

**California State University San Marcos  
College of Education**

**EDMS 521 - Elementary Literacy**

**Instructor: Alice M.L. Quioco,  
Ed.D. Associate Professor  
Class Hours: 8:00 A. M. – 3:00 P.M.  
Class Location: Alvin Dunn  
Elementary  
Email: [aquicho@csusm.edu](mailto:aquicho@csusm.edu)**

**Office Location: University Hall 327**

**Office Phone: (760) 750-4035  
Office Hours: Arranged**

**Class Dates: June 7 & 8, June 21 & 22, June  
28 & 29, July 19, July 27 (A.M. only)**

**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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

(adopted by COE Governance Community, October 1997)

**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))

**Students with Disabilities Requiring Reasonable Accommodations.**

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, 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.

**COURSE DESCRIPTION**

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 K-8 school classrooms. This class is aligned with the California 2042 standards.

**STANDARDS ALIGNMENT**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following standards are a primary emphasis in this course:

Standard 3- Relationship between theory and practice  
Standard 4-Pedagogical thought and reflective practice  
Standard 5-Equity, Diversity, & Access to the Core Curriculum  
Standard 7-Equity, Preparation to Teach Reading Language Arts

## **TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES**

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an 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's are addressed in this course:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching

TPE 3-Interpretation and Use of Assessments

## **OBJECTIVES**

### **KNOWLEDGE**

Teacher candidates will:

- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process and its 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 and the theoretical bases of such approaches.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- become familiar with classroom diagnostic techniques and evaluation procedures.
- become familiar with current approaches to the teaching of reading and writing to children with special learning needs

### **SKILLS**

Teacher candidates will:

- become sensitive observers of children's language using behaviors.
- analyze children's reading and writing behavior as a basis for making instructional decisions
- translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
- 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**

Teacher candidates 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 a sensitivity to and appreciation for children with special learning needs
- 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.

### REQUIRED TEXTS

Johns, J. (2005). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.

*Reading/language Arts Framework for CA Public Schools* CA Dept of Ed – available online

Tompkins, G.E. (2003). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach, 3rd Edition*. Prentice Hall.

Zarrillo, J. J. (2003). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

### Course Requirements

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed-in on due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced .

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| • Attendance and participation             | 20 points |
| • Resource Notebook Sections (10 sections) | 30 points |
| • Beginning Assessment                     | 50 points |

### Grading

A	96–100%
A-	90–95%
B+	89-87%
B	86-83%
A-	80–82%
C+	77-79%
C	73-76%
C-	70-73%

### ASSIGNMENTS:

#### **Language Arts Resource Notebook--Part 1 (30 Pts)**

Each of you will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. First, is to demonstrate your learning and understanding of the reading and language arts. Second is to start building a resource for your own learning. Be creative and thoughtful in the compilation of the notebook—it will be a demonstration that you are ready to teach the language arts to a diverse student population.

The Notebook will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45) and include additional sections on:

- A personal statement of your philosophy of the teaching reading and writing
- Special Needs Students

Each section of the notebook should contain the following:

- A RICA analysis sheet including: (a) what this content area(s) is about (Put it in your own words – 2 to 4 sentences), (b) 2 ways of assessing this content area (include rationale); and (c) 1 way of teaching it (description and

accommodations). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development.

- An lesson observation form (except for section 1)
- A technology-rich assignment that enhances your teaching and student learning
- Lesson plans, articles, and any other resources collected within class or student teaching that would be helpful.

For the first semester you will need to complete the following content areas:

- Planning, Organizing, and Managing Reading Instruction
- Phonemic Awareness
- Concepts About Print
- Systematic, Explicit Phonics and Other Word Identification Strategies
- Spelling Instruction
- Reading Comprehension - Narrative
- Vocabulary Development
- Structure of the English Language

You should develop study materials organized so that you can clearly state your understanding of the content area you are addressing, one way to assess the content area and one way to teach it. The only content area that does not fit into the grid is Planning, Organizing, and Managing Reading Instruction.

As you learn about assessment, phonemic awareness, the use of phonics, comprehension strategies and other components crucial to effective literacy instruction, compiling your resource notebook will help you prepare and review the content areas assessed by the RICA test.

Note: Besides the course readings, Dr. Alice Quioco's web site can also serve as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners.

Note: See [www.ed.gov/free/](http://www.ed.gov/free/) for free Educational Materials.

**Beginning Assessment. (50 points)** In this assignment you will be taught how to observe students reading, to listen to them read and to make instructional decisions for students based on observations and assessment.

You will be taught how to conduct the assessment in class workshops. You will be asked to work with a student and to conduct assessments with this student. The format in which you will submit your assessment will be shared with you in class.

### **Attendance Policy**

Due to the dynamic and interactive nature of EDMS 521, all students are expected to attend all classes and participate in all class activities. For every day of absence, students will lose 6 points. Attendance will be taken during the first 5 minutes of class. Three tardiness or "early exits" will be the equivalence of an absence. **A passing grade will not be issued for students who do not attend 80% or more of the class sessions.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

**Course Outline**  
**(Timeline and reading assignments are subject to change pending needs of students)**

Date	Topic	Assignment
Session 1 June 7 8-3:30 P.M.	A Balanced Approach The Role of Assessment  Phonemic awareness	Tompkins Chap 1  ELA Standards [available online at <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> ]
Session 2 June 8 8-3:30 P.M.	The Language of School/The Language of Learning The alphabetic code Concepts about print	Tompkins, Chapter 5
Session 3 June 22 12:30-3:30	The Processes Assessment	Tompkins Chap 2 The English Language Arts Standards
Session 4 June 23 803:3:30 P.m.	Assessment  Phonics	Johns  Tompkins, Chapter 5
Session 5 June 28 12:30-3:30	Oral Language Development  Spelling	Tompkins Chapters 3 & 5
Session 6 June 29 12:30-3:30	The Writing Process Reading in a Second Language  Structure of the English language Vocabulary	Tompkins, Chapter 7  ELD Standards [available online at <a href="http://www.cde.ca.gov">www.cde.ca.gov</a> ]
Session 7 July 19 12:30-3:30	Fluent Readers and Writers Comprehension of narrative text	Tompkins, Chapter 6 & 8
Session 8 July 27 8-3:30	A.M. Only  Closure Evaluation of instructor	

## Authorization to work with English Learners Competencies

<b>PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</b>	<b>PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</b>	<b>PART 3: CULTURE AND CULTURAL DIVERSITY</b>
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	I. The Nature 3. Culture
A. The sound systems of language (phonology)	<b>A. Foundations</b>	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	<b>II. Manifestations of Culture: Learning About Students</b>
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<b>III. Cultural Context</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	<b>E. Limitations of assessment</b>	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDMS 555 stresses competencies highlighted in bold.