



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **ETC 570: Instruction and Assessment in Literacy II**

3 Credits
Effective: Winter 2019/2020

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

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course introduces foundational methods of writing instruction. Emphasis is placed on selecting and using developmentally appropriate writing strategies, as well as integrating writing and reading instruction. Candidates will develop the skills necessary to align instruction with common core standards and learning targets across the spectrum of K-8 writing instruction. This course includes content related to differentiating instruction for differing writing levels, including interventions for struggling writers. Candidates will use self-reflection to analyze and inform their own writing instructional practices. This course includes components of state requirements for certification (edTPA, TPEP, etc.).

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

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 at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Utilize assessment strategies
- Utilize strategies to read and comprehend complex literary and informational text
- Demonstrate strategies to read with sufficient accuracy and fluency to support comprehension
- Design and implement engaging learning experiences
- Integrate appropriate technology into the learning environment
- Examine word recognition and vocabulary acquisition
- Use the writing process

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Three Sequenced Writing Lessons	30%
Literacy Assessments Assignment	20%
Literature Portfolio Project	30%
Participation, Engagement, and Essential Dispositions	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics with more detail as to how this assignment will be graded.

Three Sequenced Writing Lessons

Candidates develop three sequenced instructional plans on the writing traits or writing process using the TCP Lesson Plan template. Candidates choose a children’s literature book to model to demonstrate the integration of the reading and writing process. Include:

- TCP Lesson Plan Template for all three lessons
- Title of the literature selection(s) and rationale for the selection(s)
- The writing lessons identify one or more writing traits (ideas, organization, sentence fluency, word choice, voice, and conventions) and/or writing process
- Alignment between the central focus (big idea/essential question), state standards, learning targets, learning tasks, resources and assessments
- Student voice evidence in which the students express their progression of learning.
- A rubric to support students in evaluating their own progress in at least one of the lessons.

<i>Components</i>	<i>% of Grade</i>
Student Voice	20%
Alignment of Writing Lessons	20%
Learning Tasks	20%
Assessment	20%
Supporting Students	20%
TOTAL	100%

Literacy Assessments Assignment

In this assignment, candidates conduct assessments of students and plan appropriate instruction based upon the results of the assessments in reading and spelling.

Part 1:

Reading Assessment: Complete a Reading Inventory Assessment using the standard protocol for the assessment selected with a minimum of two students at various reading levels. Document the student’s

miscues in the following major areas: omission, insertion, substitution, aided help, repetition, self-correction, and reversal. Also note student's fluency and assess comprehension through questioning. Complete a report on these students documenting their reading and analyzing their progress. Include in the report: a copy of each student's running record and a write-up that consists of responding to the following:

- Define the student's strengths: what are they doing well?
- Define the student's areas for growth: what do they need additional instruction in?
- Look at the self-corrections made: were they based on meaning, structural, or visual information?
- Analysis of miscues: were they based on meaning, structural or visual information? Is there a pattern?
- Develop an instructional plan to address one area of growth based on the outcomes of the assessment.
- Describe how the use of assessment results such as these, enable teachers to plan and evaluate effective instruction.

Part 2:

Spelling Assessment: Candidates administer the appropriate spelling inventory from Words Their Way (Bear, et.al 2004) to two students using the standard protocol for the inventory selected. Candidates include a copy of each student's spelling inventory and develop an instructional plan based upon the results of the assessment for each student.

<i>Components</i>	<i>% of Grade</i>
Reading Assessment Analysis	25%
Reading Instructional Plan	25%
Reading Inventory	25%
Spelling Assessment	25%
TOTAL	100%

Literature Portfolio Project

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: An individual author study of at least three books by one author. Select an author to study and read at least three books written by this author.

Biography

- Write a two to three-page brief biographical sketch of the author
- Discuss commonalities and/or differences noticed among the books chosen

Author's craft

- What decisive statement about writer's craft can be made about this author and his or her work?
- Include quotes from the books that are reflective of the author's work and style

Part 2: 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 listed:

Poetry and Verse

Picture Books

Fantasy/Science Fiction

Realistic Fiction

Historical Fiction

Biography/Autobiography
Nonfiction
Graphic Novels

Part 3: Book Talk

Share your two favorite books (in-class presentation and/or Discussion Board) with the title, author, brief description, and analysis of how the literature supports literacy development. Each entry is 1-2 pages modeling the 'book talk' process.

<i>Components</i>	<i>% of Grade</i>
Individual Author Study	30%
Analyze and Summarize Book Entry (quality)	30%
Book Entries (quantity)	30%
Book Talk	10%
TOTAL	100%

Participation, Engagement, and Essential Dispositions

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.

<i>Components</i>	<i>% of Grade</i>
Engagement	50%
Essential Dispositions	50%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

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 Dr. Scott Carnz, Provost or to the Vice President of Student Affairs, Melissa Mecham.

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 include 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 or 206.2369.4752 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 to request a username and password.