

California State University San Marcos
College of Education
EDMS 521 - Elementary Literacy Education I
Richland Elementary School CRN 21437

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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.

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 instructors during office hours or, in order to ensure confidentiality, in a more private setting. (approved by CCTC in SB 2042 Program Standards, August 02)

Special Education: Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will introduce the collaborative infusion of special education competencies that reflect inclusive educational practices.

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 districts in implementing an effective program 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 2-Monitoring Student Learning
TPE 3-Interpretation and Use of Assessments
TPE 4-Making Content Accessible
TPE 6-Developmentally Appropriate Teaching Practices
TPE 6a-Developmentally Appropriate Practices in Grades K-3
TPE 6b-Developmentally Appropriate Practices in Grades 4-8
TPE 6d-Teaching Special Education Populations in General Education Environments

Secondary Emphasis:

TPE 5-Student Engagement
TPE 7-Teaching English Learners
TPE 8-Learning About Students
TPE 9-Instructional Planning
TPE 10-Instructional Time
TPE 11-Social Environment
TPE 13-Professional Growth
TPE 14-Educational Technology
TPE 15-Social Justice and Equity

OBJECTIVES

KNOWLEDGE

Students 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

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.
- 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

- Cunningham, P. & Allington, R. (1999). *Classrooms that work: They can all read and write* (3rd ed.). Longman.
- Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- *Reading/language Arts Framework for CA Public Schools* CA Dept of Ed
- Tompkins, G. E. (2001). *Literacy for the 21st Century: A Balanced Approach, 3rd Edition*. Prentice Hall.

OPTIONAL/RECOMMENDED TEXT

- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through grade twelve & early literacy assessments*. Dubuque, Iowa: Kendall-Hunt.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment*. Merrill Prentice Hall.

ASSIGNMENTS

Reading Response/Interactive Journal (20 points)

For each set of readings you must write a response. You may respond in a variety of ways that reflect multiple ways of demonstrating knowledge. Possible formats such as “found poems,” graphic organizers, double entry, sketches, K-W-L chart, drama, etc. will be highlighted in class. You must connect course content with your teaching experiences and observations and express your ideas, opinions, questions and concerns relative to your teaching experience and/or observations. This assignment is ongoing and begins with readings for the second session and will continue until the last week of class. Journal entries must be at least one page in length. Journals must be completed **before** each class meeting. This journal will be graded according to its comprehensiveness, insightful connections, and “deep understanding” of the issues.

Due: See syllabus for periodic due dates. Entire reading response journal due on March 4.

Language Arts Resource Notebook – Part 1 (35 points)

You will develop a Reading/Language Arts Resource Notebook that will be used to inform your teaching. The Resource Notebook has two main objectives. The first objective is to demonstrate your learning and understanding of the reading and language arts. The second is to start building a resource for your own practice. It will also be a useful RICA study guide. 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:

- Your literacy autobiography and your emerging philosophy of teaching the ELA
- Teaching students with special needs

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 (including accommodations for students with special needs). Describe the teaching strategy and explain how it supports reading, writing and/or language arts development. *I will review this information as we cover the content for this course.*
- A description of your observations of the content being taught
- 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.

Make sure to include a table of contents page.

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

- Section 1: Philosophy of Literacy Learning
- Section 3: Planning, Organizing, and Managing Reading Instruction
- Section 4: Phonemic Awareness
- Section 5: Concepts About Print
- Section 6: Systematic, Explicit Phonics and Other Word Identification Strategies
- Section 7: Spelling Instruction
- Section 8: Reading Comprehension - Narrative
- Section 13: Vocabulary Development
- Section 14: Structure of the English Language
- Section 15: Special Needs (We will discuss in class what this section might look like.)

You can choose how to organize this information in your notebook. You may include course assignments (lesson plan, classroom observations and journal entries), course handouts and materials from your classroom/school site, examples of lesson plans and student work, information from Internet sources or professional journals. You will want to include strategies you will use to teach these content areas. You may also include pictures of students learning a specific strategy as well as your reflection on what was happening, why it worked or didn't work and why that was. You may include one (or more) successful activities that you used in the classroom (must be related to language arts instruction).

Begin early! Be creative and thoughtful! This resource notebook will contain samples of your learning and understanding and examples of your work that demonstrate that you are ready to instruct children in reading, writing, listening and speaking. Feel free to use a variety of graphic and written presentations, as best suits your learning style, in order to show your learning and understanding. Use a three-ring binder to organize your materials. Work with a friend so you can exchange ideas.

Sections due throughout the semester—see course schedule

Entire notebook Due March 7

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/ for free Educational Materials.

Reading Strategy Lesson Plan – Critical Assessment Task (35 points)

You will write a standards based reading strategy lesson plan for a small group activity that takes into account student needs. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Because lesson planning may be unfamiliar to some of you, but is so important to teaching, you will learn how to write a language arts lesson plan in class. Choose a reading standard for your grade level to guide your objectives. Sample lessons include:

- Monitoring Reading
- Comprehension
- Content area reading
- Phonics
- Phonemic Awareness
- Organizing information while you read
- Relating what you are reading to what you already know
- Finding the main idea of a story
- Identifying patterns in a text
- Using graphic organizers for comprehension

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real reading and/or writing? What are your learning goals? How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)? How will you present the lesson (instructional strategies, resource materials, time frame)? How will you group students for the lesson? How will you assess your students? What accommodations will you provide for students who need additional help?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

Due: March 11

Thoughtful Participation (10 points)

Being a teacher involves more than planning lessons and delivering instruction. You must be able to articulate the reasons behind your curricular decisions, to advocate for students, and defend policies about which you feel strongly. Engaging in professional conversations with parents, administrators, other teachers, and the public is imperative for teachers today. To that end, I expect that each student will participate actively in each class session.

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 they may not receive a passing grade for the course at the discretion

of the instructor.

As professionals, you are expected to adhere to standards of dependability and promptness. If you miss more than two class sessions or are late or leave early by more than 15 minutes for more than three sessions, you cannot receive an A. If you miss more than three class sessions you cannot receive a B. Should you have extenuating circumstances, you should contact the instructor as soon as possible.

Completion of Course Assignments

Readings should be completed **before** the class meeting listed. All assignments should be handed in on the date due unless previously arranged with the instructor. Late assignments will be penalized by a 5% deduction in points for each weekday late. After one week, late assignments will be given a zero. If you have extraordinary circumstances in your life which will impact your assignments, please let me know. I want you to be able to stay in school and succeed. If you have any questions or concerns, please feel free to come in and speak with me about them.

Point Breakdown

- Thoughtful Participation – 10 points
- Reading Responses – 20 points
- Language Arts Resource Notebook (Part 1) – 35 points
- Reading Strategy Lesson Plan (Critical Assessment Task) – 35 points

Grading Scale

- 94 – 100% = A
- 90 – 93% = A-
- 88 – 89% = B+
- 84 – 87% = B
- 80 – 83% = B-
- 78 – 79% = C+

Course Schedule

(The instructor reserves the right to alter the course schedule depending on guest speakers and teachable moments.)

Date	Topic	Due
January 21	Course overview; 1 st language acquisition;	
January 24	Emergent and early literacy	Cunningham/Allington Ch. 1 Tompkins Ch. 1 Due: Reading reflections (1)
January 28	Processes of literacy ELA standards	Gibbons Chs. 1-2 Tompkins re-read pp. 7-10 Review the CA CDE framework
January 31	Assessment-An overview	Gibbons Ch. 4 Tompkins Ch. 3 C/A Ch. 6 Review Johns

February 4	Phonemic awareness and phonics—what's the difference? Challenges ELLs face	Tompkins pp. 143-150 Gibbons Ch. 3
February 7	Phonics: Word id strategies; CAP (Working with words)	Tompkins pp. 111-117; 150-160; 182-189 (top) C/A Ch. 2 Due: Reading Reflections (4)
February 11	Guided Reading Shared Reading	C/A pp. 141-159; 230-232; 249-252 Tompkins pp. 33-45; 118-125; 411-414 Due: Sections 4, 5, 6 in notebook
February 14	Reading Comprehension Vocab Development	Tompkins Ch. 7 C/A Ch. 3
February 18	Writing	C/A Ch. 4 Gibbons Ch. 9
February 21	Writing and spelling	Tompkins pp. 126-137; 161-175
February 25	Planning, organizing, managing reading instruction	C/A Chs. 9, 10, & 11 Tompkins <i>Choose</i> either Ch. 10, 11, OR 12 Due: Reading Reflections (5)
February 28	Lesson planning Differentiating instruction	C/A Ch. 5 (partly a re-read) Gibbons Ch. 5 Due: Section 7 of notebook
March 4	Structure of the English language Fluency	Gibbons Ch. 7 Tompkins pp. 199-209 Due: All reading reflections due
March 7	Writers' Workshop with lesson plans	Due: Rough draft of lesson plan Due: Resource notebooks (All)
March 11	Literature Selection Closure	Due: Final drafts of lesson plans