7, 9 and 11 (B,C)</p> <p>Module 14 (D)</p>	<p>1, 2, 3, 4, 5</p>	<p>Score/ Points</p> <p>40%</p>
<p>Core Assignment 2: Literacy Environment Inquiry*</p> <p><u>Part A:</u> Interview members of the class to discover personal histories and experiences relevant to our identities as readers across social/local contexts. How do these experiences compare/contrast to what is expected of readers in today's classrooms? Is reading the best gage of literacy? Explain your answer.</p> <p><u>Part B:</u> Identify/select a relevant challenge of practice in the K - 8 educational context, reflect on their own personal histories and biases, and articulate their role in shaping and supporting the literacy development and well-being for all learners, using pedagogical knowledge, skills, and dispositions.</p> <p><i>(Assignment to be completed in small group/team assignment)</i></p>	<p>Module 1, 2 (A)</p> <p>Module 12 (B)</p>	<p>6</p>	<p>Score/ Points</p> <p>15%</p>
<p>Core Assignment 3: Mini-Case Study and Lesson Redesign*</p> <p>Analyze and reflect upon student data presented in a given case study in the area of literacy development and instruction. Using the lesson in</p>	<p>Module 15</p>	<p>1, 2, 3, 5</p>	<p>Score/ Points</p>

<p>the case study, redesign to address and support the student’s ongoing literacy development in listening/speaking/reading/writing.</p> <p><i>(Assignment to be completed in pairs or small (3 - 5) multidisciplinary/pathway groups)</i></p>			15%
<p>Pathway-Specific Assignment 1</p> <p>EC/SPE/ EED (K-8) - Phonics/ Word Study. Assess and ascertain the developmental spelling stage of an individual or small group of students (i.e., Words Their Way Spelling Inventory, phonics screener, writing sample). Create two mini-lessons to teach a phonics skill in this developmental stage. One mini-lesson must include systematic phonics instruction and the other must include inquiry-based instruction. Preservice teachers will present their activities in small groups, with peers acting as students, and use this feedback to improve their mini-lessons and delivery.</p> <p>EML - Read Alouds. Preservice teachers will conduct four read alouds in their placement classrooms and share their experiences and learning in class with peers. Teacher candidates will gather observational data and critically reflect on read aloud practices with specific considerations for the students in their classroom.</p>	Module 8	1, 2, 3, 5	Score/ Points 15%
<p>Pathway-Specific Assignment 2</p> <p>EC/SPE/EED (K-8) - Integrated Literacy Instruction - Two Ways. Design a lesson plan that includes a whole group and small group component and integrates reading, writing, listening, and speaking. Create an alternative delivery, using technology, for one segment of the plan (e.g., screencast interactive read aloud using digital text). Using a rubric, analyze two peers' alternative delivery and provide high-quality feedback in service of teacher growth and development.</p> <p>EML - Guided Reading. Preservice teachers will build on what they learned from conducting their first literacy lesson by designing and implementing a Guided Reading lesson, with a small group of readers in their placement classroom. Using data and other assessments, teacher candidates will plan and deliver a small-group guided reading lesson that models and teaches the use of a specific reading strategy/skill. Before conducting this lesson, teacher candidates will share their lesson plan with two peers and use this feedback to improve their lesson plan before conducting the lesson. After implementing the lesson, teacher candidates will do a final self-reflection of the lesson and their learning.</p>	Module 13	1, 2, 3, 4, 5	Score/ Points 15%

Grading Scale

A	93%-100%
B	83%-92%

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C	73%-82%
D	63%-72%
E	62% and below
EN	Failed, Never Participated
EU	Failed, Did not complete

The grading scale does not include pluses or minuses.

COURSE/INSTRUCTOR EVALUATION

Course/instructor evaluations are conducted online during the 14 days prior to the last official day of classes each session. Watch for an email to your official ASU email address, with "ASU Course/Instructor Evaluation" in the subject heading. Please be certain to complete the evaluation for your assigned instructor/academic associate.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is important and appreciated. The evaluations are used to: (1) help faculty improve their instruction; (2) help administrators evaluate instructional quality; (3) ensure high standards of teaching; and (4) ultimately improve instruction and student learning over time.

Responses to the course/instructor evaluation are anonymous and will not be returned to your instructor until after grades have been submitted. You can check this online at the following URL: <http://www.asu.edu/emailsignup>.

UNIVERSITY/MARY LOU FULTON TEACHERS COLLEGE POLICIES

ACADEMIC INTEGRITY/PLAGIARISM

Students are expected to act with honesty and adhere to the university's [Student Academic Integrity Policy](#). Failure to do so may result in sanctions, such as grade penalties, suspension, or expulsion from the university. Violations of academic integrity include, but are not limited to, such actions as cheating; plagiarizing; fabricating or falsifying information; or assisting with such activities.

SELF-PLAGIARISM

Self-plagiarism is defined as the reuse of one's identical or nearly identical section or subsection of work without prior permission granted by the course professor of record and any coauthor with whom a prior work may have been written, and without explicit acknowledgement (e.g., a citation of the original work). Self-plagiarism is strictly prohibited and will be treated as a violation of the university's Student Academic Integrity Policy. Please see the Academic Integrity/Plagiarism section for more information.

Copyright Notice

Copyright law may protect some course materials available through the Learning Management System. This material is only for the use of students enrolled in the specific course(s) and must be used in accordance with the United States Copyright Act, Title 17 of the U.S. Code. Protected materials on the course site may not be retained on the student's computer or other electronic storage device for longer than the duration of the specific class for which they are assigned, nor further disseminated by the student to any other persons. Furthermore, a student must refrain from uploading to any course site, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless first complying with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

ACCOMMODATION FOR RELIGIOUS PRACTICES

Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the faculty member in writing as far in advance of the holiday/obligation as possible. Students will need to identify the specific holiday or obligatory function to the faculty member. Students will not be penalized for missing class due to religious obligations/holiday observance. The student should contact the class instructor to make arrangements for making up tests/assignments within a reasonable time.

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

ATTENDANCE AND PARTICIPATION

Students are expected to attend and participate in course meetings and activities. If individual circumstances arise, advance communication with the instructor is expected, if at all possible. Attendance and participation points are earned for in class activities. Make-up work may be allowed at the discretion of the instructor for special circumstances

CELL PHONE POLICY

Students are expected to adhere to responsible use of technology and academic integrity policies. Please silence your phone and refrain from use that affects other students in the class. Please silence your phone and refrain from use that affects other students in the class.

ELECTRONIC COMMUNICATION

Acceptable use of university computers, internet and electronic communications can be found in the Student Code of Conduct (<http://www.asu.edu/aad/manuals/usi/usi104-01.html>) and in the University's Computer, Internet, and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>).

GRADE APPEALS

The official ASU grade record resides in My ASU, not on the course site. At the culmination of each course, you should verify your current student record and final course grades through My ASU. If you see a discrepancy between the grade posted on the course site and in My ASU, please notify your instructor immediately so that the discrepancy can be addressed in your official record.

The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth for the undergraduate and graduate programs are available at <https://education.asu.edu/student-forms-policies>

HANDLING DISRUPTIVE, THREATENING, OR VIOLENT INDIVIDUALS ON CAMPUS

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.

PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information. Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions. All individuals identified in the Applicability section of this policy are responsible for participating in and assisting with creating and maintaining an environment at ASU free from all forms of prohibited discrimination, including harassment and retaliation. All individuals identified in the Applicability section of this policy are required to cooperate with any investigation of allegations of violations of this policy. Providing false or misleading information or failure to cooperate may result in disciplinary action. <https://www.asu.edu/aad/manuals/acd/acd401.html>

LATE AND MISSING ASSIGNMENTS

Instructors expect assignments to be completed and submitted on time. The instructor should be notified of special circumstances, in advance. Late assignments may incur a late penalty of up to 10% per day late. All assignments are expected to be completed and turned in.

MILITARY PERSONNEL STATEMENT

A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request a complete or partial administrative unrestricted withdrawal or incomplete depending on the timing of the activation. For further information, please visit ASU's policy on [Military Activation of Students](#).

MISSED CLASSES DUE TO UNIVERSITY-SANCTIONED ACTIVITIES

[Students](#) who participate in university-sanctioned activities that require classes to be missed, shall be given opportunities to make up examinations and other graded in-class work. However, absence from class or examinations due to university-sanctioned activities does not relieve students from responsibility for any part of the course work required during the period of the absence. The provost of the university or designee shall determine, for the purposes of this policy, whether a particular event qualifies as a university-sanctioned activity.

Students should inform their instructors early in the semester of required class absences. Instructors should attempt to provide opportunities for equivalent work, either before or after the class absence, in accordance with any academic unit or college requirements, which may apply. For further information, please visit ASU's policy on [Missed Classes Due to University-Sanctioned Activities](#).

STUDENT CONDUCT and PROFESSIONAL BEHAVIOR

Appropriate behavior is defined by the instructor and includes all in-person and electronic communication in the course. It is expected that students exhibit professional behavior in all settings, including clinical placements and working with other students. If at any time a student's behavior does not meet the standards delineated in the class syllabus, [Mary Lou Fulton Satisfactory Academic Progress and Professional Conduct Policy](#), or university policies, the instructor may refer the student for academic probation or to the ASU Dean of Students.

If at any time your behavior is 'unprofessional', the instructor may refer the student to the Office of Student Services (OSS) for the development of a Professional Improvement Plan (PIP). <https://education.asu.edu/student-forms-policies>.

TITLE IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any educational program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex are prohibited. An individual who believes that he or she has been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or has been sexually assaulted, you can find information and resources at [Sexual Violence Awareness and Response](#).

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) is available if you wish to discuss any concerns confidentially and privately.

UNIVERSITY SERVICES

DISABILITY ACCOMMODATIONS FOR STUDENTS

Mary Lou Fulton Teachers College is committed to student success and ensures an inclusive learning environment for all students. Students with disabilities or disabling health conditions who need accommodations are required to document their condition with the [Disability Resource Center https://eoss.asu.edu/drc](https://eoss.asu.edu/drc). The Mary Lou Fulton Teachers College encourages admitted students with disabilities or disabling health conditions who believe that they may need an accommodation to register with the DRC prior to enrolling in the program. That way, all reasonable accommodations

can be in place at the beginning of the program. Students who are registered with DRC will be key participants in establishing reasonable and appropriate accommodations with course instructors.

SI (SUPPLEMENTAL INSTRUCTION)

SI seeks to help students process material presented in class through group facilitated discussion led by a trained peer (SI Leader) who has already successfully completed the course. More information will be available on Canvas under the SI Study Group. Students can receive tutoring for various courses through [University Academic Success Programs \(UASP\)](#). For additional information see <https://tutoring.asu.edu/student-services/studygroups>

TECHNOLOGICAL SERVICES AND SUPPORT

The Mary Lou Fulton Teachers College encourages students to make use of technological services available through ASU to make their learning experience more efficient. Students with personal laptop computers or netbooks can connect wirelessly to the Internet and to printing services on all four campuses and some school sites. The following support services are available to support student-computing needs.

Student Purchases:

Discounted pricing for students purchasing laptop or desktop computers is available at through the ASU bookstore or online. <https://www.bkstr.com/arizonastatestore>

ASU Campus Classroom Connectivity:

In-class use of laptops is encouraged by the Mary Lou Fulton Teachers College. In cases where students need to make presentations during class, most classrooms have the capability of allowing laptops to connect to classroom projectors. Mac laptops may require an adaptor. For collaborative work, social networking tools are provided to ASU students through a Google partnership, including Google docs, spreadsheets, presentations, forms, and sites.

Hardware and Software Support:

ASU 1:1 Technology Studios provide support to students on all four campuses for hardware, software, operating systems, security, networking, etc. <https://uto.asu.edu/services/campus-it-resources/techstudio>

TUTORING

Tutoring is available on all ASU campuses and Online for a variety of courses in small groups on a walk-in/drop-in basis. Appointments are not taken. For a full list of sites and courses, visit <https://tutoring.asu.edu>.

[MyApps](#) provides free software tools including free virus scan software, online applications, and information about discounted software for purchase.

WRITING CENTERS

One Center, Many Places: The Writing Center, located on all four ASU campuses and online, offers free tutoring for all enrolled students. All writers—all ASU undergraduate or graduate students—can benefit from visiting the Writing Center to:

- explore, plan, and develop ideas;
- organize and structure a paper;
- integrate and cite sources; and
- write, revise, edit, and proofread.

For more information about ASU's Writing Centers, including how to make an appointment, please visit our website at <https://tutoring.asu.edu/student-services/writing-centers> .

This syllabus is subject to change at the discretion of the instructor and/or college. Every effort will be made to avoid changes to the syllabus or course schedule, but the possibility exists that unforeseen events will make modifications necessary. If so, changes will be communicated via ASU email and/or the course site.

Continued enrollment in this course assumes that you have read and understand the information outlined in the syllabus.

Appendix A

Module 1 & 2 What is literacy?

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Module 3 & 4: Culturally and Linguistically Responsive and Sustaining Practices and Engaging Literacy Environments

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Module 6: Emergent Literacy

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TABLE OF CONTENTS FOR REQUIRED TEXT TEL 311

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11. Comprehension of Narrative Text
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