# **EDUC X314: Secondary Reading for Understanding (3 units)**

*UC Merced Extension Education Programs has developed a plan for preparing teachers, which is defined by our Mission and Vision statements and is aligned with the Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTP)****,*** *developed by the California Commission on Teacher Credentialing (CTC).*

**Mission**

The UC Merced Teacher Preparation Program exists to develop culturally responsive educators who equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

**Vision**

The UC Merced Teacher Preparation Program aspires to be a recognized model for developing culturally responsive teachers who are committed to empowering their students. The Teacher Preparation Program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Teacher Preparation Program:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of the Teacher Preparation Program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

**Extension Education Programs Learning Outcomes (EPLOs)**

The Teacher Preparation Program mission and vision are embedded in our Extension Education Programs Learning Outcomes (EPLOs). Teacher candidates graduating from the Teacher Preparation Program will be able to:

**Cultural Responsivity and Values (CRV):** demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

**Content Knowledge (CK):** master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

**Communication and Information Literacy (CIL):** effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

**Professional Development (PD):** deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

**The Teacher Preparation Program Learning Outcomes (PLOs)**

Candidates (students) who complete the Teacher Preparation Program will be able to:

1. Develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Personalize instruction and develop co-teaching models.
3. Develop lesson plans and deliver effective cross-disciplinary content, deploy appropriate assessments, distinguish between students of differing abilities, and apply learning-enhancing technologies to promote student potential and empowerment.
4. Practice restorative justice and authentic care.
5. Nurture and educate English language learners through an inclusive and positive class environment.
6. Develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.
7. Communicate effectively through oral, visual, and written means with a wide range of audiences, including colleagues, families, and the community.

Finally, the *Teacher Performance Expectations (TPEs),*developed by the California Commission on Teacher Credentialing (CTC), and aligned with the California Standards for the Teaching Profession (CSTP) define how we formatively and summatively assess candidates.

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| **TPE 1:** Engaging and Supporting All Students in Learning | **TPE 2:** Creating and Maintaining Effective Environments for Student Learning | **TPE 3:** Understanding and Organizing Subject Matter for Student Learning |
| **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students | **TPE 5:** Assessing Student Learning | **TPE 6:** Developing as a Professional Educator |

1. **Course Description:** EDUC X314 provides candidates the opportunity to experience the reading process from a student point of view and combines that with targeted planning opportunities for real world application. The course will focus on reading as a social, metacognitive process, one that students can take ownership of for themselves, and one that teachers should continue to model for them throughout the school year.

1. **Course Goal and Outcomes**

1. ***Course Goal:*** The primary course goal is to teach candidates how the reading process works, how to model it to students, and how to guide students to taking ownership themselves.
2. ***Learning Outcomes:*** Course Student Learning Outcomes (CLOs) are linked with Teacher Performance Expectations (TPEs) outlined by the CTC and with Program Learning Outcomes (PLOs), which are informed by the Extension Education Programs Learning Outcomes (EPLOs).
3. ***English Language Learner (ELL), English Language Development (ELD) and/or Specifically Designed Academic Instruction for English (SDAIE) Course Component:*** CLOs 1, 2, 3, 4
4. ***Inclusive Instruction Course Component:*** CLOs 1, 2, 3, 4
5. ***Technology Course Component:*** CLOs 1, 2, 3, 4

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

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| **CLOs & Assessments** | **Grading** |
| **CLO 1:** Candidates will critically evaluate instructional strategies and teaching skills to engage and support all students in learning (TPE 1-2; PLOs 1, 2, 3, 4, 5, 6, 7).  **Assessment: Class Participation, Individual Project, Group Project, Essay Exam** | Description, Points, Weight:  see below |
| **CLO 2:** Candidates will apply their understanding of instructional strategies and teaching skills to organize subject matter for student learning (TPE 1, 3-4; PLOs 3, 6, 7).  **Assessment: Class Participation, Individual Project, Group Project, Essay Exam** | Description, Points, Weight:  see below |
| **CLO 3:** Candidates will consider instructional strategies and teaching skills as they assess student learning (TPE 5; PLOs 2, 3, 6, 7).  **Assessment: Class Participation, Individual Project, Group Project, Essay Exam** | Description, Points, Weight:  see below |
| **CLO 4:** Candidates will consider whether/how instructional strategies and teaching skills intersect with personal values and biases influencing instruction (TPE 6; PLOs 1, 4, 6, 7).  **Assessment: Class Participation, Individual Project, Group Project, Essay Exam** | Description, Points, Weight:  see below |

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| **Description of Assessments** | **Points** | **Weight** | **Due Date** |
| **Class Participation**  Your participation grade will be based on attendance in class, preparation, and engagement with your colleagues. | 25 | 25% | Weekly |
| **Individual Project**  Focus on creating text set lesson plan | 25 | 25% | Week 6 |
| **Group Project**  Focus on creating cross-content reading lessons | 30 | 30% | Week 9 |
| **Essay Exam**  Essay format, using class readings and online research | 20 | 20% | Week 15 |

1. **Format and Procedures:** This synchronous, face-to-face class meets weekly for a semester. Some course content and all assessment submissions are handled through the Canvas learning management system.

1. **Course Requirements**
   1. ***Class Attendance and Participation Policy*** 
      1. Attendance: Attendance for all class sessions is required. A candidate is responsible for the content and experiences of any missed class sessions. Missing more than one class session for any reason constitutes excessive absences, which may be handled in the following way:
         1. Absences may impact a candidate’s final grade.
         2. The candidate may be granted an incomplete (in the case of illness or death in the family) and asked to retake a portion of, or the entire course in the following term.
         3. The candidate may be asked to re-enroll or retake the course.
      2. Anticipated Absences: The candidate is responsible for clearing anticipated absences with his/her professor of the class BEFORE committing to an event which conflicts with class (e.g., Back to School Night). This assures that a candidate has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event.
      3. Late Work: In general, the policy regarding late work is that if work is late due to an excused absence (an absence cleared in advance), the work may be turned in up to one week late without penalty. All other late work is docked one letter grade and must be turned in within one week of its due date. Work turned in later than one week will receive no credit.
      4. Participation**:** Candidates are expected to participate fully in each class session, as each Teacher Preparation Program course is a combination of theory and praxis to facilitate development of the California Standards for the Teaching Profession (CSTP) as outlined in the Teaching Performance Expectations (TPEs), developed by the CTC.
      5. Tardiness: A candidate who is late to class is considered absent for that portion of the class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).
   2. ***Technology Policy***

Candidates are preparing to become professional educators. Candidates are expected to conduct themselves as professionals, fully engaging classroom learning as a matter of courtesy extended to colleagues. Smart phone and laptop technologies are for learning purposes only. These cannot be used during class for personal texting, email, or social media. Violators will receive a “F” grade for class participation.

* 1. ***Time Expenditure***

EDUC X314 is 3-unit course requiring a total of 135 hours (including class time) over the semester. The following is an estimated breakdown of time candidates can expect to spend in completing this course:

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| Class Sessions | 45 hours |
| Weekly Readings | 30 hours |
| Solo Project Preparation | 30 hours |
| Group Project Preparation | 25 hours |
| Final Exam | 5 hours |
| **Total** | **135 hours** |

*Note:* Hours spent in clinical practice (e.g., implementing a lesson) are part of your clinical practice are not considered part of your hours for this course.

1. **Grading Procedures:** All UC Merced Extension Teacher Preparation Program courses are graded. The course grade will be calculated as follows:

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| --- | --- |
|  | % |
| Participation | 25 |
| Individual Project | 25 |
| Group Project | 20 |
| Exam | 30 |
| **Total** | **100%** |

Candidates must achieve a B course grade for credit in the UC Merced Extension Teacher Preparation Program. A course grade lower than B is not acceptable for credit in the Teacher Preparation Program. Letter grades will be assigned as follows:

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| --- | --- | --- | --- |
| **Letter Grade** | **Percentage** | **Grade Point Equivalent** | **Graduate Level Grades** |
| A | 93-100% | 4.0 | Excellent |
| A- | 90-92% | 3.7 | Outstanding |
| B+ | 87-89% | 3.3 | Above Average |
| B | 83-86% | 3.0 | Average |
| B- | 80-82% | 2.7 | Satisfactory |
| C+ | 77-79% | 2.3 | Marginal, but not acceptable for credit in the Teacher Preparation Program |
| C | 73-76% | 2.0 |
| C- | 70-72% | 1.7 |
| D | 60-69% |  | Not acceptable |
| F | 0-59% |  | Not acceptable |

1. **Academic Integrity:** Each candidate in this course is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a candidate in this course for academic credit will be the candidate's own work. Candidates are encouraged to study together and to discuss information and concepts covered in the course with other students. Candidates can give "consulting" help to or receive "consulting" help from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic “F” for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
2. **Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for candidates with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a candidate with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Candidates are encouraged to register with the Disability Services Center to verify their eligibility for appropriate accommodations.
3. **Tentative Weekly Schedule**

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| --- | --- | --- |
| **Week** | **Topic** | **Due** |
| 1 | Welcome  *Norms*  *Introduction Activity*  *Review of Work* | Purchase required books  Canvas Week 1 |
| 2 | *Literacy for ALL Students* | Canvas Week 2  RfU Chapter 1  Olsen |
| 3 | *Thinking of ‘Reading in Class’ In a Different Way* | Canvas Week 3  RfU Chapter 2 |
| 4 | *Reading as a Social Process*  Discuss: Individual Project | Canvas Week 4  RfU Chapter 3 |
| 5 | *Metacognition* | Canvas Week 5  RfU Chapter 4 |
| 6 | *Pushing Students to Read More* | Canvas Week 6  RfU Chapter 5  Individual Project |

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| --- | --- | --- |
| 7 | *Reading During Class Time: The Debate*  Discuss: Group Project | Canvas Week 7  RfU Chapter 6 |
| 8 | *Classroom Video Review Protocol: Part 2* | Canvas Week 8 |
| 9 | *Owning the Reading Process* | Canvas Week 9  RfU Chapter 7  Group Project |
| 10 | *Schema and Its Role In Reading* | Canvas Week 10  RfU Chapter 8 |
| 11 | *Incorporating Reading Structurally In Your Classroom* | Canvas Week 11  RfU Epilogue and Appendix |
| 12 | *Classroom Video Review Protocol: Part 2* | Canvas Week 12  CC Literacy Standards |
| 13 | *Schema and Its Role In Reading* | Canvas Week 13 |
| 14 | *Incorporating Reading Structurally In Your Classroom*  Discuss: Final Exam | Canvas Week 14 |
| 15 | *Final Essay Exam* | Canvas Week 15  Portfolio |

**Required Texts**

Greenleaf, Murphy & Schoenbach (2012). *Reading for Understanding 2nd Edition*. San Francisco, CA: Jossey-Bass.

**Required Resources (available online or in Canvas)**

Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., Powell, J. C., Westbrook, A., & Landes, N. (2006).

*The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, Co: BSCS, 5, 88-98.\*

California Department of Education - Common Core State Standards (CCSS) and Resources\*

<https://www.cde.ca.gov/Re/cc/>

Common Core State Standards (CCSS) – Mathematics\*

<https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandardaug2013.pdf>

Common Core State Standards (CCSS) – English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects\* <https://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>

The Next Generation Science Standards (NGSS) – California\* <https://www.nextgenscience.org/california>

Olsen, L. (2014). Meeting the Unique Needs of Long Term English Language Learners. *National Education Association*.\*

\*This resource/text is used in multiple courses.