

## ERL 438: Literacy Instruction and Assessment II

### School of Education and Leadership

4 Credits

Effective Date 7/1/2021

Grading Type: Decimal

*Access to the Internet is required.*

*All written assignments must be in Microsoft-Word-compatible formats.*

*See the library's APA Style Guide tutorial for a list of resources that can help you use  
APA style.*

## **Faculty Information**

Professional experience information for instructors is found under *Faculty Information* in the online course menu.

## **Contact Information**

Contact information for instructors is found under *Faculty Information* in the online course menu.

## **Course Description**

This course examines the purpose and application of assessment within the five essential components of reading. Candidates identify and administer research-based literacy assessments for a variety of purposes and use assessment data to inform intervention and instruction and consider the needs of all students within a multi-tiered system of support (MTSS) model. Candidates also examine diverse and culturally responsive texts within a variety of grade levels in order to determine their use and utility within the classroom. Finally, candidates investigate theories of second language learning, evaluate language acquisition theories, and review the major factors that affect second language learning. Course includes components of state requirements for certification.

## **Course Resources**

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the Reading List link in your online course as well as from the library homepage (“Find Your Reading List” button).

**Note:** Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

## **Course Outcomes**

As a result of this course, students will know or be able to do the following:

- Demonstrate understanding of the different types of reading assessments (screening, diagnostic, progress monitoring, summative) and the purpose of each
- Identify, administer, and analyze research-based assessments based on the five essential components of reading (phonological awareness, phonics, fluency, vocabulary, and comprehension) as appropriate for a specific subgroup or individual student
- Select diverse and culturally responsive texts to meet the needs of all learners
- Demonstrate an understanding of how multilingual students acquire a second language
- Summarize and evaluate potential factors that affect language acquisition and language learning
- Summarize and evaluate social and academic language

### Shared Agreements

Our primary commitment is to **build relationships** both with each other and within ourselves. We share a **collective goal** of becoming critically conscious educators who are prepared to serve all students in our classrooms. A positive learning experience relies on creating an atmosphere where space is held for **multiple truths** to coexist, and where we begin to **notice and name power dynamics** in our own group and also in the education system, its processes, and its policies. We acknowledge that differences among our identities, social backgrounds and experiences will influence our perspectives and those of others. We agree to **share our truths bravely**, to **acknowledge the humanity** of each other and ourselves, and to **look for learning** in ourselves and others.

*\*\*We agree to keep confidential all issues of a personal or professional nature that are discussed in class.\*\**

*\*\*adapted from Color Brave Spaces by Equity Matters (2021).*

[www.equitymattersnw.com](http://www.equitymattersnw.com)

### Additional Information

This is a new heading for our syllabus template. Programs are using this to list additional information required by accreditors, or core concepts/knowledge/skills.

### Grading Scale

The grades earned for the course will be calculated using City University of Seattle's decimal grading system, found in the current University Catalog (<https://www.cityu.edu/catalog/>).

Grading rubrics with details on how each assignment will be graded are located under *Assignments* and/or in *My Grades* in the online course menu. Students should review the rubric for each assignment prior to completing their work in order to understand how it will be assessed.

## **Course Assignments and Grading**

### **Literature Portfolio Project (20% of Final Grade)**

Candidates organize a Literature Portfolio to become familiar with a wide range of children's literature. The portfolio is arranged in three parts:

#### **Part 1: Book Entries Required Component**

Select, read, analyze and summarize 15 children's books. Include a variety of books for each of these grade level spans (K-2, 3-5, 6-8). At least 3 selections must be chapter books and five selections must be children's picture books.

Select at least one book from each of the genres below:

- Poetry and Verse
- Picture Books
- Fantasy/Science Fiction
- Realistic Fiction
- Historical Fiction
- Biography/Autobiography
- Nonfiction
- Graphic Novels

#### **Part 2: Book Talk**

Share your favorite book (in-class presentation and/or Discussion Board) with the title, author, brief description, uses in the classroom, and analysis of how the literature supports literacy development. Presentation utilizes a book entry form for the "book talk" process.

### **Literacy Assessments Assignment (40% of Final Grade)**

In this assignment, candidates select two students. For each student, candidate identifies and administers one research-based assessment (screening or diagnostic) from within the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Candidates then analyze the assessment data, develop a brief student profile (strengths, areas for growth), and discuss how the data applies to Scarborough's Reading Rope model and the strands that lead to overall reading comprehension. Finally, candidates develop an intervention plan outline (5 days) to address the specific needs of each student based on the assessment data.

## **Language Acquisition and Learning (20% of Final Grade)**

In this assignment candidates gain an understanding of how all children acquire and learn language. Candidates research factors that affect language acquisition and language learning for students who are multilingual learners and share those findings in a medium of presentation approved by the course facilitator. Research and presentation must include:

1. Review of the WIDA Standards and examination into how they can be applied in the classroom in support of multilingual learners;
2. Identification of the individual and socio-cultural factors that may influence the learning of multilingual learners as they acquire and learn a second language;
3. Evaluation of factors that affect language acquisition and language learning for multilingual learners;
4. Summary of Social Language and Academic Language;
5. Evaluation of how social and academic language in the classroom setting supports language acquisition;
6. Description and explanation of each domain as it relates to the stages of language acquisition for multilingual learners; and
7. Reference list in APA format.

## **Participation, Engagement, and Essential Dispositions (20% of Final Grade)**

Candidates should participate and engage in all classwork, including required assignments, class discussions, activities, and instructor-determined assignments. Candidates should work to meet essential dispositions criteria not only in the field, but also in their coursework, whether online or in person

### **Course Policies**

Participation will be graded based on engagement in class discussions and activities (both online and mixed modes). Online-only courses will be determined via active engagement in weekly discussion boards or other interactive opportunities provided by the instructor. Mixed mode courses will be determined based on presence in class and

engagement with content and peers both within and outside of face-to-face class sessions.

### **University Policies**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

#### Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

#### Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person-to-person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/> .

### Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Academic Integrity Policy* under *Student Rights & Responsibilities*.

### Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in

determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance* under *Student Rights & Responsibilities*.

### Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## Support Services

### Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

### Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.

