

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

**EDUC 606 CRN 30032  
Foundations of Literacy and Literacy Instruction  
MW 5:30-10:00; UH 460  
Summer, 2007**

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**Office Hours: Before and after class and 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, October, 1997).*

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**COURSE DESCRIPTION**

EDUC 606 is an overview of theories and practices that affect reading and writing instruction and assessment for the English-speaking and English-learning student. This is a course designed to develop the concepts of the reading and writing connections in a literate environment. The reading and writing workshop will be a focus of the language arts curriculum design with specific lessons as the vehicle for skills development. Varying intelligences, Bloom's taxonomy, language arts standards, and cultural appropriateness will be infused throughout the curriculum. We will become a community of readers and writers, so you can expect to read and write each session and in between.

**Course Prerequisites** Admission to the COE

**Course Objectives**

The course objectives will be met through exploration of the following essential questions:

- 1) How do you create and maintain a literate environment for yourself?
- 2) How do you create and maintain a literate environment in your classroom, for your students?
- 3) What are the essential elements of a balanced reading and writing program?
- 4) What are the strategies that good readers and writers use?
- 5) How do you teach those strategies and support children to become independent readers and writers?
- 6) How do you use assessment to inform your reading and writing instruction?

**Required Texts**

Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating*. Heinemann: Portsmouth, NH.

*You will choose ONE of the following books to read with your literature circle. During the first class session, I will introduce these books and we will form groups.*

Anderson, C. (2005). *Assessing writers*. Heinemann: Portsmouth, NH.

Beers, K., Probst, R., Rief, L. (2007). *Adolescent Literacy: Turning promise into practice*. Heinemann: Portsmouth, NH.

Daniels, H., Zimmerman, S., and Steineke, N. (2007). Content-area writing. Heinemann: Portsmouth, NH.

Lesesne, T. (2003). *Making the match*. Stenhouse.

Following is the alignment of this course with the California Standards of Program Quality and Effectiveness for the Reading Certificate and Reading and Language Arts Specialist Credential.

**Standard 2: Developing fluent reading**

The program provides each candidate with current research-based skills and knowledge about instructional strategies for developing fluent reading in students at all grade levels, including speakers of English and English language learners. The program provides instruction in linguistic elements (including phonemic awareness and the phonological and morphological structure of the English language); decoding/word attack strategies (such as systematic instruction in sound-symbol relationships); spelling instruction; the role of extensive practice with appropriate materials (such as decodable texts); and skills and strategies that contribute to independent reading.

**Standard 6: Areas of study related to reading and language arts: Certificate level**

In the program, each candidate acquires a professional perspective through examination of research and research-based practice pertaining to how students learn to read; the structure of the English language, including phonology, morphology, and orthography; second language acquisition; relationships among language, spelling, reading, and writing; and psychological and sociolinguistic aspects of reading and writing.

**Standard 8: Application of research-based and theoretical foundations**

Each candidate articulates and applies an understanding of the research basis and theoretical foundations for instruction in reading and language arts, and of relevant research and theories pertaining to language assessment and evaluation.

**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 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*).

For this class, only 1 class session may be missed. Any additional absences will result in one lower grade for each absence. Because of the short nature of summer school and the importance of collegial interaction, I highly encourage you to attend EVERY session.

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## **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 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 Requirements**

#### 1. Thoughtful participation (10 points)

As masters students and practicing teachers, you are expected to maintain a high degree of professionalism. Be prepared to participate in every class session, turn in all assignments on time, and complete the readings prior to the class session in which they will be discussed.

#### 2. Personal narrative (15 points)

The purpose of this assignment is to give you experience as a writer. Teachers of reading and writing should be readers and writers themselves. Writing personal stories is the best way to start your own students' writing, so that they are writing about something they know. You will go through the writing process, confer with a writing group as you revise, assess yourself, and eventually publish your piece. You may choose to write a literacy autobiography or to focus on some other even that you will be able to share with your students as an example of your own writing and writing process.

#### 3. Choice: Writing as a way of knowing OR Examining children's literacy development (25 points)

##### **Choice A: Writing as a way of knowing**

In this assignment, you will reflect on your use of writing to develop students' thinking and deepen students' understanding of content area information. Through a reflection on your past practice, you will show how you use writing as a strategy to support students' mastery of CA content standards. You will also provide evidence of your ability to describe, analyze, and evaluate student writing.

The written analysis should include the following information under bolded headings:

- Instructional context
- Description of practice
- Analysis of student work

##### **Instructional Context:**

- A. Name, location, and general demographics of your school
- B. Number of students, grade level(s), ability levels, and English proficiency
- C. Any information that will help the reader "see" your class
- D. Any other relevant features of your teaching context that influenced your instructional decisions

##### **Description of practice**

- A. What were the instructional goals or content standards you focused on for this class, unit, or content area?
- B. What types of writing activities did you design to move students toward mastery of these goals?
- C. How did you choose those activities? What research or theory supports your decisions?
- D. Be specific and give examples when describing your practice.

##### **Analysis of student work**

- A. To what extent did your students reach your instructional goals?
- B. How do you know?
- C. Describe the writing produced as a result of your instruction. You should discuss student work that exceeded, met, and fell short of your goals? Be specific in describing what you saw.
- D. Based on the writing produced, which elements of your practice will remain the same and which will you modify? Use research to support your thinking.

##### **Choice B: Examining Children's Literacy Development**

In this assignment, you will demonstrate your skill in assessing and supporting children's literacy development. You will describe the ways in which you foster literacy in the classroom. Through a reflection on your former

students, you will show how you assess student work, use that assessment to inform instructional decisions, and support students in their literacy development.

The written analysis should include the following under bolded headings:

- Instructional context
- Analysis of two students' literacy development
- Supporting literacy development

**Instructional Context:**

- A. Name, location, and general demographics of your school
- B. Number of students, grade level(s), ability levels, and English proficiency
- C. Any information that will help the reader "see" your class
- D. Any other relevant features of your teaching context that influenced your instructional decisions

**Analysis of two students' literacy development**

- A. Who are the two students you have chosen? Describe each child's strengths, needs, and any other relevant information to allow the reader to "see" them.
- B. What are the relevant features of each child's ability to read, write, and think? Cite specific examples as much as possible.
- C. What patterns of behavior (strengths, interests, needs, and preferences) did each child exhibit toward literacy-related activities? Discuss activities that include both print and oral elements.

**Supporting literacy development**

Use your analysis of your former students to reflect on the following questions. Be sure to include theory and research where appropriate to support your decisions and reflection.

- A. How will you set high, worthwhile, and appropriate goals for student learning?
- B. How will you foster an equitable, accessible, and fair learning environment in which students are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs?
- C. How will you use varied assessment, both formal and informal, to gain deeper understanding of the children and to monitor their progress over time?
- D. How will you provide rich and varied opportunities for the students to use reading, writing, and oral language in interconnected ways?

#### 4. Improving current practice (25 points)

Effective teachers continually reflect on and refine their practice. It is important to take time to identify and celebrate successes as well as identify and strategize for areas of improvement. For this assignment, you will:

A. Identify an area of your literacy practice that you feel needs improvement, refining, or implementing (e.g. portfolios, spelling, comprehension strategies, academic writing, vocabulary, reading/writing in the content areas, etc). Describe what your current practice looks like in this area and identify student outcomes that have resulted in the past.

B. Discuss why you feel this area needs improvement/refinement. Base this discussion in specific examples from your practice and theoretical research. Be sure to use APA format and to include current research in the field of reading and/or writing.

C. Create a plan for next year. How will you change your current practice to address your concerns and the suggestions in the research? How will your plan meet the needs of ALL learners (ELLs, gifted, struggling, and reluctant)?

D. Finally, identify an assessment. How will you know that your plan was successful? How will the students demonstrate in your specified area?

#### 5. The reading minute (10 points)

As a part of our literate environment, you will sign up for a date to share, through reading a personal choice selection to the class. You can bring a brief news article, a favorite poem, an excerpt from a novel you are currently reading, etc. The idea is to present a variety of genres and to model the habits of good readers.

#### 6. Assessment and comprehension strategies (15 points)

At each class session, we will engage in a variety of comprehension strategies and assessments that both readers and writers use. We will use these activities as a way to talk about the readings as well as to model

and discuss strengths and weaknesses in different assessment and comprehension strategies. It is important to keep up with your reading so that you are prepared for the class discussions and the assessments. You will present your strategy to the class.

### **Grading Standards**

#### **A=Exceeds Expectations**

The graduate student consistently performs and participates in an exemplary manner. Each assignment receives in-depth exploration and reflection based upon research, observations, and classroom implementation. All work is submitted in a professional manner using APA style when appropriate. Presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well prepared. Professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

#### **B=Adequately Meets Expectations**

The graduate student meets outcomes expectations in a satisfactory manner. Each assignment is based upon research, observations and classroom implementation. Generally, work is submitted in a professional manner using APA style when appropriate. Generally, presentations are consistent with professional expectations, providing appropriate visual aids, appropriate handouts, and are well-prepared. Most of the time, professional and responsible behavior, including timely attendance and submission of assignments, are practiced in a consistent manner.

#### **C=Minimal Performance**

The graduate student's skills are weak and do not meet expectations. Each assignment is based upon opinion rather than research, theory, and best practices. Reflection is shallow. Assignments are submitted without APA style, thorough proofreading, and organization. The student needs a great deal of guidance. The student is consistently late with work and has classroom attendance problems.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. For EDUC 606, the extensive writing required in each session in addition to the assignments will exceed this requirement.

### **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.

**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 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.

### Schedule/Course Outline

Although this schedule is carefully planned, the instructor reserves the right to make changes based on teachable moments and unforeseen events.

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
Session 1 July 9—M	Creating and maintaining a literate environment	Sign up for choice book, reading minute presentation, and comp/assess strategy presentation
Session 2 July 11—W	Writing strategies and Writers' Workshop	Chapters 6, 7, & 8
Session 3 July 16—M	Assessing writing Using assessments to inform instruction	Chapter 15
Session 4 July 18—W	Comprehension strategies	Chapter 4
Session 5 July 23—M	Meet with literature circle groups in a location of your choosing	Chapter 5
Session 6 July 25—W	Balanced reading and writing programs Using literature to promote literacy	Chapter 2 & 3 Due: Improving current practice assignment
Session 7 July 30—M	Reading and writing across the curriculum	Chapter 11 & 12
Session 8 August 1—W	Reading, writing, and critical thinking Creating independent readers, writers, and thinkers	Read: Chapter 13
Session 9 August 8—M	Meet with your writing partners to give and get feedback on personal narratives & choice assignments	Chapter 14
Session 10 August 10-W	No formal class meeting Reflect on your learning	Due via email: Personal narrative and choice assignment