



**EDMS 522B Section 1
Elementary Literacy II
CRN #21688
Mondays
1:00 pm – 3:45 pm
CSUSM University Hall 440
Spring 2015**

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Sherry Freeborn, MA
Phone:	760-750-8529
E-Mail:	sfreebor@csusm.edu
Office:	UH 455
Hours:	By Appointment / before and after class

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
 - Promote and foster social justice and educational equity
 - Advance innovative, student-centered practices
 - Inspire reflective teaching and learning
 - Conduct purposeful research
 - Serve the School, College, University, and Community
-

Basic Tenets of our Conceptual Framework

- Student centered education
 - Research and theory specific to the program field inform practice
 - Connections and links between coursework and application
 - Strong engagement between faculty and candidates
 - Co-teaching clinical practice
 - Culturally responsive pedagogy and socially just outcomes
-

COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment of English language Arts and second language learning in integrated and inclusive elementary classrooms.

FREEBORN: The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

Course Prerequisites

Admission to the Integrated Credential Program and successful completion of EDMS 521B

California Teaching Commission Standards Alignment

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

3-Relationship between theory and practice

4-Pedagogical thought and reflective practice

5-Equity, Diversity & Access

7-Preparation to Teach Reading Language Arts

7-A:Multiple Subject Reading, Writing, and Related Language Instruction in English

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

Course Objectives

KNOWLEDGE - Teacher candidates will:

- *Gain an understanding of how first and second languages are acquired.*
- *Gain an understanding of the reading process and its relationship to thought, language and learning and the knowledge of reading content, including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.*
- *Gain understanding of how to learn to read and write in first and second languages.*
- *Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).”*
- *Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”*
- *Become familiar with “differentiated reading instruction and interventions to meet the needs of the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds.”*

SKILLS - Teacher candidates will:

- *Become sensitive observers of children’s language using behaviors.*
- *“Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.”*
- *“Be able to analyze and interpret results [of children’s reading and writing behaviors] to plan effective and differentiated instruction and interventions.”*
- *“Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.”*
- *Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use “State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.”*
- *Develop the ability to differentiate literacy instruction in order to provide Universal Access.*

- *Learn how to organize the classroom for teaching reading and writing to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds*

ATTITUDES AND VALUES – *Teacher candidates will:*

- *Develop an appreciation for the natural language abilities children possess for processing and producing print.*
- *Appreciate the need and value of integrating reading and writing into all curricular areas*
- *Affirm the importance of a rich environment for an effective language arts program.*
- *Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.*
- *Develop a sensitivity to and appreciation for the importance of reading and writing for students' 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/her individual needs.*

Required Texts

- Johns, Jerry. (2008). Basic Reading Inventory (any edition).
- Tompkins, Gail. (2012). Teaching Writing: Balancing Process and Product, Sixth Edition
- Cooper, J. David (2012) Literacy, Helping Students Construct Meaning, Eighth Edition
- Choose one (sign up in class before you obtain it):
 - de la Pena, Matt (2005). Ball Don't Lie
 - Munoz Ryan, Pam (2000). Esperanza Rising
 - Alexi, Sherman (2007). The Absolutely True Diary of a Part-Time Indian

Recommended Texts

- Alice Quiocho & Sharon Ulanoff (2009) Differentiated Literacy Instruction for English Language Learners
- Zarrillo, James. Ready for RICA: A Test Prep Guide

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE Competencies are addressed in this course: 1A Reading-ELA, 3 Interpretation and Use of Assessments, 4 Making Content Accessible, 5 Student Engagement, 6 Developmentally Appropriate Practices, 7 Teaching English Learners, 8 Learning About Students, 9 Instructional Planning, 10 Instructional Time, 14 Educational Technology, 15 Social Justice.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages require not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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. (*Adopted by the COE Governance Community, December, 1997.*)

This course: Students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. All assignments must be turned in on due date even in case of an absence.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

COURSE REQUIREMENTS

Assignments

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. **Assignments are to be turned in on the due date, no exceptions.** (Contact instructor if an emergency situation exists)

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format.

Assignment	Points Possible
Field Observations (3)	100
Literacy Lesson Plan	200
Literacy Case Study	250
Journal	150
Writing Portfolio	100
Write/Reflect/Connect	100
Participation	100
Total	1000

Field Observations

In both the Literacy courses (EDMS 521 and EDMS 522), you will study topics in literacy instruction related to RICA domains. You will observe three different literacy lessons in elementary classrooms and document the RICA domains you see, as well as analyze the instruction that addresses them. More information is on Moodle.

Literacy Lesson Plan

You will craft a literacy lesson plan that is appropriate for the students in your practicum class. It is recommended that it be one that you teach as part of your requirements for the practicum. You will select at least one RICA domain to address. Details will be posted on Moodle and discussed in class.

Literacy Case Study

The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided on the Moodle site. Students conduct literacy assessment with one child who is a reader, analyze and interpret the resulting data, and describe the child's strengths and needs in reading.

Students develop recommendations in the form of specific instructional strategies that support the child's progress in reading.

The case study child **must** already be reading. It is recommended that s/he be in the upper elementary grades and be reading below his/her current grade level. The completed assessment forms are placed in an appendix that is handed in to the instructor in hard copy. A parent permission (consent) form must be included in the appendix.

Journal

You will engage in an ongoing discussion with your professor and your classmates about the readings and how they connect to our in-class discussions as well as your field experiences. Keep a spiral notebook or composition book dedicated to this journal. You will read each week's readings and respond to them in the journal. Bring your journal to class each week as we will share the journals with each other and respond to each other's writing.

Writing Portfolio

There will be a number of writing assignments begun in class and completed as assignments. You will keep a portfolio of your writing to be collected throughout the semester and shared at the Literacy Café.

Write-Connect-Reflect

Task Requirements:

You will select a piece of writing from your portfolio that you experienced as a student and consider how you would use this as a teacher. Directions are on Moodle and will be discussed in class.

Participation

Class participation is key to success in a teacher preparation program. There will be many opportunities for you to exhibit leadership and collegiality in this class, including a literature circle, creating a book trailer, and a class quilt.

Grading Standards

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

		A	94-100	A-	90-93
B+	87-89	B	84-86	B-	80-83
C+	77-79	C	74-76	C-	70-73

COURSE SCHEDULE

The instructor reserves the right to modify the schedule.

Please note: Differentiation and comprehension strategies will be woven into every class session regardless of the topic listed on the course schedule.

Date	Topic	Assignment
Session 1 January 26	Overview Assessment	Purchase: Texts for the course Bring: Syllabus
Session 2 February 2	Case study Miscue analysis Case Study : Student Profile	Read: <u>Zarrillo</u> , Ch. 2; Cooper Literacy, Ch. 11 Bring: Jerry Johns Text
Session 3 February 9	Writing Case Study: Anecdotal notes, student behavior, student work as source of data	Read: Tompkins, Writing, Ch. 1 & 2
Session 4 February 16	Review of emergent literacy concepts (word recognition, phonemic awareness, & phonics) Case study: Reader attitude survey	Read: Cooper, Literacy, re-read Ch. 5
Session 5 February 23	More writing Case study: Writing sample analysis	Read: Tompkins, Writing, Ch. 3 You will sign up for Chapters 5, 6, 7, 8, 10, 11
Session 6 March 2	Still more writing Writers' Workshop Case study: IRI word recognition	Due: Tompkins Expert Jigsaw, with visual
Session 7 March 9	Speaking and listening Case study: IRI comprehension	Read: Cooper, Literacy, Ch. 9 Bring: Rough draft of your lesson plan
Session 8 March 16	Comprehension Case study: Data analysis	Read: Tompkins, 21 st Century, Ch. 10 (Cougar Courses)
Session 9 March 23	Content area literacy Case study: Interpreting data to determine student strengths and needs Plan book trailer	Read: Cooper, Literacy, Ch. 10 Due: Lesson plan Bring: <u>Zarrillo</u>
Session 10 April 6	<i>Literature Circles</i> <i>Book Trailers</i>	Due: Literature Circle Bring: iPads, novels, costumes, props, photos, for book trailer
Session 11 April 13	Using assessment to inform instruction Case study Workshop: Exploring case study prompts for RICA, Vocabulary, Academic language, and Background knowledge Developing appropriate instructional recommendations	Read: Tompkins, Writing, Ch.9 Bring: All of your case study data Due: Field Observations
Session 12 April 20	More on content area literacy	Read: Tompkins Writing, Ch. 12 Due: Case study
Session 13 April 27	Write-Connect-Reflect Workshop	
Session 14 May 5	Bringing it all together: debrief course, review key concepts for clinical practice and RICA. Literacy Cafe	Due: Write-Connect-Reflect, Journal