



**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.*

**California State University, Long Beach  
College of Education  
Department of Teacher Education**

**EDEL 540 Advanced Studies in Literacy  
Summer 2021**

**Professor:** Dr. Shelley Hong Xu

**Virtual Wonderland:** If you have any course-related wonders and questions, please post them in Virtual Wonderland under Discussions on BeachBoard. Anybody in this online community can reply to the questions posted. Please subscribe this so that you can read wonders, questions, and responses.

**Email:** If you do need to send me a private email at [shelley.xu@csulb.edu](mailto:shelley.xu@csulb.edu), please state on the subject line of your email: your name and specific content (e.g., Jane Doe Class Activity 2.3). Your name on the subject line helps me keep track of the communication between you and me. Your specific content on the subject line is important for my timely attention and an expedite response. I do not want your emails to be "lost" in many emails I receive each day.

In any communication between you and me, academic language is expected. I will try to respond to your emails within a period of 24-48 hours during weekdays.

**Office Hours:** by appointment

**BeachBoard Access**

Access this course on BeachBoard - <https://bbcsulb.desire2learn.com/>. You log in with your CSULB Campus ID and BeachID password. Bookmark this link for future

use. Once logged in to BeachBoard, you will see the course listed. Click on the title to enter the course.

**BeachBoard Help:**

1. Email for help: [beachboard@csulb.edu](mailto:beachboard@csulb.edu).
2. Call for help: (562) 985-4959
3. BeachBoard FAQs <https://www.csulb.edu/academic-technology-services/beachboard-support/beachboard-faqs>

**College of Education Vision and Mission Statement**

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.

**Department of Teacher Education Vision Statement**

The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents and families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

**Course Description**

Prerequisite: A valid California teaching credential and admission to the Reading and Literacy Added Authorization Program or consent of the instructor. The course emphasizes advanced study of literacy research, theory, and practice and includes research survey of issues of first and second language acquisition and development, language structure, and curriculum trends in reading and writing pedagogy.

**Course Format**

This online course with 5 modules requires class members to (1) read, critically analyze, and discuss textbooks, articles, and/or online course materials, and (2) generate meaningful discussions concerning the purpose, content, methods, and assessment of the reading and writing process. Course participants should be prepared (1) to discuss online topics and assigned readings for each module, (2) to work collaboratively online with other class members; and (3) to complete each module's assigned class tasks, class activities, and course assignments, and submit class activities and course assignments online on due dates as specified in the course schedule and in the checklist for each module.

### Student Learning Outcomes

At the completion of this course, students will be able to:

- A. demonstrate knowledge of major research studies related to language structure and use and the teaching of reading/language arts;
- B. demonstrate knowledge of language structure, including phonology, morphology, syntax, semantics, and pragmatics, as related to the teaching of reading/language arts;
- C. apply knowledge of the major theories and research for English learners, as related to the teaching of reading/language arts;
- D. analyze and reflect on research and theory related to issues and problems in teaching reading/language arts to culturally and linguistically diverse students;
- E. analyze and critique methods for teaching literacy to English learners, struggling students, and students with disabilities;
- F. review and reflect on current research and methods for teaching phonemic awareness, phonics, and decoding strategies for beginning readers;
- G. review and reflect on current research and methods of teaching content area reading, writing, spelling, and vocabulary for students in elementary, middle, and high schools;
- H. review and reflect on current research in reading disability and methods for providing intervention for beginning and developing readers and writers;
- I. conduct an analysis of applying Common Core State Standards (CCSS) in literacy instruction;
- J. demonstrate an understanding of the relationship between Next Generation Science Standards (NGSS) and reading and writing instruction;
- K. demonstrate an understanding of the role of literacy instruction across curriculum, including STEM content; and
- L. demonstrate knowledge of the role of technology in literacy instruction and literacy development for all students.

### Required Texts

1. Readings posted under each module on BeachBoard.
2. California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects (CCSS)  
(<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>).
3. Next Generation Science Standards (NGSS)  
(<http://www.cde.ca.gov/pd/ca/sc/ngsstandards.asp>)
4. English Language Development Standards (ELDS)  
(<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>).

### Student Responsibilities

#### 1. Class Participation

Class participation is mandatory. Professionalism requires you to be **fully prepared** by finishing all required readings, class tasks, class activities, and course assignments.

Some modules have one or two class tasks. All modules have no more than three class activities.

A **class task (ungraded)** is what you are required to do as if you were in a face-to-face class session. Each class task is numbered, such as Class Task 4.1 (which is Class Task #1 for Module 4). **You are not required to turn in your work for class tasks, but it is important to your learning to complete every class task by the due date specified in the course syllabus and checklist.**

A **class activity (graded)** is what you are required to do as if you were in a face-to-face class session AND to show evidence of your understanding of one particular part of the course content. Each class activity is numbered, such as Class Activity 2.2 (which is Class Activity# 2 for Module 2).

**You must complete ALL assigned class tasks and class activities for each module by the due date as specified in a checklist (and also in course schedule) in order to earn participation points for the module.**

A **course assignment (graded)** is what you are expected to do to demonstrate your understanding of the course content across several modules (e.g., Course Assignment 1 Journal Article Comparison).

Please complete class tasks, class activities, and course assignments **in the order as they are presented under each module.**

## 2. Academic Honesty

With respect to the academic honesty, it is expected that all materials submitted as part of any class activities and course assignments are the actual work of the student whose name appears on the submitted work or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Students found to have engaged in academic dishonesty are subject to review as per university academic policy (<http://catalog.csulb.edu/content.php?catoid=2&navoid=30&hl=cheating&returnto=search#cheating-and-plagiarism>).

## 3. Course Syllabus, Class Tasks, Class Activities, Course Assignments, and Other Course Materials

You are responsible for the information and requirements stated in this course syllabus; guidelines for class tasks, class activities, and course assignments; instructional materials and announcements posted on the Beachboard; and email communications. You are expected to download course materials and guidelines to your computer and store them in proper folders and subfolders on your computer. **Once you have completed this course, you will NOT have access to the course content on the BeachBoard.**

#### 4. Quality of Assignments and Submission of Your Work

- 1). You should word process all of your course assignments using 12-point font, black print, reasonable margins, numbered pages, and double-spacing.
- 2). Assignments are expected to have correct grammar, spelling, and punctuation.
- 3). It is your responsibility to label and submit each work to a specific place on the BeachBoard as specified in each guideline for a course assignment, in the direction for a class activity, or in the course syllabus.
- 4). You are advised to keep a copy of each submitted work for your own records.
- 5). **In the event of Beachboard technical breakdowns**, please notify the professor via email [shelley.xu@csulb.edu](mailto:shelley.xu@csulb.edu).

#### 5. Due Dates

- 1). All class activities and course assignments are due on the date specified in the checklist for each module (and also in the course schedule). The date and hour are in Pacific Standard Time (PST) zone. You are responsible for adjusting the due date to your time zone if you are out of the PST time zone. After the due date, your work will NOT be accepted on the BeachBoard.
- 2). If there is a strong reason that you cannot submit your work on time, please notify the professor, stating the reason and submitting appropriate documentations (if applicable) (e.g., a doctor's note).

#### 6. Technical Competency

All students are expected to be comfortable with basic computer technology:

- Navigate around the Web and use search engines.
- Send and receive e-mail with attachments.
- Do basic word processing, including cutting and pasting.
- Open, save, and manage files.
- Create and organize folders and sub-folders and files (create, name, rename, & move).
- Upload and download files to/from the course website.

#### 7. Netiquette:

Students are expected to interact respectfully in the online environment. Please view the Core Rules of Netiquette (<http://www.albion.com/netiquette/corerules.html>).

#### Statement Regarding Students with Disabilities

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the [Bob Murphy Access Center \(BMAC\)](#) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at [bmac@csulb.edu](mailto:bmac@csulb.edu).

<b>Modules</b>	<b>Grading</b>
5 Modules	50 (10 @ module)
<b>Course Assignments</b>	
1. Journal Article Comparison	15
2. Outline of Literature Review	10
3. Literature Review	55
3.1 Literature Review Draft	20
3.2 Literature Review Final Version	25
3.3 Abstract and Reference	10

The guideline for each assignment is posted under each specific module where the topic related to the course assignment is presented. Please use page 6 as a guide for you to locate a specific module where the guideline for a specific course assignment is posted.

Grading Scale A: 117-130    B: 104-116    C: 91-103    D: 78-90    F: 0-77

#### **Policy for Withdrawal**

**Your success in this course is important to you and to me!** Please keep me informed if you are experiencing difficulty in meeting the given deadlines of the modules and course assignments. If you have decided to withdraw from this course (which I hope will never happen), you are encouraged to review the withdrawal policy and relevant dates at <https://www.csulb.edu/registration-and-records/dropping-and-withdrawing>.

### EDRG 540 Course Activities and Assignments

For your own convenience and reference, please use this sheet to document the due dates and grades, and to locate the guideline for each course assignment presented in a specific module.

Assignment Name	Due Date	Grade
<b>Class Tasks and Class Activities</b>		
Module 1		
Module 2		
Module 3		
Module 4		
Module 5		
<b>Guideline for a Course Assignment Presented in a Specific Module</b>		
1. Journal Article Comparison (Module 1)  (RLS 2.1, RLS 2.3, RLS 2.4 Introduced, Practiced, and Assessed)		
2. Outline of Literature Review (Module 3)  (RLS 2.1, RLS 2.3, RLS 2.4 Introduced, Practiced, and Assessed RLS 3.1 Practiced, and Assessed)		
3.1 Literature Review Draft and Sample Literature Review Drafts (Module 4)  (RLS 2.1, RLS 2.3, RLS 2.4 Introduced, Practiced, and Assessed RLS 3.1 Practiced, and Assessed)		
3.2 Literature Review Final Version (Module 4)  (RLS 2.1, RLS 2.3, RLS 2.4 Introduced, Practiced, and Assessed RLS 3.1 Practiced, and Assessed)		
3.3 Abstract and References (Module 4)  (RLS 3.1 Practiced, and Assessed)		
Total Points		

**Commented [A1]:** RLS 2.1, RLS 2.3, RLS 2.4 Introduced, Practiced, and Assessed  
Candidates 1) identify one research article and one practice-oriented article on a topic of their interest; and 2) conduct an analysis of similarities and differences between the two articles.

**Commented [A2]:** RLS 2.1, RLS 2.3, RLS 2.4 Introduced, Practiced, and Assessed  
RLS 3.1 Practiced, and Assessed  
Candidates write up an outline for literature review after they have completed the research on a topic of their interest and before they start writing the draft of the literature review.

**Commented [A3]:** RLS 2.1, RLS 2.3, RLS 2.4 Introduced, Practiced, and Assessed  
RLS 3.1 Practiced and Assessed  
Candidates write a draft of the literature review on the topic of their interest.

**Commented [A4]:** RLS 2.1, RLS 2.3, RLS 2.4 Introduced, Practiced, and Assessed  
RLS 3.1 Practiced and Assessed  
Candidates 1) participate in peer-revising and peer-edition process; and 2) revise their draft after receiving feedback and comments from a peer and from the course instructor.

**Commented [A5]:** RLS 3.1 Practiced and Assessed  
Candidates 1) compile an abstract and a list of references based on their final version of the literature review; and 2) share the abstract and references with peers.

**EDRG 540 Course Schedule** (subject to revision and change)

I understand that your school is still in session during late May and early June. Given that, only one module is due on Tuesday during the first week. For the following two weeks, two modules are due per week (Tuesdays and Fridays). This time framework allows you to have one week to focus on the big course assignment with multiple components (literature review).

Date	Topics	Required Readings
Module 1 <b>(RLS 3.4, RLS 3.5 Practiced)</b>  6/1 (Tuesday)	1. Welcome and Introduction 2. Course Syllabus 3. Self-Introduction 4. A Close Look at Literacy and Literacy Instruction in the 21 <sup>st</sup> Century 5. Defining a Balanced Literacy Program 6. Common Core State Standards (CCSS) 7. Next Generation State Standards (NGSS) 8. Making Sense of Research 9. Foundational Skills 10. Academic Language and Vocabulary Instruction 11. Introducing Course Assignment 1 Journal Article Comparison  <b>Due: by 11:59 p.m. PST 6/1/2021</b> 1. Class Activities	1. NCTE's Reading Instruction for All Students a Policy Research Brief  2. NCTE's Writing Now A Policy Research Brief  3. Extended—and Extending— Literacies  4. The Science of Reading: Making Sense of Research  5. Reading ONE of the Two Articles: 1) Fluency: Bridging between Decoding and Reading Comprehension <b>OR</b> 2) What Can I Say besides Sound It out: Coaching Word Recognition in Beginning Reading  6. Nine Things Every Teacher Should Know about Words and Vocabulary Instruction
Module 2 <b>(RLS 3.4, RLS 3.5 Practiced)</b>  6/8 (Tuesday)	1. Comprehension (Narrative Texts) 2. Possible Topics and Related Questions for a Literature Review 3. Structure and Components of a Research Article  <b>Due: by 11:59 p.m. PST 6/8/2021</b> 1. Class Task and Class Activities	1. Reading ONE of the Three Articles: 1) What Every Teacher Needs to Know about Comprehension <b>OR</b> 2) The Influence of Genre Understanding on Strategy Use and Comprehension  2. Skim: Developing Reading Comprehension and Academic Vocabulary for English Learners through Science Content: A Formative Experiment

Commented [A6]: RLS 3.4, 3.5 Practiced

Commented [A7]: RLS 3.4, 3.5 Practiced

Date	Topics	Required Readings
Module 3 <b>(RLS 3.4,            RLS 3.5            Practiced)</b>  6/11 (Friday)	<ol style="list-style-type: none"> <li>1. Comprehension (Informational Texts)</li> <li>2. Introducing Course Assignment 2 Outline for Literature Review</li> <li>3. Research for Your Literature Review</li> <li>4. Find a Partner for Peer-Revising and Peer-Editing of Your Literature Review Draft</li> </ol> <p><b>Due: by 11:59 p.m. PST 6/11/2021</b></p> <ol style="list-style-type: none"> <li>1. Class Tasks and Class Activities</li> <li>2. Course Assignment 1 Journal Article Comparison (Submit to Dropbox)</li> </ol>	<ol style="list-style-type: none"> <li>1. Text Complexity Informational Text Qualitative Rubric</li> <li>2. Reading ONE of the Three Articles:               <ol style="list-style-type: none"> <li>1) Disciplinary Literacy <b>OR</b></li> <li>2) (Info)Graphically Inclined: A Framework of Infographic Learning <b>OR</b></li> <li>3) Mediating Complex Texts in the Upper Grades</li> </ol> </li> </ol>
Module 4 <b>(RLS 3.4,            RLS 3.5            Practiced)</b>  6/15 (Tuesday)	<ol style="list-style-type: none"> <li>1. Writing</li> <li>2. Mentor Texts</li> <li>3. Continue Researching for Your Literature Review</li> <li>4. Introducing Course Assignment 3.1 Literature Review Draft</li> <li>5. Introducing Peer-revising and Peer-editing of Literature Review Draft</li> <li>6. Introducing Course Assignment 3.2 Literature Review Final Version</li> <li>7. Introducing Course Assignment 3.3 Abstract and References</li> </ol> <p><b>Due: by 11:59 p.m. PST 6/15/2021</b></p> <ol style="list-style-type: none"> <li>1. Class Task and Class Activities</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading ONE of the Three Articles:               <ol style="list-style-type: none"> <li>1) Differentiating Digital Writing Instruction; <b>OR</b></li> <li>2) Extending Interactive Writing into Grades 2-5; <b>OR</b></li> <li>3) What I Have Learned from Teachers of Writing</li> </ol> </li> <li>2. Reading ONE of the Two Articles:               <ol style="list-style-type: none"> <li>1) Making the Most of Mentor Texts <b>OR</b></li> <li>2) More Than a Reading Assignment--Using Nonfiction Texts as Mentor Texts</li> </ol> </li> </ol>

Commented [A8]: RLS 3.4, 3.5 Practiced

Commented [A9]: RLS 3.4, 3.5 Practiced

Date	Topics	Required Readings
Module 5 <b>(RLS 3.4, RLS 3.5 Practiced)</b>  6/18 (Friday)	<ol style="list-style-type: none"> <li>1. English Learners</li> <li>2. Multi-Tiered System of Supports (MTSS)</li> <li>3. Reading Interventions</li> <li>4. IRIS Modules</li> <li>5. California Dyslexia Guideline</li> </ol> <p><b>Due: by 11:59 p.m. PST 6/18/2021</b></p> <ol style="list-style-type: none"> <li>1. Class Tasks and Class Activities</li> <li>2. Course Assignment 2 Outline for Literature Review (Submit to Discussions)</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading ONE of the Two Articles:               <ol style="list-style-type: none"> <li>1) Cognate Instruction and Bilingual Students' Improved Literacy Performance <b>OR</b></li> <li>2) Unlocking the Research on English Learners</li> </ol> </li> <li>2. Reading ONE of the Four Articles:               <ol style="list-style-type: none"> <li>1) Text-based Vocabulary Intervention Training Study <b>OR</b></li> <li>2) The Effects of an Intensive Reading Intervention for Ninth Graders <b>OR</b></li> <li>3) Reading Comprehension Instruction for Students With Autism Spectrum Disorder <b>OR</b></li> <li>4) American Children with Reading Problems</li> </ol> </li> <li>3. IRIS Modules</li> <li>4. California Dyslexia Guidelines</li> </ol>
6/24 (Thursday)	<p><b>Due: by 11:59 p.m. 6/24/2021 (Thursday)</b></p> <ol style="list-style-type: none"> <li>1. Course Assignment 3.1 Literature Review Draft (a very good draft with all the components as specified in the Guideline) (Submit to Dropbox)</li> <li>2. Email your peer a copy of your literature review draft</li> <li>3. Start reviewing your peer's literature review draft</li> </ol>	
6/26 (Saturday)	<p><b>Due: by 11:59 p.m. PST 6/26/2021 (Saturday) (RLS 2.1, RLS 2.3, RLS 2.4 Introduced, Practiced, and Assessed)</b></p> <ol style="list-style-type: none"> <li>1. Your review of your peer's literature review draft (This time frame allows your peer to have adequate time to revise and edit the paper before the final version is due on 6/29)</li> <li>2. Email your peer his or her literature review draft with your track changes</li> <li>3. Submit a copy of your peer's literature review draft with your track changes (Dropbox)</li> </ol>	
6/29 (Tuesday)	<p><b>Due: by 11:59 p.m. PST 6/29/2021 (Tuesday)</b></p> <ol style="list-style-type: none"> <li>1. Course Assignment 3.2 Literature Review Final Version (Submit to Dropbox)</li> <li>2. Course Assignment 3.3 Abstract and References (Submit to Discussions as an attachment to share with your peers)</li> </ol>	

Commented [A10]: RLS 3.4, 3.5 Practiced