

California State University San Marcos
COLLEGE OF EDUCATION
Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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Visit the middle level site: www.csusm.edu/middlelevel
Visit the literacy site: www.csusm.edu/literacy

EDMI 540
Language and Literacy
Autumn 2000

REQUIRED TEXTS:

Atwell, N. (1998) (2nd edition) In the Middle. Portsmouth: Heinemann.

Beers, K. & B. Samuels. (1998) Into Focus: Understanding and creating middle school readers. Mass.: Christopher Gordon.

CA Dept. of Ed. Reading/Language Arts Framework.

Cunningham, P and Allington, R. (1999) (2nd ed.) Classrooms that work. New York: Longman.

Johns, J. (7th ed.) (1997) Basic Reading inventory. Iowa: Kendall Hunt.

Lenski, S. , M. A. Wham, J. Johns. (1998) Reading and learning strategies for middle and high school students. Iowa: Kendall Hunt.

Rethinking our classrooms: Teaching for Equity and social justice

**Recommended Books:
(Optional)** Packet of readings available at CopyServe
Fletcher, R. & J. Portalupi. (1998) Craft lessons:
Teaching writing K-8. York, Maine: Stenhouse Publishers
Cunningham, P. (3rd ed.) Phonics They Use
Thompkins, G. 50 Literacy Strategies.

Young Adolescent Lit.: You will read **ONE** of the following:
Bnoit, M. Who killed Olive Souffle?
Curtis, C. P. The Watsons go to Birmingham
Juster, N. (1961) Phantom Tollbooth
Meyers, W. D. Monster
Soto, G. (1993) Burried Onions

1 novel about immigration-which you will not have to purchase- We will provide them.

Course descriptions:

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts in middle school classrooms. This course is taught as an integrated approach to curriculum design and innovative instruction and assessment procedures. The course topics are taught in a sequence consistent with the four themes of the program.

OBJECTIVES

KNOWLEDGE

Students will:

- *gain an understanding of how a first and second language is acquired.
- *gain an understanding of the reading and writing processes and their relationship to thought, language and learning.
- *gain an understanding of how people learn to read and write in their first and second language
- *become familiar with current approaches to the teaching of reading and writing, the theoretical bases of such approaches, and some of the controversy surrounding them.
- *become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse middle school classrooms
- *become familiar with classroom diagnostic techniques and evaluation procedures.

SKILLS

Students will:

- *become sensitive observers of children's language using behaviors.
- *analyze children's reading and writing behavior as a basis for making instructional decisions
- *develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
- *learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

ATTITUDES AND VALUES

Students will:

- *develop an appreciation for the natural language abilities children possess for processing and producing print
- *develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- *affirm the importance of a rich environment for developing an effective language arts program.
- *develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- *develop an appreciation for the importance of reading and writing for their own personal and professional growth
- *develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

REQUIREMENTS:

Comment Cards (20 pts.): It is expected that everyone will do all the readings and will come to class prepared to discuss them. To come prepared, write at least 3 comments or questions from the readings for that session. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. I will collect them each session and they should show that you have done the reading. You do not have to write comment cards for the young adolescent literature. If a reading is repeated, simply write a comment about how the reading relates to that day's topic. You may have two free passes.

Field Observation form (pts.): When you begin observing in your classrooms, take this form (attached to syllabus) and fill it out as you observe various aspects of language arts. If you are not in a language arts classroom, you may still see these elements or you will need to observe language arts classrooms. Some of the elements may only be seen in primary grade classrooms and so you will have to schedule some time at an elementary school. **DUE: Nov. 3**

Case study (40 pts.): Choose a student at your site (the first day you are there!) who struggles with reading and writing (the teachers will help identify students). Obtain written parental permission to work with this student (We have a form you can use). You will only have approximately four weeks to collect this data, so begin immediately and collect all data as soon as possible. After you have collected all or most of you data we will take a day in class (November 2) to help you pull it together. The more data you have at that point, the more we can help you. Prepare a reading and writing case study on this student gathering the following information:

1. Overview: age, grade level, interests, ethnic and linguistic background, etc.
Working Draft Due: Mon Oct. 2nd

2. Reading interview: Use Atwell's Reading survey in Appendix D on page 495 or one similar. Summarize the interview and include the original responses in an appendix. **Working Draft Due: Mon. Oct. 9th**
3. Reading assessment: Summarize the information gained from the Jerry John's Basic Reading Inventory and include the original data in an appendix. Insert the following chart at the appropriate place:

	Independent	Instructional	Frustration
Narrative	Grade level	Grade level	Grade level
Expository	Grade level	Grade level	Grade level

Transcribe the retelling (you will probably want to audio tape this session). Discuss the strategies the student uses and doesn't use, ability to retell, vocabulary development, etc.

Working Draft Due: Mon Oct. 16th

4. Writing assessment: Use Atwell's Writing Survey in Appendix E on page 495 or one similar. Summarize the writing interview. Make a copy of at least two different genres of this student's writing. Score the student's writing using a writing rubric from the school district, county office, state department or one we develop in class. Summarize the student's strengths and areas of improvement in writing.

Working Draft Due: Mon Oct. 23rd

5. Recommendations: Based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses: what does this student need to work on. Make specific instructional recommendations for how a teacher could work with this student in the future. You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.

Working Draft Due: Mon Oct. 30th

6. References: Using APA style, site any references you used to write your case study.

N. Appendix: Include the reading and writing interviews, the reading inventory, writing samples, and writing rubric.

All data must be collected by Nov. 2. Final Draft DUE: Nov. 8

Reading and Writing Strategy lessons (pts.) Each of you individually will present one lesson (no longer than 15 minutes please) on a reading or writing **strategy** (see Atwell p. 76-83 and p. 199-200 for some ideas). Write a lesson plan and bring enough copies for the cohort on the day you demonstrate your lesson. These can be lessons you would teach individually, in a small group or a whole class. Make your lesson active, interesting, fun and meaningful. Feel free to use the required literature for this class. Be sure to ask yourself how this lesson is related to real reading and writing. If you can't answer that, you may want to rethink your choice for a lesson. For example if you are doing a lesson on having students clapping out the number of syllables in

a word, you must be able to show that this is connected to real reading or writing. Examples of strategies are (Refer to Atwell for other examples or come up with your own):

Make predictions

Form hypothesis

Support the hypotheses you make

Monitor how well you are comprehending while you read

Monitor your writing to see if it makes sense

Edit your writing

Form mental pictures while you read

Summarize what you read

Make inferences

Ask questions of yourself while you read

Use context clues to figure out words you don't know

Sound out a word you don't know

Know what to do when you don't know how to spell a word

Use commas

Write paragraphs

Make transitions between paragraphs

Begin a piece of writing

Choose books you can read

Organize information while you read.

Relate what you are reading to what you already know

Recognize the main idea of a story

Identify patterns in a text

Use graphic organizers to write

DUE: Sign up

Reflect upon your own writing process (pts.) You will take one of your quickwrite topics and develop it as a piece of writing. You will bring a draft to class on **October 3** and we will have conferences with each other about them. Then you will finish the piece on your own. After you have finished the piece you will reflect upon and write about your own writing process. How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? **Especially respond to:** What did you learn about fostering children's writing through this experience? **DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS! The final draft and reflection are due Oct. 13**

Reflect upon your own reading process (pts.) In one of our class sessions you will read a college level text and assess and analyze a partner's reading. You will write a 1-2 page reflection about this experience. What kind of feelings did you have about the experience? What did you learn about your own reading process? What did you learn about reading processes in general? What did you learn about assessment from the assessee's point of view? What did you learn about assessing children's reading and making instructional decisions about that? Did anything surprise you? Anything unexpected occur? How might you apply what you gained from this experience to your own teaching? **DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS! DUE: Sept. 26.**

Integrated Unit (25 pts.) Details will be forthcoming in class. **Rough draft. Final unit plan**

Portfolio and portfolio conference (25 pts.) This will be part of your final grade for each class and you will be given guidelines as to what this is about. **DUE Dec. 13,14**

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Comment cards	20 pts.	Every class
Field observation form	5 pts.	Nov. 3
Strategy lesson	10 pts.	Sign up
Writing reflection	5 pts.	Oct. 13
Reading process reflection	5 pts.	Sept. 26
Case study	25 pts.	Nov. 8
		(Be sure to see draft due dates)
Unit plan	20 pts.	
Portfolio	10 pts.	Dec. 13,14
TOTAL	100 pts.	

Grading scale

A	93-100 points	B-	80-82 points
A-	90-92	C+	77-79
B+	87-89	C	74-76
B	83-86	C-	70-72

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he **may not receive a passing grade** for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

A good student is one who adheres to standards of dependability and promptness. If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss three class sessions you cannot receive a B.

Each assignment is due on the date indicated on the syllabus. It is expected that the entire assignment will be completed and turned in by the required date. **Late assignments will be penalized by a 10% reduction in points for each week day late.** After one week, late

assignments will be given a **zero**. Unless extraordinary circumstances are made known, this is not negotiable.

If you think you could have done better on an assignment, you can request to redo it. A redone assignment will automatically have a reduction of 5%. If you have any questions or concerns, please feel free to come in and speak with us about them. Select a “buddy” to ensure you receive handouts and information when you must miss class.

You must maintain a B average (3.0 GPA) and cannot receive below a C+ in a course in your teacher education courses to receive a teaching credential from the State of California.