

California State University, Long Beach
College of Education and Affiliated Programs
Liberal Studies & Teacher Education



Figure 1: College of Education Logo

COLLEGE OF EDUCATION, CSULB

Vision: Equity & Excellence in Education

Mission: The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

LS/T 400

Evaluating Literacy

Spring 2011

MW Section 1: 2-3:15, Section 2: 3:30-4:45, AS 233

Instructor **Dr. Jessica Zacher Pandya**

Office ED-1, 24

Phone 985-7198

E-mail jzacher@csulb.edu

Office hours 1:00-2:00 Monday, Wednesday & by appointment. Almost always available by email, too, with a 48-hour response time.

I. University Catalog Course Description

Prerequisites: Limited to Liberal Studies majors, Track I, who have completed all AREA I Core requirements with a C or better grade and fulfilled the GEAR, or consent of Program Director.

Review, analysis, and assessment of K-8 California State Reading/Language Arts Content Standards and Curriculum Frameworks. Study of contemporary literacy theory and practice with focus on language, culture, literature, and development of literacy. Understanding of literacy assessment and its implications, determinations, and effects. Letter grade only (A-F).

II. Course Overview

LST 400 is a three-unit course designed as a capstone experience to measure the student's competencies in the broad realm of literacy. Study includes the theory and practical applications of: understanding, developing, mastering, teaching, and assessing skills encompassed by the term "literacy." This course focuses specifically on enhancing critical thinking and reading skills, and it requires writing activities in which students can demonstrate their understanding of and ability to implement strategies to enhance literacy acquisition in the elementary classroom. Traditional grading only.

III. Course Objectives and Outcomes

Upon completion of L/ST 400, students will be able to:

- 1) Recognize and apply the conventions of standard rhetorical discourse for multiple formats, including a thesis-driven essay.
- 2) Define and evaluate literacy in its social, cultural, ethical, educational, and cognitive contexts.
- 3) Analyze factors that influence literacy development of diverse learners.
- 4) Understand and apply reading and writing strategies across the disciplines.
- 5) Demonstrate competence in use of technology related to literacy learning.
- 6) Articulate and apply the California English/Language Arts Content Standards in course assignments and discussions.

IV. Assessment

The main assignments in this course will be 4 article strategy summaries (approximately one page each), one presentation, one essay analyzing a novel, and one final essay about your literacy teaching philosophy.

1) Digital story (about novel from literature circles), due 3/21	80 points
2) In-class midterm exam, 4/6	80 points
3) Revised midterm: From exam to essay, due 4/25	80 points
4) Research study interactive presentation, due 5/4	60 points
5) Literacy teaching philosophy final paper, due 5/18	100 points
<hr/> Total	<hr/> 400 points

Grading Scale:	A =	360 - 400 Points (90%)
	B =	320 - 359 Points (80%)
	C =	280 - 319 Points (70%)
	D =	240 - 279 Points (60%)
	F =	00 - 239 Points

Essays: All assignment questions will be posted on *Beachboard* and presented in class. All papers except the first inventory will be submitted through *Turnitin*. All students must have e-mail and *Beachboard* access.

V. Course Policies

Policy on Attendance

Attendance at all classes is expected. Students are expected to arrive at class meetings having read and thought about the assignment for the day. Students are expected to arrive on time and to refrain from leaving prior to the end of class. Students who miss **three** classes will have a -25 point deduction in their final grade. Students who miss **four** classes will have a full grade deduction in the final course grade. Students missing **more than four** classes will be dropped from the class.

Policy on Late Assignments and Make-ups

Make-up exams will be available only in cases of demonstrated medical emergencies, religious holidays, or university business.

Policy on Withdrawals

University policy on withdrawals applies. Please refer to the current *California State University, Long Beach Catalog of Undergraduate And Graduate Studies* for more detailed guidelines. Do yourself a favor and be sure to follow these policies carefully.

Policy on reasonable accommodations for students with disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of Disabled Student Services on campus.

Policy on Plagiarism

Liberal Studies students are held to a high standard of academic integrity and will pursue their academic and scholarly activities free from fraud and deception. Plagiarism and cheating are serious offenses that will not be tolerated by the Department of Liberal Studies. Such offenses are violations of university regulations. Plagiarism is defined in the *University Catalog* as “using the ideas or work of another person or persons as if they were one’s own, without giving credit to the source.” Cheating is defined as “the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by use of dishonest, deceptive or fraudulent means.” In Liberal Studies courses, actions of plagiarism or cheating will be subject to disciplinary action no matter the scale of the infraction. A single instance of plagiarism or cheating will result in a failing grade for the course (without the opportunity to withdraw), and a memo to this effect will be placed in the student’s file. If a second infraction occurs, the student’s case will be submitted to the University Office of Judicial Affairs. If students have any questions about academic integrity, they should consult the *University Catalog* or speak with their instructors.

Important--Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

Note: For you to use Turnitin, you must login to MyCSULB and update your email address. Turnitin identifies students based on their email addresses, so students with invalid email addresses may not be able to successfully submit papers to Turnitin and will not get credit for the assignments.

VI. Required Texts / Materials

- 1) A course reader, available for immediate purchase at Copyco on Bellflower across from the Borders bookstore (562-961-1123, 2155 N. Bellflower Blvd). Buy this ASAP, as we will read from it immediately.
- 2) *A Visit From the Goon Squad* by Jennifer Egan (2010, New York: Knopf). You will read this novel for literature circles & use it as a basis for your digital storytelling project. Buy it ASAP from Amazon.com or a your local bookstore.
- 3) You will also need access to the American Psychological Associations’ most recent *Publication Manual* (to correctly reference articles and books). It is on the first floor of the library, Call # BF76.7 .P83 2001, or you can look online at www.apastyle.org

VII. Library Investigation and Technology Requirements for this course

All students will submit assignments electronically via Beachboard and create multimedia digital stories based on course readings. Be sure you are properly enrolled on beach Board. For more information, go to Beach Board and select “help.” The CSULB Technology Help Desk is now available for students. Help is available on a wide range of computer issues including: Beachboard, Windows and Mac OS, CSULB Internet Accounts, Remote Connectivity, Microsoft Desktop Applications, Anti-Virus, Internet and Web related topics. Visit on the web at <http://helpdesk.csulb.edu> or contact the THD by phone at 562-985-4959 or send Email to helpdesk@csulb.edu.

VIII. Detailed Assignment Guidelines

- | | |
|--|-----------|
| 1) Digital story (about novel from literature circles), due 3/21 | 80 points |
| 2) In-class midterm exam, 4/6 | 80 points |

3) Revised midterm: From exam to essay, due 4/25	80 points
4) Research study interactive presentation, due 5/4	60 points
<u>5) Literacy teaching philosophy final paper, due 5/18</u>	<u>100 points</u>
Total	400 points

1) Digital story. 80 points. Starting 2/9, you will be divided into 6 literature circle groups to read and discuss the novel *A Visit From the Goon Squad* by Jennifer Egan. You will read this novel for literature circles & for digital storytelling. In your group, you will consider the basic elements of fiction (theme, characters, setting, plot, symbolism, etc.) as well as the historical, social, and cultural background for the work. You will use literature circle strategies in your discussions. Collaboration and thoughtful reading are essential to the literature circle process. After completion of the literature circles, each student will create a digital story about the novel they have read. This digital story will reflect each student's analysis of the novel and will, if students agree, be posted on CSULB's iTunesU public website. Experts will help us begin the digital story creation process in class on 3/16. Stories and scripts will be due 3/21 before the start of class and will be screened in class on 3/21 and 3/23.

2) In-Class Midterm. 80 points. On 4/6 we will have an in-class midterm examination. You may use your reader and notes to write responses to prompts provided by me. Rubric and expectations will be discussed in class.

3) Revised midterm: From exam to essay. 80 points. In this assignment you will make substantial revisions to your in-class exam from 4/6, based on my comments & your grade. You will turn in 1: a revised essay, using track changes to show your revisions, and 2: a memo to me detailing your revisions. Rubric and expectations will be discussed in class.

4) Research study interactive group presentation. 60 points. In April, you will be assigned to read a research article (chosen by me and posted on BeachBoard). You will download it from BeachBoard, print it, bring it to class, and get into groups to discuss it (meetings: 4/27 & 5/2). You will become the "experts" on your particular article. Each group will present the article to the class in an interactive format after their discussions end (5/4 & 5/9). Attendance is critical as your participation in the group discussions will strengthen your presentation. Presentation grades and rubrics will be discussed in class.

5) Literacy teaching philosophy final paper. 100 points. This signature assignment will be evaluated holistically. This is to be an out-of-class position statement, written at the end of the semester. Its purpose is to demonstrate your proficiency in writing a thesis-driven essay that demonstrates your competence with rhetorical conventions and your familiarity with course materials that have developed your ability to evaluate and define literacy in multiple contexts. Your finished essay will be 3 minimum to 4 maximum double-spaced pages, using APA documentation. Cite as examples the materials from class and from outside reading as needed to support your position. Include a Works Cited page (APA style). This is the cumulative, final writing assignment to be assigned in all sections of LST 400. All instructors use a shared rubric (available with the assignment on Beachboard) to grade this paper. Due by midnight 12/15 through Turn It In.

L/ST 400 Spring 2011 Schedule of topics, readings, & assignments

Week 1: Introduction to Literacy capstone

1/24.

Introductions, review syllabus, assignments, readings, requirements; review of practice quiz for 9/1

1/26. Reading:

1) Barton, D. & Hamilton, R. (2000). Literacy Practices. In D. Barton, M. Hamilton & R. Ivanic (Eds.), *Situated Literacies: Reading and writing in context* (Ch. 1). London: Routledge. **GIVEN ON THE FIRST DAY OF CLASS.**

Week 2: Defining “Literacy” and “Critical Literacy”

1/31. Reading:

1) Vygotsky, L. (1978). The prehistory of written language. Ch. 8 in *Mind In Society*, M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, (Eds). Cambridge, MA: Harvard University Press.

2/2. Reading:

1) Stevens, Lisa Patel & Thomas Bean. (2007). Chapter 1: Redefining Literacy. In *Critical Literacy*. Thousand Oaks, CA: Sage Publications.

Week 3: “Critical Literacy” Continued; Literature circles begin (2/9)

2/7. Reading:

1) Freire, Paulo. (2000). *Pedagogy of the Oppressed*. Chapter 2. NY: Continuum.

2/9. Reading:

1) Daniels, Harvey. (2002). Literature Circles: Chapters 2 & 7. Pay particular attention to the role sheets, pp. 107-114.

2) Egan, Jennifer. (2010). Read Chapter 1 (“Found Objects”) of *A Visit From the Goon Squad*. New York: Knopf. Be prepared to discuss the chapter with your group.

Week 4: Reading Instruction: Politics & Practices-

2/14. Reading:

1) Allington, R. (2002). *Big Brother and the National Reading Curriculum: How Ideology Trumped Evidence*, Chapter 1. Portsmouth, NH: Heinemann.

2) *A Visit From the Goon Squad*, pages TBD by your group; end by 3/14. Meeting 2 of 8.

2/16. Reading:

1) Arya, P., Laster, B., & Lin, L. (2005). An open look at the Open Court program. In B. Altwerger (Ed.), *Reading for profit: How the bottom line leaves kids behind* (pp. 128-141). Portsmouth, NH: Heinemann.

2) Applegate, M. & Applegate, A. V. & V. Modla. (2009). “She’s my best reader; she just can’t comprehend”: Studying the relationship between fluency and comprehension. *The Reading Teacher*, 62(6), 512-521.

3) *A Visit From the Goon Squad*, pages TBD by your group; end by 3/14. Meeting 3 of 8.

No Class 2/21 & 2/23: instructor presenting at the NCTEAR conference in Madison, WI

Week 5: Reading Instruction in Real Classrooms

CLASS IN THE LIBRARY, 2nd floor, CSULB Library Children’s Collection

On this visit we will work explore Open Court (and other) anthologies and original children’s literature with the guidance of Cathrine Lewis-Ida, the Children’s Collection Director

2/28. Reading:

1) Aukerman, Maren. (2008). In Praise of Wiggle Room: Locating comprehension in unlikely places. *Language Arts*, 86(1), 52-60.

2) *A Visit From the Goon Squad*, pages TBD by your group; end by 3/14. Meeting 4 of 8.

Optional:

Visit the website of the center for digital storytelling (www.storycenter.org) and view some stories to get inspired for your own stories.

3/2. Reading:

- 1) Paugh, P. Carey, J., King-Jackson, V. & Russel, S. (2007). Negotiating the literacy block: Constructing spaces for critical literacy in a high-stakes setting. *Language Arts*, 85(1), 31-42.
- 2) *A Visit From the Goon Squad*, pages TBD by your group; end by 3/14. Meeting 5 of 8.

Week 6: Critical Literacies & Digital Literacies

3/7. Reading:

- 1) Janks, H. & Comber, B. (2006). Critical literacy across continents. In K. Pahl & J. Rowsell, (Eds.), *Travel notes from the new literacy studies*, pp. 95-117. Tonawanda, NY: Multilingual Matters.
- 2) *A Visit From the Goon Squad*, pages TBD by your group; end by 3/14. Meeting 6 of 8.

Optional:

Go to our iTunesU site (CSULB) and look up previous Liberal Studies students' digital stories from Summer 2010 (about the novel *The Curious Incident of the Dog in the Night-Time* by Mark Haddon) and Fall 2010 (about the novel *Little Bee* by Chris Cleave).

3/9. Reading:

- 1) Ballast, K. (2007). Heart and Voice: A Digital Storytelling Journey. National Writing Project. <http://www.nwp.org/cs/public/print/resource/2392>.
- 2) Hull, G. and Avila, J. (2008). Narrative and digital storytelling. New Literacies: A Professional Development Wiki for Educators. Developed under the aegis of the Improving Teacher Quality Project (ITQP), a federally funded partnership between Montclair State University and East Orange School District, New Jersey. Available from: <http://newlits.wikispaces.com/Narrative+and+digital+storytelling>
- 2) *A Visit From the Goon Squad*, pages TBD by your group; end by 3/14. Meeting 7 of 8.

Week 7: Digital Literacies & Digital storytelling creation

3/14. Come to class prepared to discuss the whole novel. Bring digital story script ideas!

Reading:

- 1) Schine, C. Cruel and Benevolent. *New York Review of Books*, November 11, 2010. This is a review of *A Visit From the Goon Squad* and **contains spoilers**, so don't read until you are done with the novel!
- 2) *A Visit From the Goon Squad*, pages TBD by your group. Meeting 8 of 8.

3/16. Digital storytelling workshop. Experts will be in class to help you get started and answer your questions.

Come to class with a script, your laptop if you have one (or a USB/flash drive if you have one), and be prepared to work on your digital story!

Week 8: Digital Story Exhibition

3/21. Digital stories and scripts due before class via email. Stories will be shown in class today and on Wednesday.

3/23. Digital story presentations, day 2.

Spring Break 3/28-4/1

Week 9: Digital & Critical Literacies; Midterm

4/4. Midterm preparation

Reading:

- 1) Vasudevan, L., Schultz, K. & Bateman, J. (2010). Rethinking composing in a digital age: Authoring literate identities through multimodal storytelling. *Written Communication*, 27(4), 442-468.

4/6. In-class midterm examination given.

Bring your reader and notes: this is an open-book written exam.

Week 10: English Language Learners & Literacy

4/11. No Class: Instructor presenting at the AERA conference.

4/13.

Reading:

1) August, D. & Shanahan, T. (2010). Effective English literacy instruction for English learners. In *Improving Education for English Learners: Research based approaches* (Ch. 4). Sacramento, CA: California Department of Education.

Week 11: English Language Learners in High-Stakes Settings

4/18.

Reading:

1) Ruiz, N., & Morales-Ellis, L. (2005). "Gracias por la oportunidad, pero voy a buscar otro trabajo..." A beginning teacher resists high-stakes curriculum. In B. Altwerger (Ed.), *Reading for profit: How the bottom line leaves kids behind* (pp. 199-215). Portsmouth, NH: Heinemann.

2) Pataray-Ching, Kitt-Hinrichs, B., & V. Nguyen. (2006). Inquiring into a second language and the culture of school. *Language Arts*, 83, 3.

Midterm exams returned today

4/20.

Readings:

1) Zacher Pandya, J. (2012). Using Mandated, Structured Curricula With English Language Learners. Chapter 3 in *Testing for Testing's Sake: Effects of high stakes assessments and structured language arts curricula on English language learners*. New York: Teachers College Press.

2) ELD Writing Strategies and Applications Standards Correlation Matrix grades 3-5, ELA grade 4 (<http://www.cde.ca.gov/ci/rl/im/elaeldmatrixlinks.asp>)

SIGN UP TODAY FOR A RESEARCH ARTICLE in class, and download it from BeachBoard to read for class 4/27.

Week 12: Identity & Literacy

4/25. Revised midterms due today

Reading:

1) McCarthy, S., & Moje, E. B. (2002). Identity matters. *Reading Research Quarterly*, 37(2), 228-238.

2) Zacher, J. (2006). "I know about the Holocaust!": Reading and identity work in a diverse urban classroom. *The California Reader*, (40), 1, 26-32.

4/27.

Reading:

1) Research article from BeachBoard, meeting 1 of 2.

Week 13: Research studies

5/2.

Reading:

1) Research article from BeachBoard, meeting 2 of 2.

5/4. Research article presentations, day 1 of 2

(no other reading)

Week 14: Presentations & Final Paper Preparations

5/9. Research article presentations, day 2 of 2

(no other reading)

5/11. Work on final paper: Students work individually on final papers: literacy teaching philosophy essays

Literacy teaching philosophy final paper due Wednesday 5/18 by midnight through TurnItIn.