

Language Learning and Literacy

FALL 2020

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Collaborative for Educational Services

**Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus**

Fall 2020

SPED 7041H

Language Learning and Literacy

3 Graduate Credits or 67.5 PDPs

Hybrid Online

Online: 4 real-time Zoom sessions on Saturdays and 10 asynchronous online sessions
Zoom “Face-to-Face” Dates: 9/12, 10/3, 11/7, and 12/5

Updates to the Topical Outline on Canvas

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Contact your Instructor

Instructor: Audrey Morse
E-mail: amorse@collaborative.org

A. COURSE DESCRIPTION

This course addresses normal development of expressive and receptive language in terms of phonology, morphology, syntax, semantics and pragmatics. It focuses on the language performance exhibited by different populations of children/adults with disabilities. The language of children who are bilingual/bicultural or have language difficulties is addressed. Students develop an understanding of the principles and practices related to assessment and intervention for children with language disorders. Students assess language needs and plan appropriate strategies. Field experience (25 hours) required for testing and program planning.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

B. TEXTS

A coursepack will be available on Canvas.

The following texts should be purchased for this course by ALL PARTICIPANTS:

- Gee, J. (2015). *Social Linguistics and Literacies, Ideology in Discourses*, **5th Edition**. New York, NY. Routledge, Taylor & Francis Group. ISBN-13: 9781138853867
- Lightbown and Spada (2013). *How Languages are Learned, Fourth Edition*. Oxford, U.K. Oxford University Press. ISBN-13: 9780194541268
- Delpit, L. (2006). *Other People's Children*. New York, NY. The New Press. ISBN-13: 978-1595580740

The following required resources may be accessed online or through the online coursepack

Fitchburg State University Teacher Preparation Programs. (2012). Conceptual framework.

Fitchburg, MA: Author. [Online] Available:

<https://www.fitchburgstate.edu/offices-services-directory/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (2017). English Language Arts and Literacy Frameworks. Malden, MA: Author.

<http://www.doe.mass.edu/frameworks/current.html>

Massachusetts Department of Elementary and Secondary Education. (2012-18). Systems for Student Success. <http://www.doe.mass.edu/sfss/>

WIDA. CAN-DO Descriptors (2012):

https://wida.wisc.edu/resources?keys=&field_category_target_id%5B12%5D=12

The following articles can be found in the online coursepack:

- Ahtone, T. (2017, March 8). Talk on the Rez: English Prosody and the Native American Accent BY TRISTAN AHTONE. Retrieved December 15, 2019, from <http://inthesetimes.com/rural-america/entry/19945/talk-on-the-rez-english-prosody-and-the-native-american-accent>
- Alonso, Jose Ramon. (2018). Surviving the Early Catastrophe. Mapping Ignorance. Retrieved September 1, 2019, from <https://mappingignorance.org/2018/04/02/surviving-early-catastrophe/>
- Alonso, Jose Ramon. (2017). Bilinguals and Theory of Mind. Mapping Ignorance. Retrieved August 15, 2019, from <https://mappingignorance.org/2017/02/06/bilinguals-theory-mind/>
- Espinosa, L. (2013). Early Education for Dual Language Learners: Promoting School Readiness and Early School Success. Migration Policy Institute. Washington D.C. <http://fcd-us.org/sites/default/files/DualLanguageLearners.pdf>
- Espinosa, L. (2013). PreK-3: Challenging Common Myths About Dual Language Learners, An Update to the Seminal 2008 Report. Foundation for Child Development. Retrieved October 1, 2017, from <http://fcd-us.org/sites/default/files/Challenging%20Common%20Myths%20Update.pdfhttp://fcd-us.org/sites/default/files/Challenging Common Myths Update.pdf>
- Craig, S. (2008). Reaching and teaching children who hurt: Strategies for your classroom. Baltimore: Paul H. Brookes Pub
- Gándara, P. (2015). The Implications of Deeper Learning for Adolescent Immigrants and English Language Learners. Retrieved December 15, 2018, from https://jfforg-prod-prime.s3.amazonaws.com/media/documents/The-Implications-of-DL-for-Adolescent_Immigrants-and-ELLs-110415a.pdf
- Health, Shirley Brice (2010). Family Literacy or Community Learning? Some Critical Questions on Perspective. Bringing Literacy Home (Dunsmore and Fisher, editors), 15-41. The International Reading

Association. Retrieved December 1, 2017, from

http://www.shirleybriceheath.net/pdfs/SBH_bringingLiteracyHome.pdfhttp://www.shirleybriceheath.net/pdfs/SBH_bringingLiteracyHome.pdf

- Latimer-Hearn, D. (2020). Don't Get it Twisted - Hear My Voice. ASHA Leader. Retrieved April 1, 2020, from <https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.25012020.54>
- Rogoff, B. (2003). The cultural nature of human development (pp. 301-314). Oxford [UK: Oxford University Press.
- Samuels & Harwin. (2018). Racial Disparities in Special Ed.: How Widespread Is the Problem? Education Week. Retrieved November 2, 2019, from <https://www.edweek.org/ew/articles/2018/01/24/racial-disparities-in-special-ed-how-widespread.html>

Fitchburg State University Teacher Education Conceptual Framework



C. LEARNING OUTCOMES / OBJECTIVES

This course will address the dispositions of the Conceptual Framework as described below.

Alignment with the ESL MTEL Objectives is noted in blue.

Knowledge: As a result of the learning experiences in the course, you will become more cognizant of:

K1. several approaches to the study and acquisition of language, including selected concepts, issues, and methods from linguistics, behavioral theory, psycholinguistics, sociolinguistics, emergentism, ethnography of communication, conversational analysis, and critical language study;

0003 Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD

K2. the use of language in planning lessons that address Massachusetts standards and in the consideration of educational issues involving language

K3 the five components of language (semantics, syntax, phonology, morphology, and pragmatics) and their relationship to additional language learning and teaching;

[0004 Apply Knowledge of factors, including social-emotional and sociocultural considerations, that influence the teaching and learning of ELLs](#)

[0007 Apply knowledge of reading instruction and assessment for ELLs](#)

K4. relationships between early childhood socialization practices/oral language experiences and later literacy development (reading and writing) and their implications to learning in the classroom;

[0003: Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD](#)

K5 impact of trauma/chronic stress on language and literacy learning.

K6 best practices in additional language teaching (integration of L1, instruction across all four domains of language, role of comprehensible input, practice opportunities, etc.).

[0005 Apply knowledge of aural and oral language instruction and assessment for ELLs](#)

[0010 Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning](#)

Skill: As a result of the learning experiences in the course, you will become better able to:

S1. apply linguistic concepts to the English language to plan for effective learning and teaching;

[0004 Apply Knowledge of factors, including social-emotional and sociocultural considerations, that influence the teaching and learning of ELLs](#)

S2. assess oral language and written narrative skills, set appropriate objectives, and plan for effective learning;

[0004 Apply Knowledge of factors, including social-emotional and sociocultural considerations, that influence the teaching and learning of ELLs](#)

[0009 Apply knowledge of instruction and assessment related to the development of ELLs' social and academic language proficiency and content-area learning](#)

S3. plan and implement effective vocabulary instruction;

S2. use Massachusetts standards in the consideration of educational issues involving language

Caring: As a result of the learning experience in the course, you will become more competent in your ability to:

C1. appreciate perspectives, questions, and data on the nature of language learning;

C2. recognize, respect, and respond to linguistic differences as a function of cultural diversity;

C2 recognize and respond effectively to challenges in executive functioning that are associated with trauma/chronic stress.

MTEL Objectives

0001 Apply Knowledge of basic linguistic and sociolinguistic concepts related to instruction for ELLs

0002 Apply knowledge of processes and stages of language acquisition.

0003 Evaluate and apply knowledge of ESL instructional approaches and best practices for promoting ELD

0004 Apply Knowledge of factors, including social-emotional and sociocultural considerations, that influence the teaching and learning of ELLs

0005 Apply knowledge of aural and oral language instruction and assessment for ELLs

0006 Apply knowledge of theory, research, and practice related to developing reading skills and reading comprehension in English as a first language

0007 Apply knowledge of reading instruction and assessment for ELLs

0008 Apply knowledge of writing instruction and assessment for ELLs

0009 Apply knowledge of instruction and assessment related to the development of ELLs' social and academic language proficiency and content-area learning

0010 Prepare and organized, developed analysis related to one or more of the following: foundations of second-language instruction; second-language and content learning

D. INSTRUCTIONAL STRATEGIES

- | | |
|---|------------------------------------|
| x Lecture | x Data Collection and Analysis |
| x Discussion/Questioning | x Pre-Practicum |
| Laboratory (Pre-Practicum) | Role Playing/Simulation |
| Problem Finding/Solving | x Independent Learning |
| Discovery | Field Trips |
| x Interviewing (Pre-Practicum) | Computer Applications |
| x Collaborative Learning Groups | x Viewing/Listening to Followed by |
| x Reflective Responses | Discussing |
| Creating Visual Illustrations of Concepts | x Modeling Strategies (Instructor) |

Graduate level work is expected. Work should be rooted in adequate theory and requires a high level of critical thinking, analysis, and synthesis of material.

Face-to-face class meetings will generally be student-centered, with students responsible for sharing journal writings, questions, critiques, and relationships with previously read literature. Each small group will be responsible for synthesizing thinking and learning and for informally presenting views and queries to the whole class. As brief activities are assigned to small groups, students will use cooperative learning strategies to problem solve and to review methods and theory that assist in problem solving.

Online work will be student-centered as well with forum discussions having a central role in eliciting student discussion

In face-to-face sessions and online sessions, the instructor will undertake presentations intended to assist students in demystifying theory and practice. Examples of student work that exemplify theory in practice will be presented whenever possible. Participants are also invited and encouraged to share student work as part of small and whole class discussions and forums.

As part of a mid-way and final conclusion to the course, participants will also be responsible for two individual formal presentations in which data and findings will be shared, discussed and analyzed. Video and/or audio analysis is required. (Please see details with project descriptions.)

There are assignments for ESL candidates consistent with the other tasks and assignments of the course, but specific for ESL candidates. These tasks and assignments further address the range of students from those who share the same language and culture to those with diverse linguistic and cultural experiences.

Technology Initiatives

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

a research tool

a communication method (email)

an enhancement tool for the design of lessons and curriculum units

E. COURSE REQUIREMENTS

Participant Expectations: The expectation is that, in a three-credit course, students will undertake between 110 and 120 hours of work including time spent in class.

Complete the following activities as a means of reaching the learning outcomes:

- 1. Class attendance and active participation in small group activities*
- 2. Readings in the textbooks and other sources*
- 3. Five formal forum and journal assignments focused on reflections and interactions with colleagues in the course regarding readings and resources, and implications for planning and supporting learning in*

children/youth. Each assignment will be graded. [DESE Professional Standards for Teachers (PST) 7.08(2): A1; C4; E3, 6 [DESE Subject Matter Knowledge Requirements for Teachers - Reading Specialist (SMKRT-Reading) 7.07(2)(a): 2, 5, 12] [DESE Subject Matter Knowledge Requirements for Teachers - English as a Second Language (SMKRT-ESL) 7.06(9): (a) 1a, b, c, d)] [DESE Standards and Indicators of Effective Teaching Practice (SIETP) 35.03: I.A1-4, C1-3; II.A1-3, C1-2, D1-3; III.A1, B1-2, C1-2] [Learning Outcome K1]

4. Informal oral presentations with your group [DESE PST 7.08(2): A3)] [DESE SMKRT-Reading 7.07(2)(a): 3, 12] [DESE SMKRT-ESL 7.06(9)(a): 1a, b, c)] [DESE SIETP: I.A1-4, C1-3; II.A1-3, C1-2, D1-3; III.A1, B1-2, C1-2] [Learning Outcomes K1-2, S1-2, C1, E]
5. Project related to the design of Language and/or Literacy lesson/activity comprised of a written report providing background information, a step-by-step plan for implementation and a rationale based on data/research in language learning. [DESE PST 7.08(2): B2g)] [DESE SMKRT-Reading 7.07(2)(a): 1, 7] [DESE SMKRT-ESL 7.06(9)(a): 1a, b, c, d, g.i-iv)] [DESE SIETP: I.A1-4, C1-3; II.A1-3, C1-2, D1-3] [Learning Outcomes K1-2, S1-2, C1, E1] [Massachusetts Curriculum Framework for English Language Arts and Literacy and the Massachusetts English Language Proficiency Benchmarks and Outcomes as appropriate].

Language Learning Lesson/Activity (Vocabulary or Narrative), due Oct. 30.

6. Written analysis and reflections on readings and other resources throughout the course. [DESE PST 7.08(2): C1; D4] [DESE SMKRT-Reading 7.07(2)(a): 1, 9, 11, 15] [DESE SMKRT-ESL 7.06(9)(a): 1a, b, c, d, g.i-iv)] [DESE SIETP: III.A1, B1-2, C1-2] [Learning Outcomes K1-2, S1-2, C1, E1] Forum/Journal assignments: **Online Modules A-B posts, Sept. 13 - Oct. 23: Modules C-F posts, Nov. 1- Dec. 4.**
7. Pre-practicum and descriptions of experience (described in Section F below)

Pre-Practicum Log and Report, due Dec. 2.

F. FIELD-BASED REQUIREMENTS

General Requirements

All course participants, including both Licensure candidates and non-licensure participants, are required to complete this field-based experience for each licensure course. When arranging for a pre-practicum experience, use the following table for guidance:

No. of Pre-practicum Experiences	Location
4 (max.)	in your school or district

2 (min.)	in other districts
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Note: Those who do not work in a school can do their field experiences in any public school in the Commonwealth and should attempt to find a situation that will allow them to achieve practice and diversity as described below. Please contact your instructor and/or advisor or the Licensure office if you are having difficulty finding a pre-practicum site.

The pre-practicum experiences are designed to gradually increase the amount of responsibility that a candidate assumes in the classroom during the course of the Licensure program and to prepare candidates for the practicum experience. It is an opportunity to engage in one or more of the following activities:

1. Observe classroom activities
2. Interview classroom teacher(s)
3. Assist with the teaching of a lesson
4. Teach a section of a lesson

Use the Pre-Practicum Log Form to record the time spent on various pre-practicum activities and to reflect on those activities. See your course syllabus for course-specific details.

Over the course of the Program, these activities should involve diverse learners, in diverse settings, using different models and indifferent grades. When considering the location of a pre-practicum experience for each course, the goal is to achieve diversity with regard to one or more of the following:

- School community: Rural, Suburban, Urban
- Grade levels: K – 2, 3 – 5, 6 – 8, 9 – 12, (academic, comprehensive, and technical/vocational)
- Student population: cultural and linguistic diversity, proportion of students receiving special education services, special education service delivery (inclusion, pullout, or substantially separate settings), socioeconomic levels.
- School organization: public schools, including charter schools and alternative schools; independent schools, including state-approved day and residential schools for students with diagnosed special needs; and/or schools serving youth in the care of the Departments of Youth Services, Mental Health, and Public Health, as well as the County Houses of Correction.
- Curriculum and instructional resources used to support tiered instruction

These diversity data are recorded by completing the Pre-practicum Data Survey in Moodle. The pre-practicum is estimated to require approximately ten hours and counts for at least 10% of your grade. See your course syllabus for course-specific details

Pre-Practicum Assignment Guidelines

The participant conducting the lesson should use the first portion of the Pre-Practicum Report and Log to describe the experience. While the participant teaches the lesson, the peer observer will use the rubric portion of the Pre-Practicum log to assess the lesson.

Final Product should contain both the log portion of the Pre-Practicum form (filled out by the Participant conducting the lesson) and the Evaluation portion (filled out by the peer observer).

For participants who do not have a current teaching position or access to a school, please contact Liza Manchester (lmanchester@collaborative.org). She will help you find a school or district where you can do your pre-practicum. You will still need to have a peer observer conduct the evaluation.

Standards and Indicators of Effective Teaching Practice: Modified Teacher Rubric

http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

For use during the Pre-practicum Assignment

Standard I: Curriculum, Planning, and Assessment. The teacher promotes the learning and growth of all students by providing high- quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives.

Indicator I-A. Curriculum and Planning: Knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.				
I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-1. Subject Matter Knowledge	Demonstrates limited knowledge of the subject matter and/or its pedagogy; relies heavily on textbooks or resources for development of the factual content. Rarely engages students in learning experiences focused on complex knowledge or skills in the subject.	Demonstrates factual knowledge of subject matter and the pedagogy it requires by sometimes engaging students in learning experiences around complex knowledge and skills in the subject.	Demonstrates sound knowledge and understanding of the subject matter and the pedagogy it requires by consistently engaging students in learning experiences that enable them to acquire complex knowledge and skills in the subject.	Demonstrates expertise in subject matter and the pedagogy it requires by engaging all students in learning experiences that enable them to synthesize complex knowledge and skills in the subject. Is able to model this element.
I-A-2. Child and Adolescent Development	Demonstrates little or no knowledge of developmental levels of students this age or differences in how students learn. Typically develops one learning experience for all students that does not enable most students to meet the intended outcomes.	Demonstrates knowledge of developmental levels of students this age but does not identify developmental levels and ways of learning among the students in the class and/or develops learning experiences that enable some, but not all, students to move toward meeting intended outcomes.	Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.	Demonstrates expert knowledge of the developmental levels of the teacher's own students and students in this grade or subject more generally and uses this knowledge to differentiate and expand learning experiences that enable all students to make significant progress toward meeting stated outcomes. Is able to model this element.

I-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A-3. Rigorous Standards-Based Unit Design	Plans individual lessons rather than units of instruction, or designs units of instruction that are not aligned with state standards/ local curricula, lack measurable outcomes, and/or include tasks that mostly rely on lower level thinking skills.	Designs units of instruction that address some knowledge and skills defined in state standards/local curricula, but some student outcomes are poorly defined and/or tasks rarely require higher-order thinking skills.	Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.	Designs integrated units of instruction with measurable, accessible outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn and apply the knowledge and skills defined in state standards/local curricula. Is able to model this element.
I-A-4. Well-Structured Lessons	Develops lessons with inappropriate student engagement strategies, pacing, sequence, activities, materials, resources, and/or grouping for the intended outcome or for the students in the class.	Develops lessons with only some elements of appropriate student engagement strategies, pacing, sequence, activities, materials, resources, and grouping.	Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.	Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element.

Note: At the *Exemplary* level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”

Standards and Indicators of Effective Teaching Practice: Modified Teacher Rubric

http://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf

For use during the Pre-practicum Assignment

Standard II: Teaching All Students. The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Indicator II-A. Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.				
II-A. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A-1. Quality of Effort and Work	Establishes no or low expectations around quality of work and effort and/or offers few supports for students to produce quality work or effort.	May states high expectations for quality and effort, but provides few exemplars and rubrics, limited guided practice, and/or few other supports to help students know what is expected of them; may establish inappropriately low expectations for quality and effort.	Consistently defines high expectations for the quality of student work and the perseverance and effort required to produce it; often provides exemplars, rubrics, and guided practice.	Consistently defines high expectations for quality work and effort and effectively supports students to set high expectations for each other to persevere and produce high-quality work. Is able to model this element.
II-A-2. Student Engagement	Uses instructional practices that leave most students uninvolved and/or passive participants.	Uses instructional practices that motivate and engage some students but leave others uninvolved and/or passive participants.	Consistently uses instructional practices that are likely to motivate and engage most students during the lesson.	Consistently uses instructional practices that typically motivate and engage most students both during the lesson and during independent work and <u>home work</u> . Is able to model this element.
II-A-3. Meeting Diverse Needs	Uses limited and/or inappropriate practices to accommodate differences.	May use some appropriate practices to accommodate differences, but fails to address an adequate range of differences.	Uses appropriate practices, including tiered instruction and scaffolds, to accommodate differences in learning styles, needs, interests, and levels of readiness, including those of students with disabilities and English learners.	Uses a varied repertoire of practices to create structured opportunities for each student to meet or exceed state standards/local curriculum and behavioral expectations. Is able to model this element.

Indicator II-D. Expectations: Plans and implements <u>lessons</u> that set clear and high expectations and also make knowledge accessible for all students.				
II-D. Elements	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D-1. Clear Expectations	Does not make specific academic and behavior expectations clear to students.	May announce and post classroom academic and behavior rules and consequences, but inconsistently or ineffectively enforces them.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior.	Clearly communicates and consistently enforces specific standards for student work, effort, and behavior so that most students are able to describe them and take ownership of meeting them. Is able to model this element.
II-D-2. High Expectations	Gives up on some students or communicates that some cannot master challenging material.	May tell students that the subject or assignment is challenging and that they need to work hard but does little to counteract student misconceptions about innate ability.	Effectively models and reinforces ways that students can master challenging material through effective effort, rather than having to depend on innate ability.	Effectively models and reinforces ways that students can consistently master challenging material through effective effort. Successfully challenges students’ misconceptions about innate ability. Is able to model this element.
II-D-3. Access to Knowledge	Rarely adapts instruction, materials, and assessments to make challenging material accessible to all students.	Occasionally adapts instruction, materials, and assessments to make challenging material accessible to all students.	Consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities.	Individually and with colleagues, consistently adapts instruction, materials, and assessments to make challenging material accessible to all students, including English learners and students with disabilities. Is able to model this element.

Note: At the *Exemplary* level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”

After completing the Pre-practicum, submit it as an assignment in Moodle **and** attach it to a forum post in the Pre-practicum Forum. See the Pre-practicum Forum in Moodle for additional information. ***Failure to submit an acceptable pre-practicum one-page description and complete the Pre-practicum Data Survey will result in a final grade of 0.0 for the course.***

Course-specific Pre-practicum assignment:

Please see final page of this syllabus for a detailed description of this assignment.

G. EVALUATION OR GRADING POLICY

A passing grade requires satisfactory completion of all course expectations. Letter grades will reflect a judgment of the breadth and depth of thinking and growth in relation to concepts about language as shown in class participation, written research projects, and oral presentation of research findings.

Grades will be weighted as follows:

Session Due	Assignment Description	% of Total Grade
Sept. 8 - Oct. 23	Online Forum and/or Journal Assignments (5) for online Modules A-B	25%
Oct. 30	Language Learning Activity Design (option of Vocabulary or Narrative/Discourse focus)	25%
Oct. 3 and Nov. 7	Saturday Session Reflection Tickets	10%
Nov. 6 - Dec. 4	Online Forum and/or Journal Assignments (4) for online Modules D-F	20%
Dec. 2	Pre-Practicum Log and Report	20%

(Completion of pre-practicum required for a passing grade in the course)

Final grades will be based on a 4.0-point scale. If *individual* assignments are graded on a 100-point scale or on a letter-grade scale, those grades will be converted to the 4.0-point scale for the final grade for the course.

All assignments must be typed, double-spaced; follow the Department Writing Guide; and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed). Work must be proofread and prepared with a sense of professionalism. Papers that do not meet this standard may be returned to the participant for resubmission. Papers submitted late without prior approval will receive a reduced or failing grade.

FITCHBURG STATE UNIVERSITY

GRADUATE GRADING SYSTEM

4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

H. RUBRICS

All assignments submitted on time may be redone on a time schedule determined with the instructor. Late assignments will not be accepted except with express permission from the instructor. All assignments must be professionally prepared and presented (e.g., word-processed with no spelling or mechanical errors, with proper citations for all sources).

Criteria for final grades follows:

4.0 - The participant demonstrates all required competencies at an exemplary level and participant work is completed at assigned times. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at an exemplary level. Products and performances are worthy of dissemination beyond the class. Class attendance and participation are at an exemplary level.

3.7 - The participant demonstrates all required competencies at better than expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts, and strategies are demonstrated at an exemplary level. Products and performances are demonstrated at better than proficient levels. Class attendance and participation meet highly acceptable levels.

3.5 - The participant demonstrates all required competencies at expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly

developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at a proficient level. Class attendance and participation are at an acceptable level.

3.3 - The participant demonstrates all required competencies at a more than satisfactory level. Products and performances are submitted or demonstrated on time and demonstrate a more than satisfactory attention to detail and application of ideas and concepts. Class attendance and participation are at an acceptable level.

3.0 - The participant demonstrates required competencies at a satisfactory level. Most products and performances are submitted or documented on time and demonstrate attention to detail, and application of ideas and concepts are at a satisfactory level. Class attendance and participation are at an acceptable level.

2.7 - The participant demonstrates required competencies, but at a not entirely satisfactory level. Most products and performances are submitted or documented on time, but may demonstrate insufficient attention to detail, and application of ideas and concepts. Class attendance and participation are at an acceptable level.

2.5 - The participant demonstrates all required competencies at a marginally adequate level. The participant is sometimes late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at an acceptable level.

2.3 - The participant demonstrates all required competencies at a level that is below that of standard graduate work. The participant is often late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at a minimally acceptable level.

2.0 - The participant demonstrates all required competencies at below standard graduate work. The participant is often late in submitting products or demonstrating performances. Understanding, application and synthesis of readings, concepts and strategies are at a superficial level. Class attendance and participation are at a minimally acceptable level.

0.0 (Failure) - The participant does not demonstrate required competencies.

W (Withdraw)

IN (Incomplete) - An incomplete (IN) may be awarded with the recommendation of the instructor when the participant has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The participant must file a petition for an incomplete with the instructor prior to the last day of class. A participant who has received an Incomplete in lieu of a course grade must make up the missing part of their coursework by no later than four weeks into the following semester. Failure to do so will result in an automatic 0.0 for the course.

Access to FSU Grades (for Participants Who Registered for Graduate Credit)

After the course ends, participants who registered for graduate credit can view and print their FSU grades through FSU's upgraded Web4 Student Self-Service system. Participants will not receive a paper grade mailer, but can access their grades 24/7 as soon as the instructor has posted them.

Information on accessing grades can be found at

<http://www.fitchburgstate.edu/offices-services-directory/registrar/student-records/accessing-grades-in-web4/>.

I. COURSE CONTENT/TOPICAL OUTLINE

The Topical Outline below is a plan for what will be addressed in the course. Instructors may depart from this Outline, making changes that respond to current issues, to the nature of the class, to new and important ideas that arise, to clarify or even revise assignments. Revisions will appear in the Moodle Topical Outline, which is the course. Announcements about changes are typically made through the CyberCafe.

MODULE A - FUNDAMENTAL CONCEPTS IN LANGUAGE AND LITERACY LEARNING

SESSION 1: Face-to-Face, September 12, 1:30-5:00pm

Topics

- Course format and parameters for assignments
- Dialect and register
- Sociocultural dimensions of language throughout all course topics
- Personal Perspectives on Language and Literacy Development

Objectives:

1. Discuss parameters of course assignments.
2. Debrief Session One topics.
3. Explore sociocultural influences on the development of language.
4. Explain the interrelationship of dialect, register, language, culture & learning

To Do:

- Come ready to discuss **Introduction + Chapter 1 in Gee** in small groups.

SESSION 2: Online, September 12-18

Topics:

- Language Development

Objectives:

1. Share experiences and perspectives on language and literacy learning
2. Describe the five components of language and their defining characteristics.
3. Compare and contrast characteristics of major approaches or theories of language development
4. Describe the connection of language and ideology
5. Explain the context in which language is said to develop in the sociolinguistic world

To Do:

- Read Chapter 1 in Lightbown and Spada
- Read *Don't Get it Twisted-Hear My Voice*.
<https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.25012020.54>
- Read *Talk on the Rez, English Prosody and the Native American Accent*.
<http://inthesetimes.com/rural-america/entry/19945/talk-on-the-rez-english-prosody-and-the-native-american-accent>
- View *Three Ways to Speak English* (Ted Talk by Jamila Lyiscott):
https://www.youtube.com/watch?v=k9fmJ5xQ_mc
- View Youtube video: “Steve Pinker on language and the brain”
- Complete Forum Assignment (see Canvas for specific directions).

SESSION 3: September 19-25

Topics

- Language and Meaning
- Language development and Interaction
- Social and Cultural Dimensions of Language

Objectives:

1. Clarify the relationship between comprehension, production, and cognition.
2. Describe universal language-learning principles.
3. Describe the importance of communicative interactions between caregivers and young children
4. Trace the effects of cultural variation on the language-learning process.
5. Reflect upon the relationship between the nature of language interactions in the early years and later reading development.

To Do:

- Read Chapter 2 in the Gee book
- Read Part 2 in Delpit
- Read by Learning Through Guided Participation by Barbara Rogoff (see Canvas)
- Read “Vygotsky” <http://www.simplypsychology.org/vygotsky.htm>
- Read “The Early Catastrophe” and “Surviving the Early Catastrophe” (see Canvas)
- Read *Are Poor Kids Really Behind by 30 Million Words?* (Stringer, the74Million.org)
- Read [Talking with Children Matters: Defending the 30 Million-Word Gap \(Brookings report\)](#)
- Complete Forum and/or Journal

SESSION 4: Online, September 26 - October 2

TOPICS

- Language as a dynamic phenomena: considering how meaning is made between speaker/listener, writer/reader
- Vocabulary Learning

Objectives

1. Explain how "meaning" is made (or not made) between speaker and listener and/or writer and reader
2. Explain the differences between tiered vocabulary

3. Describe principles of vocabulary learning
4. Provide a rationale for selected vocabulary building activities

To Do:

1. **Read** Chapters 8 and 9 in Gee.
2. **Read/View** all resources provided in Canvas
3. **Submit to [Session 4 Forum](#).**
4. **Begin thinking about** your Language Learning Lesson (Vocabulary OR Narrative/Discourse focus) which will be due **Oct. 30**. Note that we'll delve more into definitions of narrative skills and discourse during our face-to-face session on Oct. 3.

Session 5: Zoom Session, Oct. 3, 1:30-5:00pm

Topics

- The Development of Oral Narrative Skills
- Oral Narrative Skills and Connections to Literacy
- Assessing and working with narrative skills

Objectives

1. Outline and identify the stages of narrative development (including story grammar development).
2. Describe how culture influences narrative style.
3. Explain the relationship between oral narrative skills and literacy skills.
4. Describe methods of assessing narrative development
5. Describe ways to cultivate narrative skills.
6. Discuss aspects of major course assignments.

TO DO

- Bring device to access the Internet
- Complete Session Reflection when directed by instructor.

MODULE B - NARRATIVE DEVELOPMENT

SESSION 6: Online, Oct. 4 - 16

Topics

- Cultural Aspects of Discourse/Narrative Style and Organization
- Interacting with Culturally-Linguistically Diverse (CLD) Students around Discourse

Objectives

1. Describe the ways in which culture influences discourse style and organization.
2. Explore ways of interacting with culturally-linguistically diverse students around language and cultural differences.
3. Define code switching.
4. Devise an activity for students that explicitly addresses cultural and dialectical differences.

To Do:

1. **Read** Part 1 in Delpit.
2. **Read** Chapter 11 & 12 in Gee
3. **View** [To Code Switch or Not to Code Switch? That is the Question. | Katelynn Duggins | TEDxMaysHighSchool](#)
4. View [Classroom Clip- Standard American English](#)

SESSION 7 : Online, Oct. 17 - 23

Topics

- Cultural and Social Aspects of Discourse
- Discourse and identity
- Story Grammar Development

Objectives

To Do

- **Read** Chapter 13 & 14 in Gee (forum question)
- **Read** Teachers' Differential Treatment of CLD Students in Sharing Time by Barletta (see Canvas)
- **Complete** Forum and/or Journal as described in Canvas

SESSION 8 : Online, Oct. 24 - 30

Topics

The focus of this session will be on completing your Language Learning activity design (vocabulary or narrative/discourse focus), **due Oct. 30**. To refresh your memory, templates are provided below.

Also in this session, please review the Pre-Practicum Log and Report to insure that you will be poised to submit by Dec. 2.

Objective:

- Design learning activities and spaces based on course content to date.
- Provide specific feedback to colleagues in course regarding their documents.

To Do:

- **Upload your assignment to Canvas by Oct. 30.**
- NO Forum this session.
- Review the description of *Pre-Practicum Log and Report* assignment. This is **not due until Dec. 2** but please review requirements now to keep on track. Note that the *Pre-Practicum Log and Report* assignment is 20% of your grade in this particular course.

Resources

All supporting resources are housed in Canvas

MODULE C - LANGUAGE STRUCTURE

SESSION 9: Online, Oct. 31 - Nov. 6

Topic

- Language Form

Objectives

- Define terms and concepts related to language structure
- Describe how these terms and concepts relate to teaching learning language and literacy in the classroom
- Describe and explain strategies for teaching language structure in meaningful and engaging ways

Summary

We'll be switching gears a bit this session and exploring terms and concepts related to language form or structure. Keep in mind that while it is important for teachers of language to know and understand the "jargon" around this, it is often unnecessary (and potentially counterproductive) to be overly technical in our description of concepts and use of jargon with our students. The trick is helping students to understand and use structures using **clear objectives** and **meaningful contexts** - and to do this in ways that are as engaging as possible. Please note that the reason this session does not elaborate on vocabulary instruction is that 1-2 sessions have already explored this in greater depth.

To Do

- **Read and explore** all online resources/website in Canvas
- **Complete forum**

Resources (all housed in Canvas)

- [Linguistic Term Guide](#)
- [The Five Components of Language](#)
- [Feeling Rusty About Phrases & Clauses terms](#)
- [Phonological Awareness](#)
- [Spelling Development - Reading Rockets](#)
- [Teaching Spelling to Students With LD](#)
- [Sentence Combining Show Me Sentences](#)
- [Morpheme Match-ups, Grades 3-5](#)
- [Common Content Area Roots and Affixes, 5-12](#)

MODULE D - LANGUAGE DIFFERENCE VERSUS DISABILITY

SESSION 10: Zoom Session, Nov. 7, 1:30-5:00pm

Topics

Part 1 - Wrapping up the theme of Discourse Patterns, implications for the classroom:

- diverse language and literacy experiences;
- explicit teaching of academic language.

Part 2 - Common Disabilities that impact language and literacy in the Classroom

- Definitions and Descriptions
- Difference versus Disability

Objectives:

1. Explain intersections between accountable talk opportunities and literacy development
2. Discuss how instruction can be both explicit and engaging
3. Describe common disabilities that impact language and literacy.
4. Discuss mis-identification of students in special education

TO DO

- Bring device to access the Internet
- Complete Session Reflection when directed by instructor.

MODULE E - TEACHING AND LEARNING WITH STUDENTS WITH UNIQUE NEEDS

SESSION 11: Online, Nov. 8-13

TOPICS:

- Key principles of Additional Language Learning and Teaching

Objectives:

1. Compare and contrast concepts relating to what it means to "acquire" language and literacy versus "learn" language and literacy.
2. Describe major developmental patterns in additional language learning.
3. Describe evidence-based practices for teaching students who are learning English as an additional language.
4. Describe the role of students' primary language to overall learning.
5. Analyze the WIDA CAN-DO Descriptor booklet appropriate for the grade(s) you teach in the domains of listening, speaking, reading, and writing.

To Do:

- **Everyone:** Read Chapter 2 and 6 in Lightbown and Spada.
- **Everyone:** Peruse WIDA CAN-DO Descriptors relevant to the grades you teach/plan to teach.
- **K-grade 3 teachers/future teachers** - Read "Chaos for Dual Language Learners" and "11 apps for Build Literacy in Elementary ELs"
- **Grade 4-6 teachers/future teachers** – Watch "Reading to Learn: ELLs in Grades 4-6"

- **Middle and High School Teachers/Future Teachers** – Read “The Implication of Deeper Learning for Adolescent Immigrant ELs” and “5 Apps to Enhance Online Learning.”
- **Complete Session 11 Forum.**
- **Begin chipping away at your Pre-Practicum Log** (not due until March 26).

Resources (housed in Canvas)

- [WIDA CAN-Do Descriptors](#)
- [Chaos for Dual Language Learners \(Williams\)](#)
- [11 apps to Build Literacy for Elementary ELs \(J. Haynes\)](#)
- [Reading to Learn: Grades 4-6](#)
- [Implications for Adolescent Immigrants and ELLs](#)
- [5 Apps to Enhance Online Learning \(Edutopia\)](#)

SESSION 12: Online, Nov. 14 -20

Topics

- *Language Development & Trauma*
- *Executive Functioning: Prelude to Learning*

Objectives:

1. Understand the impact of trauma on language learning.
2. Describe strategies that support the language learning of children from trauma.
3. Identify four aspects of executive functioning and their relevance to language learning.
4. Describe the role of play in social-emotional, language, and executive functioning development.

To Do:

- Read Chapters 2 and 3 in *Reaching and Teaching Children Who Hurt* by S. Craig (see Canvas)
- View video: *Executive Function: Skills for Life and Learning* by Harvard University Center on the Developing Child (see Canvas).
- Read online article: *Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence*, Harvard University - Center on the Developing Child (see Canvas)
- Read online article: *The Role of Pretend Play in Children's Cognitive Development* by D. Bergen (see Canvas)
- Complete Forum and/or Journal as described in Canvas.

MODULE F - COURSE SYNTHESIS

SESSION 13: Online, Nov. 21 - Dec. 5

TOPICS:

You will use this session to compile your Pre-Practicum Log and Report and then share your experiences with others in forum

Objectives:

1. Describe Pre-Practicum (PP) activities.
2. Explain how PP activities have impacted your understanding of language and literacy learning.
3. Discuss how this understanding will inform specific teaching practices.
4. Reflect upon others' PP experiences with an eye towards broadening your own understanding.

To Do:

- **Submit Pre-Practicum Log and Report** to Canvas **by Dec. 2**
- **Post to Pre-Practicum Forum** **by Dec. 5** (see Canvas for parameters)

SESSION 14: Zoom Session, Dec. 5 1:30-5:00pm**TOPICS:**

- MA System for Student Success (SfSS)
- Course Synthesis

Objectives:

1. Explore and discuss MA System for Student Success (SfSS) as it relates to Response to Intervention (RTI).
2. Explain how systems such as SfSS may aid in decreasing misidentification in special education.
3. Identify at least three possible approaches or strategies for addressing the language, literacy, and high-order thinking skills of children and youth in contemporary society.

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY

DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to the Linda LeBlanc, Access Services Librarian, at 978-665-3062 or dllibrary@fitchburgstate.edu. There is also a special

section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me.

Attendance and Participation

1. Licensure courses are conducted in a hybrid online format with four face-to-face meetings; the remainder of the course is conducted online. This hybrid-online format provides a high-quality and convenient format for working adults. Face-to-face class sessions are a critical component of our courses, when instructors model a range of teaching strategies, and students and teachers are able to work collaboratively in real time. CES expects that students will participate fully, attend all face-to-face sessions and participate in all online sessions. In order to receive the full benefit of the limited number of face-to-face sessions, attendance at these sessions is

mandatory. Missing a session for a reason other than an emergency will reduce your grade by one letter grade. Missing more than two sessions will likely result in failure for the course.

2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.']

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located at

http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the

author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

Forum

Online forums are considered to be one of the central components of this course. At the start of each online session in Moodle, please open the forum icon(s) which provides the questions in regard to the topics and required readings for that session. Please complete all readings, peruse other resources (i.e. websites) and then post a response to the question(s) by the date/time indicated in that forum section. You are also required to post two substantive replies to your colleagues in regard to their responses by the date/time indicated in the forum section, the assumption being that you will read and reflect upon others' contributions. You are strongly encouraged to integrate your personal and professional insights as well as other literature you may have read in regard to topics when writing posts.

There will be no credit for late posts as smooth functioning of these forums is dependent on everyone in the class contributing in a timely manner. Unless otherwise indicated, the following are the parameters for participation.

Response to forum questions:

- **Relevancy** - respond directly to the question(s) posed as it relates to the session's readings, activities, and your own experiences
- **Sufficient detail** - cite readings and resources that have informed your response; also provide sufficient length (generally 400 – 550 words, however, there are shorter forums)
- **Timeline** – read date/time deadlines provided for each forum carefully

Replies to fellow participants:

- **Sufficient substance** - replies beyond “I agree” that relate to specific points your colleagues have raised (75-125 words for each of the two replies)
- **Timeline:** read date/time deadlines provided for each forum carefully

Language Learning Activity Design

Design an activity that is focused on giving students the opportunity to practice and grow their **vocabulary or narrative//discourse abilities**. Describe and/or state the following: information pertaining to the background of your students (grade, cultural, linguistic, socio-economic, learning strengths and challenges including the presence of identified special needs, EL status, etc.); objectives and learning targets; materials; step-by-step process by which you will introduce and implement the activity with student. You will also need to provide a rationale for your choice of objective(s), materials and teaching/learning practices as they relate to the needs of your particular students.

Pre-Practicum Log and Report

For this course **10 hours** of Pre-Practicum experiences should be recorded in the *Pre-Practicum Log and Report* (see Canvas for template). At least 5 hours, must be spent *directly* exploring the field of language and literacy learning/teaching in the PK- grade 12 context via either one or a combination of the following: interviewing educators, observing lessons or teaching students. The following kinds of activities would be acceptable to meet this requirement for this course: interviewing and/or observing ESL Teachers, Bilingual Educators, Reading Specialists, ELA Teachers, Special Educators and/or Speech-Language Pathologists; observing and/or teaching

lessons in which students are engaged in building their *oral* language skills (i.e. academic conversations, oral vocabulary building activities, oral narrative opportunities etc.); observing and/or teaching lessons in which students are engaged in interactive reading and writing (i.e. interactive read alouds, close reading, shared reading and writing activities, guided reading, writer's workshop, etc.). Any remaining time may include the following: up to 2 hours for time spent planning and preparing for language and literacy learning activities that you actually lead; time spent reading *additional* articles and resources on pedagogical practices to support direct work; time spent conferencing with teachers around curriculum planning and student progress in regard to language and literacy learning and/or assessment (i.e. Professional Learning Communities, Child Study Meeting, IEP meetings, etc.). In addition to recording the amount of time spent on activities, the dates on which they took place, and the type of activity on the grid portion of the Log, a written reflection on your experiences comprised of at least 500 words must be incorporated into your report.