

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

Center for the study for books in Spanish: http://www.csusm.edu/campus_centers/csb/

Free Reader's Theater Script of the month: www.lisablau.com

Cyberguides: <http://www.sdcoe.k12.ca.us/score/cyberguide.html>

EDMI 540
Language and Literacy
Autumn 2001
Woodland Park Middle School

- 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.
 - Christensen, L. (2000) Reading, writing and rising up. Milwaukee: Rethinking Schools.
 - Cunningham, P and Allington, R. (1999) (2nd ed.) Classrooms that work. New York: Longman.

Johns, J. (8th ed.) (1997) Basic Reading inventory. Iowa: Kendall Hunt.

Rethinking our classrooms 2: Teaching for Equity and social justice

Packet of readings available at CopyServe

Recommended Books: Cunningham, P. (3rd ed.) Phonics They Use
(Optional) 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
Ryan, P. M. Esperanza Rising
Soto, G. Buried onions
Yolen, J. The devil's arithmetic

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/Quickwrites (15 pts.): It is expected that everyone will understand all the readings and will come to class prepared to discuss them. You will need to comment on the readings at least 10 times during the semester. Five of those times will be assigned and you will choose five. You should also be prepared to occasionally comment in class in the form of a quickwrite. 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 at the beginning of 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, do not comment on it again.

Field Observation form (5 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 until the first grade observation (see syllabus).

Case study (20 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 your data we will take a day in class 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.
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.
3. Reading assessment: Summarize the information gained from the QRI-II and include the original data in an appendix. Insert the following chart at the appropriate place:

	<u>Independent</u>	<u>Instructional</u>	<u>Frustration</u>
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.

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.
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.
6. References: Using APA style, site any references you used to write your case study.
- N. Appendix: Include the reading and writing interviews, the John’s reading passages, writing samples, and writing rubric.

All data must be collected by Nov. 2. DUE:

Reading and Writing Strategy lessons (10 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 (10 pts.) You will take a topic (we will explore some topics in class) and develop it as a piece of writing. You will bring a draft to class on **September 30** 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 student's writing through this experience? DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS! The final draft and reflection are due**

Integrated Unit (15 pts.) Details will be forthcoming in class. **Rough draft DUE. Final unit plan DUE.**

Portfolio and portfolio conference (10 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.**

Choice Assignment (15 pts.): Choose ONE from the following:

***Work place literacy:** Examine the manner in which literacy (reading and writing) is used in a particular occupation. Interview two -three individuals that work in the occupation that you have selected to research. In addition you should try to spend some time observing one individual at the workplace. (Many people chose a spouse – that’s fine) Both the interviews and the observations should focus on the **amount** of literacy required on the job as well as the various **purposes** for the use of literacy. Interview questions could include:

1. What kinds of reading and writing do you do on a daily basis?
2. Walk me through a day of work.
3. What kinds of computer related reading and writing do you do?
4. What kinds of professional reading and writing do you do?
5. Do you have to write to keep your job?
6. Does any kind of promotion depend on reading and writing?
7. Do you work with other kinds of non-print texts?
8. How are you evaluated? how do you evaluate others?
9. Do you write directions or safety policies or have to read them on the job?
10. What kinds of preparation with regard to reading and writing was necessary for this job?

In analyzing and evaluating your data, you will identify patterns in the amount of literacy use and the various purposes for reading and writing in the workplace. Would this be a valuable assignment for your own students? Conclude your paper by describing the one most important thing you learned about workplace literacy or research from doing this paper. Suggested length: 5-8 double spaced pages.

***I-Search paper:** Choose a topic that **you are really interested** in., personally or professionally. If you are planning a trip to Italy, research Italy. If someone in your family has an illness you want to know more about, research that. If you want to learn how to make soap, research it and make it. If you are getting ready to invest some money in stocks, research the stock market. Make it something you can use and want to know about.

Keep a notebook divided into **three sections**.

Section one is your notes about your process. Reflect on what you are doing and why. Keep it like a log or journal - informal - but try to keep track of the decisions you made along the way. (i.e. “I changed my topic because I couldn’t find enough information.”) **Section two** is your notes about what you find out. This is like the notecards we had to keep when we did research papers. You can keep them any way you choose, as long as you keep in them in one place. You may want organize your notes by topic as you collect them.

Section three is your resources. It is not necessary that everything is written down in APA format, but be sure you keep track of all the necessary information for your bibliography.

You may present your information any way you choose: visually, a play, a song, a paper, a brochure, anything. If you want to present your information in a form that is not mailable, you may want to consider presenting it at the second weekend. The second part of the assignment is to reflect on your process. How did you get started? What was difficult for you? What was easy? What kinds of decisions did you have to make in what kinds of information to present? How did you decide to organize your information? Did you consider an audience when you were researching? Who was your audience? If you can, compare your process to how you write a narrative piece of writing. How were they the same, how were they different? **Especially respond to:** What did you learn about fostering children's learning and writing of information?

• **Annotated bibliography of resources:** Choose a topic you could be teaching and then create an annotated bibliography of resources for students. This resource list should have at least twenty resources print and non-print and no more than ten web sites. They should all be appropriate for students to use (this is not necessarily a teacher resource list – but of course you could use it).

Appropriate literature and activities: Choose five pieces of literature that would be appropriate for a middle school student with **one** of the following needs: English language learner, struggling reader, special needs, GATE. Design activities (into, through and beyond) that would enable the student to have access to the literature and/or challenge him or her. Cite specific standards that you are trying to teach with these activities.

Accessing social studies and science content: Choose a chapter in the science of social studies textbook and design reading and writing (listening and speaking if appropriate) strategies that would enable all students to access the content. Develop a series of at least five strategies for supporting your students learning of that content. Think about into, through and beyond strategies. For example you could start with a KWL, use reciprocal teaching, do a Guess and Check activity, keep a journal, etc. These may not be all the strategies you would use for this chapter, just five. In other words, they don't have to be five consecutive days of strategy teaching.

Professional JOURNAL REVIEWS: Do an oral critique (4-5 minutes) and a visual display of a single issue of professional periodical. Be sure to include how often the journal is published in a year, how much it costs, what age (elementary, middle only, middle and high school, etc.) it is appropriate for and what kinds of things the magazine features. To avoid duplication, select from the list below. (If a journal you would like to review is not on this list, please check with me before reviewing it)

Book Links
BookList
CABE journal (California Association of Bilingual educators)
California English
California Reader
English Journal
The Horn Book
Language Arts
The New Advocate
The Reading Teacher
School Library Journal
Storytelling Magazine
Voices from the middle
Children's Literature in Education

If you would like to do a professional journal from science, social studies or math, check with me. It's probably fine, just check. You'll also have to get suggestions on titles from the other instructors.

***LEARNING CENTER:** Design a learning center/station around a topic, single book or a thematic group of books. A learning center is a place where students can go in a classroom and select from a variety of meaningful activities about a particular topic, the things they are interested in learning about or doing. Activities are designed to facilitate student's independent learning across the curriculum and so could include math, science, social studies, art, music and language arts activities or focus on one particular area. Please try to avoid "worksheet" type activities. A learning center is a place to promote student's inquiry on a particular subject. The learning center should also include a variety of books related to the book or topic which is the center of the study or related to the theme. Be sure to tie the activities in the center to the books you are using. Also include the instructions for the center as if the students were completing it independently. Choose the grade you will gear your center for and that will help focus the study and activities.

<u>Assignment</u>	<u>Points</u>
Comment cards	15 pts.
Field observation form	5 pts.
Strategy lesson	10 pts.
Writing reflection	10 pts.
Case study	20 pts.
Choice assignment	15 pts.
Unit plan	15 pts.
Portfolio	10 pts.
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.