

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMS 522 (01): Elementary Literacy II  
CRN: 30016  
University Hall 460, Tuesdays 5:30 – 10 pm  
Summer 2007**

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Office Hours: By Appointment**

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**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, Oct. 1997)*

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**Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for 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 with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (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.

**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 circumstance. 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, WEBCT6, 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 will be submitted online, and some will be submitted hard copy as well. Details will be given in class.

**Electronic Communication Protocol:**

Electronic correspondence is part of your professional interactions. If you need to contact the instructor, email is often the easiest way to do so. It is my intention to respond to all received email in a timely manner. Please be reminded that email 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 email and on-line discussion messages you send to your colleagues, to faculty members in the College 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.

**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.

**College of Education 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 in all class activities. At a minimum, a student 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*).

## **Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing 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. You will be required to formally address the following TPEs in this course: TPE 3: Learning About Students and TPE 8: Assessment

### **COURSE DESCRIPTION**

Official description from the course catalog: “The primary aim of this course is for students to develop a preliminary understanding of the theory, methodology and assessment of English Language Arts and second language learning in integrated and inclusive K-8 school classrooms. This course 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. 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-Equity, Preparation to Teach Reading Language Arts

#### **Course Prerequisites:**

Successful completion of EDMS 521: Elementary Literacy I

#### **Course Objectives:**

**KNOWLEDGE** - Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- To understand the reading process and its relationship to thought, language and learning.
- Gain understanding of how to learn to read and write in first and second languages.
- 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 /writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children’s reading and writing behaviors into instructional plan.
- 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.
- To appreciate the need and value of integrating reading 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

Culham, R. (2003). *6 + 1 Traits Writing: The Complete Guide*. Scholastic Professional Books.

Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9<sup>th</sup> Edition*. Kendall-Hunt.

Tompkins, G. E. (2006). *Literacy for the 21<sup>st</sup> Century: A Balanced Approach. 4<sup>th</sup> Edition*.

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall. (packaged as one).

**On-Line texts:** Additional texts on-line will be assigned, such as the English Language Arts Standards, the ESL standards, as well as select websites and on-line articles.

### Grading Standards

The following grading scale will be used. *Note: The College requires completion of this course with a C+ or higher in order to meet credentialing requirements.*

<b>93-100 points</b>	<b>A</b>	<b>88-89 points</b>	<b>B+</b>	<b>75-79 points</b>	<b>C+</b>
<b>90-92 points</b>	<b>A-</b>	<b>83-87 points</b>	<b>B</b>		
		<b>80-82 points</b>	<b>B-</b>		

All students are expected to participate in class activities and demonstrate reflective learning. Students must bring to class the required texts listed in the readings for each session. 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 submitted on the due date. Assignments not submitted on due date will lose 10 % of earned credit per day. TPE Task Stream assignments that do not receive "This TPE is done," by the "done" due date will receive NO points. All assignments should be typed in size 11 font Times Roman. All assignments should be double spaced except for TPE reflections and RICA Study sheets. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade and **for every day of absence students will lose 8 points**. Attendance will be taken during the first 5 minutes of class and at the end of class. Three tardiness or "early exits" will be the equivalence of an absence. A student missing 2 class sessions will not receive any grade higher than a "B". Students missing more than 2 class sessions will not receive a passing grade.

- 5 RICA Content Area Study Sheets 15 points
- Writing Strategy Lesson Plan & Presentation 30 points
- Literacy Case Study 35 points
- "done" TPE 3- Task Stream Reflection & Artifact 10 points
- "done" TPE 8- Task Stream Reflection & Artifact 10 points

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**100 Total Points Possible**

## Course Requirements

**Task Stream Account:**

This course requires students to use a Task Stream electronic portfolio.  
<http://lynx.csusm.edu/coe/eportfolio/index.asp>. This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.  
<http://www.taskstream.com>. This is the Task Stream home page where you will register for Task Stream and return to when working on your electronic portfolio.

- **Assignment Description: RICA Content Area Study Sheets**

In EDMS 522, you will complete a RICA Content Area Study Sheet for each of the five (5) RICA Content Areas listed for EDMS 522 in the graph below. On the next page you will see the RICA Content Area Study Sheet format. Replicate the form on your computer and type your notes on the form in size 10, Times New Roman font. Compile all study sheets into one document file. To complete the RICA Content Area Study Sheet, you must pull information from class sessions as well as from the texts for the course. For example, the Zarrillo text highlights key terms for each RICA Content Area.

RICA for EDMS 521	RICA for EDMS 522
Phonemic Awareness	
Concepts about Print	Content Area Literacy
Phonics Instruction	Independent Reading
Spelling Instruction	Literacy Assessment
Comprehension – Narrative	Comprehension –Expository
Supporting Reading through Oral and Written Language	Literary Response and Analysis
Vocabulary Development	
Structure of English Language	

**RICA CONTENT AREA STUDY SHEETS:**

RICA Content Area Study Sheets include information on (a) what the RICA content area is about, (b) ways of assessing it, (c) ways of teaching it. 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.

Name of RICA Content Area	<u><b>RICA STUDY SHEET</b></u>	Your name
<b>What is it?</b>	<b>How do you assess it?</b>	<b>How do you teach it?</b>

- **Assignment Description: WRITING Strategy Lesson Plan**

In dyads, you will write and present a Writing Strategy Lesson Plan that is active, meaningful and accessible to diverse students. The lesson plan must conform to the guide in this syllabus and should teach a writing strategy from the Culham text. The process of writing the lesson plan will be modeled in class. Your lesson **presentation** will teach the THROUGH part of the lesson plan, be 8 minutes long and be evaluated on the following criteria:

- **Presenters collaboratively teach the “THROUGH” of the written lesson plan**
  - demonstrating quality **direct instruction** of writing strategy
  - demonstrating quality **shared instruction** of writing strategy
  - demonstrating quality **guided practice** activity of reading writing strategy
  - demonstrating comprehensible input techniques for **English Learners**
  - demonstrating effective use of an appropriate **graphic organizer**

**WRITING STRATEGY LESSON PLAN GUIDE**

**Facts About Learners:** Write a BRIEF description of your students as learners.

**The Writing Strategy:** Write the ONE writing strategy you will teach.

**English Language Arts Standard:** Write ONE standard your lesson teaches.

**Lesson Objective:** Complete this sentence frame:

*Our students will use the \_\_\_\_\_ strategy to improve the writing trait of \_\_\_\_\_ while writing a narrative (or) expository piece called \_\_\_\_\_.*

**Lesson Assessment:** Write 2 criteria that you plan to use to evaluate student’s performance.

*We will know that students can use this writing strategy in a proficient manner when*

- *Students are able to \_\_\_\_\_*
- *Students are able to \_\_\_\_\_*

**INTO:**

Write a sufficiently detailed paragraph on what you plan to do **before** your direct instruction to prepare students to learn from your lesson. Make sure that your INTO also addresses the following:

- *We interest students in the topic by \_\_\_\_\_*
- *We activate students’ prior knowledge related to the writing strategy by \_\_\_\_\_*
- *We will pre-teach the following three key vocabulary words \_\_\_\_\_ before the main lesson by \_\_\_\_\_.*

**THROUGH:**

Write sufficiently detailed paragraphs on what you plan to do **during** your lesson for  
*modeled instruction*  
*shared instruction*  
*guided instruction*

Be sure to incorporate the use of a **graphic organizer** when teaching this lesson and also make sure that you use **comprehensible input techniques** that will support EL students’ understanding of your instruction.

**BEYOND:**

Write what you plan to do **after** the lesson to review key concepts and give student opportunities to apply the writing strategy in other contexts.

- **Assignment Description: LITERACY Case Study (TASK STREAM ARTIFACT)**

Each student will conduct a literacy case study of a reader or an emergent reader. You **MUST** follow the guidelines laid out in the Literacy Case Study Guide in order to receive credit for this assignment. The instructor will distribute the guide via email immediately following the first class session. During the Literacy Case Study, you will conduct a wide variety of literacy assessments in order to collect data on the literacy knowledge and skills of ONE child.

You will interpret the data and identify salient findings. You will then analyze your findings about the child’s literacy knowledge and skills in order to find the main literacy strengths and needs of the child in your case study. Next, you will develop appropriate, research-based recommendations.

Then, you will submit the written Literacy Case Study to the instructor on the due date, making sure to use the cover page (with the checklist) that you will find in the Literacy Case Study Guide. Finally, you will share out your recommendations to the class in a visual format, outlined in class by the instructor, such as a graphic organizer or representative drawing.

- **Assignment Description: TPE Reflections and Artifacts**

You must complete TPE 3 and TPE 8 during EDMS 522. Each TPE must be marked done by the “done” due date in order to receive credit. To complete the TPEs, you must read the TPEs (at the end of this syllabus), write a TPE reflection and attach a specified artifact.

For each TPE you will write a reflection that follows the guidelines below. You will submit the reflections via Task Stream and choose your instructor for feedback. Your instructor will review your reflection and send you comments. You must revise your reflection based on the instructor’s comments until the instructor indicates that it is “done”.

**TPE Reflection Writing Guide**

- In paragraph one, describe the TPE.
- In paragraph two, describe your artifact and explain how it demonstrates you knowledge and skills related to this TPE.
- In paragraph three, reflect on how your understanding of this TPE is important to your teaching and your students’ learning.

For each TPE, you must also attach to the TPE the assignment that serves as the TPE artifact specified in the following table:

Teacher Performance Expectation (TPE)	Required Artifact
TPE 3	Entire Literacy Case Study
TPE 8	Introduction to Case Study Student

## Course Schedule / Course Outline

EDMS 522, Summer 2007

The instructor reserves the right to make reasonable changes to the course schedule as needed.

Date	Topic	Readings
Session 1 June 5	Overview of course Writing Lesson Plans	Culham, Tompkins, Zarrillo ELA standards <a href="http://www.cde.ca.gov">http://www.cde.ca.gov</a> <a href="http://www.sdcoe.net/standards">www.sdcoe.net/standards</a>
Session 2 June 7	Overview of Case Study 6 Traits of Writing	Culham, Tompkins, JOHNS <a href="http://www.writingfix.com/Traits.htm">www.writingfix.com/Traits.htm</a> <a href="http://www.madison.k12.wi.us/tnl/langarts/sixtrtcrsmtrl.htm">www.madison.k12.wi.us/tnl/langarts/sixtrtcrsmtrl.htm</a>
Session 3 June 12	Writing Process, Writer's workshop Writing Sample Analysis Oral Language Analysis	Culham, Tompkins <a href="http://www.pammuozryan.com">www.pammuozryan.com</a>
Session 4 June 14	TPE 3: Literacy Assessment TPE 8: Learning about Students COMPUTER LAB	<b>DUE: Writing Lesson Plans</b> <b>DUE: Lesson Plan Presentations</b>
Session 5 June 19	Content Area Literacy Expository Comprehension IRI + miscue analysis Workshop	Tompkins, Zarrillo, JOHNS
Session 6 June 21	Independent Reading Data Analysis Workshop	Tompkins, Zarrillo, JOHNS <b>DUE: TPE 8 reflection-Task Stream</b> <b>DUE: TPE 3 reflection-Task Stream</b>
Session 7 June 26	Literary Response and Analysis Recommendations Workshop	Culham, Tompkins, Zarrillo <a href="http://home.att.net/~teaching/litlessons.htm">http://home.att.net/~teaching/litlessons.htm</a>
Session 8 June 28	English Language Learners & Literacy Family Stories Accessing conceptual knowledge in L2	Zarrillo <a href="http://www.colorincolorado.org">www.colorincolorado.org</a> <b>DUE: Literacy Case Study</b>
Session 9 July 3	Literacy Case Study Share Out RICA study workshop	Zarrillo <b>DUE: RICA study sheets</b> <b>DUE: TPE's must be "done"</b>

## **TPE Required for EDMS 522**

### ***TPE 3: Interpretation and Use of Assessments***

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program.

Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

### ***TPE 8: Learning about Students***

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

**SB 2042 - AUTHORIZATION TO TEACH 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>
<b>I. Language Structure and Use: Universals and Differences (including the structure of English)</b>	<b>I. Theories and Methods of Bilingual Education</b>	<b>I. The Nature of Culture</b>
A. The sound systems of language (phonology)	A. Foundations	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. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	<b>II. Theories and Methods for Instruction In and Through English</b>	D. Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for <u>both</u> English language development and <u>content</u> 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
<b>II. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	<b>III. Cultural Contact</b>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<b>IV. Cultural Diversity in U.S. and CA</b>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration