

EDUC 261 - Teaching Reading in Elementary Schools

Term: Quarter Year

Credits: 3 units

Course Day & Times: ###

Location: ### (for online courses put Zoom link here)

Instructor Information

Name: Marco Bravo (he/him)

Contact Phone & Email : (408) 551-6040; mbravo@scu.edu

Office Location: Guadalupe Hall 238

Office Hours: Tue 2-4pm ESJ

Course Description

This course enables credential candidates to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction in elementary school settings. Candidates will learn how to adapt instruction to meet the needs of individuals based on their cultural, linguistic, and experiential backgrounds and their specific needs as learners. Focused attention will be given to the nature of reading difficulties and principles of diagnosis and assessment. Content presented in this course prepares candidates for the Reading Instruction Competence Assessment (RICA). This course, required of all multiple subject teaching credential candidates, must be taken concurrently with enrollment in EDUC 231b, full-time teaching position or with instructor permission.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diverse identities (e.g., those based on gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Syllabus Table of Contents:

Course Description	1
Respect for Diversity	1
Land Acknowledgment	1
Mission and Goals of the Department of Education	3
MATTC Program Learning Goals (PLGs)	3
Course Objectives	3
Required Resources (including readings)	4
Graded Assignments	5
Grading Criteria	5
Course Outline	7
Professional Conduct Expectations	11
Attendance & Punctuality	11
Participation	11
Communication	11
Academic Integrity	12
Policies, Resources & Accommodations	12
Discrimination, Harassment, and Sexual Misconduct (Title IX)	12
Accommodations for Pregnant and Parenting Students	13
Office of Accessible Education	13
Safety Measures	13
Use of Classroom Recordings	14
Copyright Statement	14
Technology Support	14
Wellness	14
Wellness Center	14
CAPS	15
SCU Culture of Care	15
Academic Concerns	15
Gender Inclusive Language	15
Evidence for CTC*	15
Course Activities	15

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MATTC Program Learning Goals (PLGs)

The PLGs represent SCU's Masters of Arts in Teaching and Teaching Credential (MATTC) program's commitment to individuals who earn their multiple or single subjects credential at Santa Clara University. The MATTC faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Objectives

This course will develop students' knowledge of or skills related to:		Goals/Standards Addressed		
		DG #	PLG #	TPE #
1	Analyzing and utilizing a variety of developmentally appropriate pedagogical strategies, methods and techniques to teach reading guided by the Common Core State Standards and/or Preschool Learning Foundations as well as the CA Dyslexia Guidelines.	1	2	2.1; 3.4, 7.5
2	The role of student motivation, attitudes and dispositions toward reading	2	1	4.1, 7.4
3	Describe characteristics of an effective literacy program (Concepts about Print, Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension), including appropriate materials (e.g., text readability, organization, and planning) to fit student	1	2	3.1; 6.1, 7.6

	needs, including students that exhibit both typical and atypical language development, communication skills, social pragmatics and language skills.			
4	Develop an understanding of the various instruments used to assess reading and use results gathered to plan instruction and monitor student learning, PARTICULARLY HOW TO CREATE ACCOMMODATIONS ON ASSESSMENTS FOR STUDENTS WITH DISABILITIES	2	3	1.8; 5.2, 7.2, 7.10
5	Describe, compare/contrast and implement examples of guided reading, shared reading, and read aloud TO SUPPORT VARIED LEARNERS INCLUDING STUDENTS WITH DISABILITIES	2	5	3.1, 7.9
6	Identify, MODIFY and implement effective reading instructional strategies to fit the needs of diverse learners (linguistic, cultural, socio-economic, students with identified disabilities TO FACILITATE ACCESS TO LEAST RESTRICTIVE ENVIRONMENT)	3	1	1.1; 2.1; 2.5; 3.3. 7.1, 7.3
*DG=Department Goals; PLG=Program Learning Goal; TPE=Teaching Performance Expectation Standard;				

Required Resources (including readings)

- Tompkins, G. E. (2018). Literacy for the 21st Century. London: Pearson Education
- [CA Dyslexia Guidelines](#)
- Additional readings will be placed on the course management website Camino

Graded Assignments

Assignment Title	Due Date	Points or %	TPEs Addressed
1. Class attendance		10	
2. Participation		10	

3. Literature Circles (LC)		20	2.1; 3.4; 4.1; 7.2; 7.4; 7.9
4. Reading Assessment		30	3.1; 6.1; 7.3, 7.5
5. *Video-Recorded Guided Reading Instruction		30	1.1; 2.5; 3.3; 7.1; 7.5; 7.6; 7.10

Note: Descriptions and rubrics for major course assignments can be found on Camino.

Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must notify the instructor of your absence. You will still be responsible for all missed content and in-class work (see Attendance Policy below for more details).
3. Letter grades are assigned based on overall percentage, as follows:

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	63-66%

Your grades will be visible in Camino.

4. For assignments done in groups, all group members will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected to be submitted on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 5% for each day past the due date that they are submitted.

Course Outline

Sessio n	Topic	Readings & Relevant Activities	Assignments
1	Balanced Reading <ul style="list-style-type: none"> ● Introductions ● Balanced Reading Program ● UDL & Beginning Reading 	Duke & Pearson (2017). Effective Practices for Developing Reading Comprehension. (Camino) Learning to Read with UDL: Building a Meaningful Approach to Literacy	-
2	Concepts About Print <ul style="list-style-type: none"> ● Print Conveys Message ● Text Directionality & Other book features ● Activity: Read, critique, and share standards documents 	Tompkins Chapter. Working with the Youngest Readers & Writers Clay, M. M. (2011). Chapter 4: Concepts About Print. (Camino) California Infant/Toddler Learning & Development Foundations pgs 53-54	LC Leader Group A
3	Phonological Awareness <ul style="list-style-type: none"> ● Ability to discriminate Sounds ● Stages of Phonemic Awareness ● Typical and Atypical language development and impact on phonological awareness processing 	Tompkins Chapter 5. Cracking the Alphabetic Code (pgs.142-166) Activities Reading & Discussion) (Introduction TPE 7.5) Language Development across disabilities and Phonemic Awareness	LC Leader Group B Mini-lesson : Phonemic Awareness scaffolds for Ss with typical and atypical language development Sample Lesson
	Phonics/Spelling <ul style="list-style-type: none"> ● Recognizing Sound/Symbol 	Tompkins Chapter 5. Cracking the Alphabetic Code (pgs.156-180)	LC Leader Group C

4	<ul style="list-style-type: none"> relationship Stages of Spelling development Phonics & Dyslexia I modifications/accommodations for students with disabilities 	<p>Student Accessibility Resources</p> <p>Read and discuss article and identify connections to your placement: CA Dyslexia Guidelines (Chapters 1-3, pgs. 1-13) (Introductions MM7.2; 7.3; TPE 7.2)</p>	
5	<ul style="list-style-type: none"> Phonics & Dyslexia II Characteristics of Dyslexia 	<p>Tompkins Chapter 11. Differentiating for Success (pgs 366-294)</p> <p>Read and discuss guidelines . Be prepared to share models to diagnose for Dyslexia with different populations (e.g., ELLs): CA Dyslexia Guidelines (chapters 4-9 pgs. 14-58) (Introductions MM7.2; 7.3; TPE 7.2)</p>	<p>LC Leader Group D</p> <p>View introduction to assessment modifications and consider which modifications will be needed for your case study student</p>
6	<p>Fluency</p> <ul style="list-style-type: none"> RAP: Rate, Accuracy & Prosody Diagnosing RAP with all students (ELs, Students with disabilities) 	<p>Tompkins Chapter 6. Developing Fluent Readers & Writers - This reading Introduces student teachers in activating student prior knowledge (interest, funds of knowledge cultural, language SES background) to make sense of reading texts. Students learn about "choice" when students select reading text type (Informational or Narrative) to illustrate models to increase student motivation and allow students to extend their learning to new text types. Students are introduced to reader's theater to help develop reading fluency</p>	<p>LC Leader Group E</p> <p>View Modifications/ accommodations Visual Support sample</p> <p>Informal Reading Assessment</p>

		Read and discuss article Assessment for Content Areas (Camino)/Vocabulary Assessment and Instruction for Students with Learning Disabilities	
7	<p>Vocabulary</p> <ul style="list-style-type: none"> ● Role of Vocabulary in Reading Comprehension ● Vocabulary Strategy & Conceptual development for all students (ELs, Students with disabilities) 	<p>Tompkins Chapter 7. Expanding Students' Knowledge of words</p> <p>Stahl, K. A. D. & Bravo, M. A. (2010). Contemporary Classroom Vocabulary [varied models for literacies integration]</p>	LC Leader Group F
8	<p>Comprehension of Narrative Text</p> <ul style="list-style-type: none"> ● Shared Reading with Narrative texts ● Student Factors: Attitudes & Motivation to read 	<p>Tompkins Chapter 8. Facilitating Students' Comprehension: Reader Factors</p> <p>Dewitz, Graves, Graves & Juel (2020). Chapter 11 Comprehension of Narrative Text</p> <p>Fountas, I. C. & Pinnell, G. S. (1996). What is Guided Reading? (Camino)</p>	LC Leader Group G
9	<p>Comprehension of Informational Texts</p> <ul style="list-style-type: none"> ● Text Complexities of Expository texts ● Text Factors & reading comprehension ● Key Strategies for Comprehending content area texts 	<p>Tompkins Chapter 9. Facilitating Students' Comprehension: Text Factors</p> <p>Dewitz, Graves, Graves & Juel (2020). Chapter 12 Comprehension of Informational Text</p> <p>Mesmer, H. A. E. (2014). Chapter 4 Stretching Elementary Students in Complex Text: Why? How? When? (Camino)</p>	LC Leader Group H

10	<p>Reading in the Content Areas</p> <ul style="list-style-type: none"> ● Culturally Relevant literacy 	<p>Tompkins Ch.12 Reading & Writing in the Content Areas</p> <p>Au, L. (1998). Culturally Responsive Instruction: Application to Multiethnic Classrooms</p> <p>COURSE CONCLUSION</p>	<p>Video-Recorded Reading Lesson</p>
----	---	---	---

Professional Conduct Expectations

Attendance & Punctuality

Regular attendance at all class meetings is a requirement in this program. Ten percent will be deducted from your final grade for the course for each unexcused class session you missed. Each student will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session. To use your ER you must notify the instructor by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give the instructor advance notice of these absences so they can make the necessary accommodations.

Coming to class (and returning from breaks) on time is another course requirement. Your first unexcused lateness will have no consequences, and subsequent unexcused lateness may result in a 1% reduction in overall grade for each instance.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic tardiness.

Participation

Your participation in whole class discussions and group work is essential for the success of this course. We, as educators committed to equitable education, will engage in respectful, thoughtful participation in class activities and discussion. To fully participate in the course activities, the assignments must be completed before the class session in which they are due. The quality of our class sessions and the depth of your learning depend directly on your prepared participation.

While class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of— and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this [LibGuide on Academic Integrity](#).

[If applicable: Your Professional Conduct grade will be determined through my ongoing observation and documentation throughout the quarter.]

If an instructor has reason to feel you are not meeting all the expectations as outlined in the syllabus, they will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer their support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share their assessment with you.

Policies, Resources & Accommodations

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU [Equal Opportunity and Title IX Office](#) (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the [Student Resources](#) page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- [SCU Wellness Center](#)
- [CAPS](#)
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and [Title IX Office](#). This [resource page](#) from Title IX provides information for students and faculty regarding pregnancy rights.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education oae@scu.edu, <https://www.scu.edu/oae> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to the exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the [Student Conduct Code](#), which I will need to report.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the [Student Conduct Code](#): “...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered “misuse” and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor’s discretion, violations may also have an adverse effect on the student’s grade.”

Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

Course materials and online activities will be available on SCU’s Canvas learning management system (also known as Camino). Course reminders, readings, and assignments will be available through Camino. SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572.

You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the [SCU website](#) or the [Zoom Help Center](#) website.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

Wellness

I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn’t coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don’t think you need it. Lots of folks, including me, are here to support you. It’s never too late to reach out, and I am committed to helping you.

SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center

The Wellness center (<https://www.scu.edu/wellness>) provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS; <https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

SCU Culture of Care

If you are concerned for the mental or physical welfare of one of your peers, the [Office of Student Life Culture of Care](#) website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together.

SCU also has options for free academic tutoring. Students can make appointments to discuss work in a range of courses:

- [The HUB Writing Center](#) (Writing and Public Speaking)

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org