



Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP **ETC 567: Instruction and Assessment in Literacy I**

3 Credits
Effective: Fall 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 reading instruction. Emphasis is placed on selecting and using developmentally appropriate and culturally diverse children’s literature. Candidates will develop the skills necessary to align instruction with common core standards and learning targets across the spectrum of K-8 reading instruction. This course includes content related to differentiating instruction for differing reading levels, including interventions for struggling readers. Candidates will use self-reflection to analyze and inform their own reading 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:

- Develop a bank of English Language Arts activities to support Washington State standards
- Demonstrate a variety of instructional strategies for language acquisition and language learning
- Design, instruct, and assess a reading lesson

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>
Reading Lesson Plan, Instruction, and Reflection	30%
Integrated Language Arts Unit Plan	25%
English Language Arts Activity Bank	25%
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.

Reading Lesson Plan, Instruction, and Reflection

Candidates choose a literature selection as the focus of a reading lesson. They select a foundational skill (i.e., print concepts, phonological awareness, phonic & word recognition, or fluency) to increase awareness and competence in literacy areas. Candidates develop a reading lesson using the program-approved instructional plan template to model a specific foundational skill, and teach the lesson to peers. Lesson plan includes: • Title of literature selection • Specific foundational skill focus for lesson, (i.e., print concepts, phonological awareness, phonics & word recognition, vocabulary, comprehension, or fluency) • Learning target(s) and Academic language target(s) • CCSS • Teacher modeling specific skill focus • Instructional sequence and rationale • Assessment techniques • Family involvement • Peer feedback on lesson effectiveness (Candidates select way to solicit feedback from peers--e.g., exit task, survey, etc.) • Reflection on lesson taught

<i>Components</i>	<i>% of Grade</i>
Reflection and feedback	30%
Organization and conventions	10%
Literacy skill and strategy instruction	30%
Required elements	30%
TOTAL	100%

Integrated Language Arts Unit Plan

Candidates work in small groups to select a topic of study for a K-8 grade level of their choice. Groups design an integrated Language Arts unit following the program-approved unit plan format designed to improve achievement in reading, writing, speaking, listening, viewing, grammar, literature, and thinking. The unit plan integrates content from one other subject matter discipline. The unit plan describes: learning targets for subject matter content and academic language, accommodations for all learners (IEP, ELL, language acquisition, family engagement), and opportunities for students to use technology. Instructors

may ask team members to share their plans as appropriate with their peers.

<i>Components</i>	<i>% of Grade</i>
State Standards	5%
Unit Plan Content	40%
Accommodations for All Learners	40%
Technology	10%
Writing and Organization	5%
TOTAL	100%

English Language Arts Activity Bank

Candidates work in pairs or small groups to develop a bank of eight total literacy activities/strategies to support English Language Arts (ELA) state standards. Description of each activity, rationale, purpose, and alignment with the state standards is required. Activity bank includes one activity for each of the Anchor Standards (Reading, Writing, Speaking, Listening, and Language). In addition, candidates will also research three strategies that support students in vocabulary acquisition and explain how the strategies enhance reading comprehension development. Candidates must review three to five professional and/or scholarly articles to support their literacy activity bank.

From this research, candidates select one literacy activity OR vocabulary strategy, present it to their peers, and receive feedback on the strategy. Candidates prepare a handout on the selected strategy of no more than two pages for their peers. Instructor approval of strategy selected prior to presentation is required to assure no duplication of strategies.

<i>Components</i>	<i>% of Grade</i>
Anchor Standard Activities (Reading, writing, speaking, listening, and language)	40%
Vocabulary Strategy and Research	30%
Collaborative Sharing	20%
Research, organization and conventions	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.