

CALIFORNIA STATE UNIVERSITY, FRESNO

Kremen School of Education and Human Development

Literacy, Early, Bilingual, and Special Education Department

SYLLABUS FOR TEACHING THE LANGUAGE ARTS K-12 (LEE 213)	
Fall	California State University, Fresno
Course Information	Maria Hernandez Goff, PhD
3 Units	Office Number: ED 347
Online	mgoff@mail.fresnostate.edu
Website: Canvas	Office Hours: Tuesdays 4-6pm and appointments in-person and via Zoom

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Catalog Description

Seminar on integrated language arts, reading-writing connections, and using language arts in literature-based reading programs and theme cycles.

Course Description

This course focuses on strategies for teaching the six language arts (listening, speaking, reading, writing, viewing, and visually representing) identified in the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. Students apply constructivist and socio-lingual theories of learning to language arts instruction and read research related to integrated and balanced language arts instruction for elementary and secondary school students. Topics include current

research on the teaching of reading, writing, and multiple literacies to students from diverse backgrounds, as well as the connections between reading and writing.

Prerequisites

Students are required to be accepted in the Master's in Education with an option in Literacy Instruction.

Required Course Materials

McLaughlin, M. & DeVogd, G. L. (2004). *Critical literacy: Enhancing Students' Comprehension of Texts*. New York: Scholastic.

Mode of Instruction

This is a web-based course, with no face-to-face class meetings. However, we will hold 3 (45-minute) live office hour sessions. The dates are listed in your schedule below. These sessions will offer you a chance to ask the instructor questions regarding course assignments and materials. These sessions will be recorded and posted in the Canvas site for you to view at a later date.

Live* Session Dates/Times Announced on Canvas

COURSE EXPECTATIONS

Attendance and Participation

Attendance and participation are vital components to the understanding and learning of course content. It is expected that this class is a high priority for you and that you will attend the synchronous meetings or view the recording, and you will participate throughout the course. It is impossible to "make up" a collegial discussion. Therefore, all students are expected to complete assigned readings and assignments on time, and participate in class discussions and activities. Since an important component of the class is establishing a professional learning community, unexcused absences and lack of participation will mean that you will not pass the class.

You will be provided opportunities to interact with others both in class and virtually (i.e., Canvas and Zoom). This course will include a combination of synchronous and asynchronous meetings. We will meet virtually face-to-face three times during the semester. You will be responsible for posting reading responses online and responding to classmates reading responses by designated dates and times. All synchronous class meetings will be from 5:30-6:15pm PST. Our virtual meetings will take place using Zoom (Dr. Goff will provide the link to access Zoom).

You should expect to spend at least 6-8 hours a week working on this course. It is expected that you check announcements and Canvas at least three times a week.

Communication

Participation includes timely and appropriate communication such as responding to emails, checking Canvas, and communicating with the professor. I will respond to within 48 hours.

Submitting Work

All documents submitted via Canvas must be saved as .doc, .docx, .pdf, .rtf files, or a Google Document for the work to be accepted. It is the student's responsibility to verify the submission of any document via Canvas.

Grading policy

Unexcused late Assignments will receive a 10% reduction in grade **per day late**.

Unexcused late Canvas posts/discussions **cannot be made up**. I encourage students to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies. Please see APM 232 for the policy on absences and make-up work.

<http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/232.pdf>

I do not offer extra credit.

Total points possible: 400

Letter Grade	Percentage	Point Value
A	100-90%	400-358
B	89-80	357-318
C	79-70	317-278
D	69-60	277-238
F	59 and lower	237 and lower

Adding and Dropping Classes

Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

Plagiarism Detection

The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports will be available for your viewing.

Student Handbook

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: <http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code

“Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.”

You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a

computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page
<http://www.fresnostate.edu/home/about/copyright.html>

Canvas course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet

(<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Technology Help

Help Desk agents can provide immediate assistance regarding network status, resetting Canvas passwords, etc. Help Desk agents are available via telephone seven days a week between 7:00 AM and 10:00 PM. Students can contact the Help Desk by calling 559-278-7000. The Help Desk can also be reached for assistance via email at help@csufresno.edu.

Active E-Mail Account

By default, Canvas sends mail to your Fresno State email account. This course also relies heavily on Google Apps for Education, which is a suite of collaboration tools that includes your Fresno State email. Be sure this account is activated. For help visit the following link: <https://help.fresnostate.edu/students/googleapps/>

Computers

In this class, you will need to read online articles, view Web sites, and prepare written documents. Students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources. The minimum and recommended standards for the workstations and software are available from [Information Technology Services](#) or the [Kennel Bookstore](#).

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances.

COURSE GOALS AND PRIMARY LEARNING OUTCOMES**Course goals**

The goals of this course are to prepare students to be knowledgeable about literacy development and instructional practices through the study of theoretical perspectives and scientific research on literacy processes and language development; to prepare student with the capacity to plan, implement, evaluate, and modify literacy instruction to meet the needs of diverse struggling readers and emergent bilingual students.

To achieve these goals, students will:

1. Learn how cognitive, sociological, and reader response theories impact the reading-writing processes and language arts instruction;
2. Review pertinent state and national language arts documents and understand how the documents impact how the language arts are taught in elementary, middle school, and high schools;
3. Learn approaches to class organization for language arts instruction, including literature focus units, literature circles, and reading-writing workshop;
4. Learn effective strategies for teaching reading and literature (literal, interpretive, and critical comprehension) at elementary, middle, and high school levels;
5. Learn effective strategies for teaching talk, listening, drama, viewing, visually representing, writing, and grammar at elementary, middle, and high school levels;
6. Learn about the English language and its orthography and how to apply this knowledge in teaching word identification, vocabulary, and spelling;

7. Learn about comprehension and the factors necessary for students to comprehend well, including background knowledge, fluency, vocabulary, narrative and expository text structures, response to literature, and metacognitive strategies;
8. Learn ways to meet the needs of culturally and linguistically diverse students and other special populations;
9. Compare traditional assessment techniques with authentic assessment and identify strategies for using portfolios at elementary, middle school, and high school levels; and
10. Learn ways to use literature in teaching language arts.

Student Learning Outcomes

Students will be able to:

1. Apply research on K-12 language arts in the design and implementation of lessons in a theory to practice inquiry project;
2. Research a topic related to language arts and write a literature review examining current literature on the topic; and
3. Use assessment results to develop differentiated integrated and balanced language arts lessons in classroom settings.

ASSIGNMENTS AND GRADING

Due Date	Assignment	Points	Percentage of Grade
	Inquiry Topic Brainstorm	25	6.25%
	Data Analysis Memo	25	6.25%
	Annotated Bibliography	25	6.25%
	Inquiry Paper Draft & Review	25	6.25%
	Theory to Practice Report & Presentation	100	25%
	Inquiry Paper Final	100	25%
	Discussion Board Posts	100	25%

*All assignment details can be found on Canvas

Discussion Board Posts

- Initial discussion posts are **due at least 72 hours (3 days) before the due date** noted in Canvas
- Responses to classmates are due by midnight on the due date noted in Canvas
- APA in-text citations
- 100 points total (25 points per response)

Throughout the semester you will read a variety of articles and chapters intended to shape your thinking around teaching and researching the language arts. The discussion board posts are where you will reflect on what you are learning from these readings and respond to your classmates.

Inquiry Topic Brainstorm

As you are working through potential inquiry topics, you will write an informal narrative to share for feedback.

- 25 points

Data Analysis Memo

As you collect data for your theory to practice inquiry project, you will write a memo for the first data collection event. In this memo, you will describe the data you collected, why you collected the data, how you analyzed the data, and what you found. In addition, you should include information about what you plan to do next in your inquiry based on your findings from your analysis. Whenever possible, you should make connections to relevant literature (from course readings or your own reading).

- 25 points
- Additional details will be provided for this assignment

Annotated Bibliography

You will select four, peer-reviewed, research articles related to your inquiry focus. For each article you need to provide the APA citation. Following each citation, you will write a brief (approximately 100-150 words) paragraph describing the article and connecting to your inquiry.

- 25 points

Theory to Practice Report

Throughout the semester, you will engage in an inquiry into your teaching of language arts. You will apply what you are learning in this course in a practical way. Identify specific standards from the state standards for your grade level to address using the strategies/approaches you research.

Begin by evaluating the culture of literacy at your school site in terms of parental and community support, print rich environment, administrative support and professional development in literacy. What would you consider to be some strengths and weaknesses at your site? Combine your state-adopted materials with additional supplemental resources to deliver instruction.

For this project, you will be required to identify a focal area and collect data from your students related to your teaching of this focal area. In your final report and presentation, you will share three (3) instances of implementation, assessment, reflection, and changes related to your inquiry focus. You will apply what you are learning from this course – both from the course readings and your own outside reading – to your instruction. Throughout, you will continue to collect and analyze data to inform your instruction.

In addition to the report you will turn in, you will contribute 2-4 slides to a shared slideshow presentation as an overview of your classroom research to your classmates. You will also give feedback to your classmates' presentations.

- 100 points
- See rubric

Inquiry Paper

You will choose a question related to language arts you wish to explore in your classroom and learn more about, then research the topic and write a research paper. To inform your Theory to Practice Project, you will examine the question in depth, consulting at least 8 sources, primarily, but not limited to, NCTE and ILA journals. Two sources can be from the Internet as long as they are professional sites. You will synthesize your findings in an 8-10-page paper. Use APA format. Include the following components in your paper: cover page; introduction (question and why you chose it); 2-3 major headings (information you gathered about the topic); conclusion; and reference list. The purpose in this assignment is to have you (1) learn more about the language arts, (2) learn about the APA format, and (3) to refine your writing skills. Your final paper will be placed in your Reading/Language Arts Master's Degree Portfolio after it is graded.

You will submit a 50% rough draft for peer feedback

- 25 points

Final Draft

- 100 points

TENTATIVE COURSE SCHEDULE

Week	Topic	Assignments
1	Orientation and Course Overview LIVE SESSION	Complete orientation module
1 & 2	Module 1: Language Arts and Teacher Inquiry LIVE SESSION	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Cochran-Smith & Lytle (2009) p. 38-45 ○ Paris & Alim (2014) ○ Moll et al. (2014) ○ Au & Raphael (2000) ○ Gee (2001) ○ Hruby et al. (2011) ○ ILA Children's Right to Read Position Statement ○ Newkirk (2009) • Discussion Board Post • Inquiry Brainstorm • Collect Baseline Data
3 & 4	Module 2: Critical Literacy LIVE SESSION	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ McLaughlin & DeVoogd, ch 1-4 ○ Freire (1983) • Discussion Board Post • Data Analysis Memo • Annotated Bibliography

5 & 6	Module 3: Reading – Research & Practice	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ McLaughlin & DeVogd, ch 5-6 ○ Allington (2013) ○ Goodin et al. (2009) ○ Rosenblatt (2004) ○ Read Alouds (choose 2 articles from list) ○ Reading Workshop (choose 2 articles from list) • Discussion Board Post • Inquiry Paper 50% Draft <ul style="list-style-type: none"> ○ Peer Feedback
7 & 8	Module 4: Writing – Research & Practice	<ul style="list-style-type: none"> • Readings: <ul style="list-style-type: none"> ○ Applebee & Langer (2009) ○ Applebee & Langer (2011) ○ Fránquiz & Salinas (2011) ○ Ortmeier-Hooper (2013) ○ Writing Workshop (choose 1 article from list) • Theory to Practice Report & Presentation <ul style="list-style-type: none"> ○ Peer Feedback • Inquiry Paper

Rubrics

Discussion Rubric			
	Exceeds (5)	Meets (3)	Below (1)
Critical Thinking	Posts show deep insight and analysis. Personal opinion is expressed clearly and fully developed. Poses questions or ideas to promote further discussion.	Posts are simple but show some insight and analysis. Personal opinion is expressed but lacks elaboration and detail. Offers some new thinking	Posts lack insight and analysis. Simply summarizes other posts and does not express opinions clearly. Posts do not prompt further discussion.
Connections	Clear connections are made through specific reference to course materials. Specific examples are used to make connections between concepts and experiences.	Connections to course materials and/or experiences are not specific or detailed.	Connections are vague and do not address the course materials or experience.
Replies: At least 3 replies; 1 reply <i>should</i> be to a classmate who posted on your initial post.	Replies show insight, depth and understanding. Connections made to the original post and add to it by including references for support (may include links to websites or other material). Opinions are clear and related to the original post. Questions and insights add to further discussion.	Replies are simple but show some insight and connections to the original post. Some material may be irrelevant, but opinions are clearly expressed. Attempt is made to further discussion.	Replies lack insight or depth and may be short in length. Material is irrelevant to the original post and opinions are not clear. No attempt made to further discussion.
Timeliness of posts (10....1 pts)	Original posts should be posted at least 72 hours prior to the due date to allow others to read, analyze, and respond to promote deeper thinking and discussion.		
Total ___/25 points			

Theory to Practice Report & Presentation Rubric			
CRITERIA	EXCEEDS EXPECTATIONS	MEETS BASIC EXPECTATIONS	NEEDS IMPROVEMENT
FORMAT 10 points possible	Well-organized, with few mechanical/ grammatical errors, in APA format with references and student samples. 9-10 points	Well organized, some mechanical and grammatical errors that affect clarity. 7-8 points	Not well organized, unclear in places. 0-6 points
REACHING DIVERSE LEARNERS: 25 points possible	Effectively integrates different modes of communication and expression through language arts and visual and performing arts to reach multiple ways of learning and meaning-making for diverse learners (EL, different learning styles). Opportunities for creativity, critical thought, and expression for all students. 23-25 points	Experiences and lessons include some integration of language arts and visual and performing arts to meet diverse learners and learning styles. Some opportunities for creativity and higher order thinking. 20-22 points	Little to no evidence of integrating language and visual and performing arts, teaching and learning experiences stratified toward one learning style or language mode. 0-19 points
APPLIED THEORY: 25 points possible	Theoretical framework is applied effectively and shapes the teaching and learning activities and experiences. Conceptual understanding of relevant theories is cited. 23-25 points	Some evidence of theoretical framework, some connection to teaching and learning experiences 20-22 points	Little to no evidence of theoretical framework for teaching and learning experiences. 0-19 points
PRAXIS: 25 points possible	Three iterations of: 1. Teaching and on-going assessment of a lesson 2. Reflecting upon the students' learning (e.g. conversations, readings, individual thought, 3. Ways to modify or improve teaching. 23-25 points	Some evidence of analytical reflection and ways to modify or improve one's practices. 20-22 points	Superficial discussion about lesson with little critical thought and reflection upon teaching practices. 0-19 points
CLASS PRESENTATION: 15 points possible	Effectively relates a description of the project, student samples presented highlight different learners/learning styles with a discussion of how students responded to the project and evidence of praxis. 13-15 points	Good discussion about the particulars of the project, includes samples, could go deeper into connecting theory and practice. 11-12 points	No evidence of preparation/organization. Does not include student samples. Superficial recapping of the project. 0-10 points

Inquiry Paper Rubric			
Criteria	Exceeds	Meets	Needs Improvement
Introduction 20 points possible	Clearly describes the topic and makes connections to multiple sources. Provides a clear overview of the paper. 20-18	Includes some description of the topic and makes connection to at least one relevant source. Overview is provided but may not be clear. 17-14	Topic is unclear and/or not supported by research. No overview provided. 13-10
Content 20 points possible	Includes summaries of relevant and varied research studies conducted on the topic. Makes clear connections between and within various studies. Includes clear analysis of the studies and how their conclusions connect to or apply to the topic. 20-18	Includes some summaries of research, but some research may be extraneous. Makes connections between studies but may not draw on conclusions' connections to the topic. 17-14	Includes few summaries but is missing connections between the studies. Missing connections to the topic. 13-10
Conclusions 20 points possible	Includes suggestions for classroom teachers and a clear reflection of how the research will impact the inquiry. 20-18	Includes some suggestions for classroom teachers. Connection to inquiry is unclear. 17-14	Does not include suggestions for classroom teachers and/or connection to inquiry 13-10
Quality of Research 20 points possible	All sources are scholarly articles or books. Any internet resources are drawn from research. Has required number of sources. 20-18	Mostly scholarly articles with some non-research-based sources. May be missing 1-2 sources. 17-14	Research is not diverse (multiple articles from the same study), mostly non-scholarly research. Missing more than 2 sources. 13-10
Organization and Mechanics 10 points possible	Logical organization of ideas. Sentence structure is varied in composition and length; thorough proofreading. 10-9	Organization is somewhat unfocused and/or unclear. Simplistic and/or awkward sentence structure; some errors in grammar. 8-7	Weak organization of ideas. Ineffective sentence structure multiple grammatical errors. 6-5
APA Format 10 points possible	APA format is mostly correct throughout entire paper with minor errors. 10-9	Some minor and major APA errors. 8-7	Major errors in APA format. 6-5