**CALIFORNIA STATE UNIVERSITY SAN MARCOS**

**COLLEGE OF EDUCATION**

**EDMS 522: Elementary Literacy II**

**Spring 2011 Alvin Dunn Cohort, San Marcos, Wednesdays**

**Instructor: Dr. Garza**

**Office Hours: by appointment**

**Email: egarza@csusm.edu**

**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.

## 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 elementary and middle school classrooms.

## Course Prerequisite

Admission to the Multiple Subject/CLAD Teacher Credential Program.

## California Teaching Commission Standards Alignment:

## The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. You will incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of 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

***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-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

***COURSE 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 and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
* Gain understanding of how to learn to read and write in first and second languages.
* Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
* Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”
* Become familiar with “differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.”

***Skills*** –

Teacher candidates will:

* Become sensitive observers of children’s language using behaviors.
* “Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.”
* “Be able to analyze and interpret results [of children’s reading and writing behaviors] to plan effective and differentiated instruction and interventions.”
* “Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.”
* Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use “State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.”
* Develop the ability to differentiate literacy instruction in order to provide Universal Access.
* Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

***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.

(2007). *Reading/ Language Arts Framework for California Public Schools*. California

Department of Education, Sacramento.

*INFUSED COMPETENCIES*

*Authorization to Teach English Learners*

This credential program was 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.)*

### *Special Education*

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

### *Technology*

This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

### *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.

# *STUDENT LEARNING OUTCOMES*

## Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. 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 implement 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.

## California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008, all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM, this assessment system is called the “CalTPA” or TPA. To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, COE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA, and, more importantly, in your credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided: <http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

*UNIVERSITY REQUIRMENTS*

*Students with Disabilities Requiring Reasonable Accommodations*

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, 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 or materials 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.

**COURSE REQUIREMENTS**

## Grading Standards (Points)

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A** | 93-100 | B+ | 87-89 | **C+** | 77-79 |
| A- | 90-92 | **B** | 83-86 | **C** | 73-76 |
|  |  | B- | 80-82 | **C-** | 70-72 |

# *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. *(Adopted by the COE Governance Community, December, 1997).* Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. *Students missing more than two class sessions will not earn a passing grade*. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

***Electronic Communication Protocol***

Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at bingalls@csusm.edu. 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.

***Required Texts:***

Gail Tompkins. (2010). *Literacy for the 21st Century: A Balanced Approach* (5th Edition)

Jerry L. Johns (any recent edition). Basic Reading Inventory

Gail Tompkins. (2008). *Teaching Writing: Balancing Process and Product,* 5th Edition.

ISBN: 0-13-158416-2

***Optional Texts:***

Zarrillo, James. Ready for Revised RICA: A Test Prep Guide (highly recommended)

Richard L. Allington. (2009). What Really Matters in Fluency: Research Based Practices across the Curriculum [www.allynbaconmerrill.com](http://www.allynbaconmerrill.com) ISBN-13: 978-0-205-57058-4

## COURSE ASSIGNMENTS

### Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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.

### Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format.

Students are expected to complete assigned readings *prior* to the class sessions to which the readings

are related in preparation for class activities. Refer to the handout on reading assignments distributed by the instructor for the specific information about the readings for each class session.

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| --- | --- |
| **Assignment** | **Points Possible** |
| Field Observations | 12 |
| Writing Instruction   * Writing Genre Presentation (12 pts) * Writing Strategy Activity Demonstration (12 pts) | 24 |
| Literacy Lesson Plan *Focus: content area literacy* | 24 |
| Literature Circle | 12 |
| Literacy Case Study | 28 |
| **Total Points** | 100 |

***Descriptions of Assignments***

FIELD OBSERVATIONS

|  |
| --- |
| **RICA DOMAINS COVERED** |
| Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing |
| Domain 1: “Planning Reading Instruction based on Assessment” |
| Domain 2: “Word Analysis” |
| Domain 3: “Fluency” |
| Domain 4: “Vocabulary, Academic Language, and Background Knowledge” |
| Domain 5: “Comprehension” |

You will conduct 2 observations of reading instruction. Observe a teacher while she/he is teaching a reading/language arts lesson and identify the RICA topic(s) being taught. Topics are described in the “Ready for Revised RICA Study Guide” written by James Zarrillo and also on the RICA website. Using the Field Observation form, write your observations on the left hand side of the Field Observation form. Write your reflections about what you learned from your observation on the right hand side of the form. Replicate the Field Observation form (below) on your computer. Completed forms should be approximately one full page. To complete the forms, type them using size 10 Times New Roman font, with 1.5 spacing. It is recommended that students observe in a variety of domains and competency areas.

|  |  |
| --- | --- |
| **RICA Domain and/or Competency:** | **Date:** |
| **Grade Level:** | **Additional Descriptors:** |
| **Activity:** | **Reflective Notes to Myself** |
| I observed… | I learned , think, agree, realized, wonder, question… |

WRITING ACTIVITIES

Students will be assigned two different writing activities. Writing development is central to the process of becoming literate. Writing instruction is essential to fostering literacy throughout all developmental stages. The writing activities in this course are designed to prepare teacher candidates for 1) the instruction and assessment of various writing genres and 2) the use of specific strategies to teach various aspects of the process and traits of writing.

* WRITING GENRE PRESENTATION

Students pairs are assigned a specific genre of writing described in the text, Teaching Writing: Balancing Process and Product (5th edition) by Gail Tompkins. The pair prepares a presentation to the class which follows the template, “Writing Genre Presentation Template”.

Each student submits the completed template to the moodle website on the same day as the presentation. Each pair will make a presentation that follows the outline of the template. While presenters should share an example of the type of writing during the presentation, they are not required to submit it with the written document that they submit to moodle.

**Writing Genre Presentation Template**

|  |  |
| --- | --- |
| **Names of presenters** |  |
| **State the name of assigned writing genre & specific type or structure** |  |
| **State the purpose of genre** |  |
| **Briefly describe the writing genre & the type or structure** |  |
| **Show an example (presentation only)** |  |
| **Briefly state possible ways of teaching the genre** |  |
| **Briefly state possible ways of assessing the genre** |  |

* WRITING STRATEGY DEMONSTRATION

Student pairs are assigned a specific writing strategy described in a variety of sources available in the course. The pair prepares a demonstration of the strategy for the class which follows the template, “Writing Strategy Activity Demonstration Template”. Each student submits to the moodle website the completed template which is due on the same day as the demonstration.

**Writing Strategy Activity Demonstration Template**

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| --- | --- |
| **State the names of demonstrators** |  |
| **State the name of assigned writing strategy activity** |  |
| **State the purpose of the writing strategy activity** |  |
| **Show an example (presentation only)** |  |
| **Show how to do the writing strategy activity step-by-step** |  |
| **Explain why/how the writing strategy activity helps students’ writing development** |  |

LITERACY LESSON PLAN: focus on content area literacy

Content area literacy refers to the expository (informational) reading and writing done in the content areas of math, social studies or science. Instruction in content area literacy helps learners develop proficiency in the diverse reading and writing tasks associated with each content area task. Most content area literacy is taught in the form of lessons or mini-lessons within a unit of study in the content area. A unit is composed of several lessons. While most lessons in a content area unit will focus on teaching the content, successful teachers also incorporate lessons that focus on teaching the reading and writing tasks related to the content tasks. For example, in a math unit on addition of fractions, a content area literacy lesson might focus on reading comprehension of a fraction word problem. For example, in a social studies unit on 19th Century America, a content area literacy lesson might focus on how to organize a written summary of major events during that time period.

In this assignment, students work collaboratively (in pairs or groups of 3 - 4) to develop a lesson plan for teaching content area literacy reading or writing strategies. It is recommended that students develop their content area literacy lesson plan based on a social studies or science unit or topic they are creating in their social studies or science coursework this semester.

The content area literacy lesson plan teaches a strategy that supports the development of students’ proficiency reading or writing in the content areas. The plan should be designed for students who are already reading in grades 3 – 6 and should involve the use of appropriate informational literature. The plan should follow the template, “Content Area Literacy Lesson Template.”

|  |  |
| --- | --- |
|  | **CONTENT AREA LITERACY LESSON PLAN TEMPLATE** |
| **Names of lesson designers** |  |
| **Content area & topic/unit** |  |
| **Lesson Objective** | The students use the \_\_\_\_\_\_\_\_\_\_ strategy in order to improve \_\_\_\_\_\_\_\_\_\_\_\_  **name of strategy name of literacy skill**  while \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **name of reading or writing task** |
| **Assess** | The manner in which I assess students’ growing mastery of the strategy (Show the assessment tool.) |
| **Teach to the Objective**   * **Modeled** * **Shared** | * I explain the key concept(s) * Step by step, I demonstrate & “think aloud” * I invite the students to do it with me step by step & “think/pair/share” |
| **Guided Practice** | * Step by step, the student activity to practice |

LITERATURE CIRCLE

Students participate in and document their participation in a literature circle discussion. Students choose a narrative from the options that the instructor makes available. Students form groups based on book selections to create literature circles. Each participant takes a different literature circle role. Each participant individually completes a worksheet for their literature circle role, using the worksheets provided by the instructor, before meeting with their group for the discussion of the book.

Each participant brings the completed role worksheet to the book discussion that will be held in class. Students submit 1) to the course instructor a hard copy of the completed worksheet for their literature circle role on the day of the literature circle discussion and 2) to moodle a reflection on any insights gained through his/her experience(s) with literature circles regarding the purposes, benefits and challenges of literature circles for teaching literary analysis and response.

Examples of Literature Circle Roles

1) Discussion Director 2) Passage Master 3) Word Wizard

4) Connector 5) Summarizer 6) Investigator

LITERACY CASE STUDY

The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided by the instructor. Students conduct literacy assessment with one child who is a reader, analyze and interpret the resulting data and describe the child’s strengths and needs in reading. Students develop recommendations in the form of specific instructional strategies that support the child’s progress in reading. The Literacy Case Study consists of all the sections listed on the checklist (below).

Please note that the case study child **must** already be reading. It is recommended that s/he be in the upper elementary grades (3– 6) and be reading below his/her current grade level. The completed assessment forms are placed in an appendix that is handed in to the professor hard copy. A parent permission (consent) form must be included in the appendix.

**Literacy Case Study checklist (see handbook for descriptions)**

[ ] Student Profile

[ ] Anecdotal Notes / Teacher’s notes

[ ] Reading Attitude Survey: summary of findings

[ ] Writing Sample Analysis: summary of findings

[ ] IRI Word Recognition: table of findings

[ ] IRI Comprehension: table of findings

[ ] Data Analysis Grid

[ ] Description of Student’s Literacy strengths

[ ] Description of Student’s Literacy needs

[ ] Recommendations (use graphic organizer in handbook)

# Course Schedule for Garza EDMS 522 Spring 2011

**The instructor reserves the right to modify the schedule**.

|  |  |  |
| --- | --- | --- |
| Date | Topic | Assignment |
| **Session 1** | Orientation to course topics and assignments  Case study overview  Writing genres | Choose Lit Circle Selections  Prep presentation  Readings |
| **Session 2** | Writing strategies & assessment  Expository writing  Intro to Literature Circles | **DUE**: Writing Genre Presentations  **Bring** draft Student Profile  Readings |
| **Session 3** | Content area literacy  Expository reading comprehension | **Bring** draft RAS & Writing Sampl  Readings |
| **Session 4** | Literary response & analysis  Content area lit assessment  Connecting expository reading & writing | **DUE**: Literacy Circles  **Bring** draft IRI & Anecdotal Note |
| **Session 5** | Writing process, writer’s workshop, & instructional approaches  Data analysis grid | **DUE**: Writing Strategy Activity Presentations  **Bring** all data |
| **Session 6** | Content area literacy study skills, academic language & structure of English  Developing recommendations | **DUE**: Literacy Lesson  **Bring** data analysis grid w/ + & - |
| **Session 7** | Poetry  Vocabulary & background knowledge | **Bring** draft case study |
| **Session 8** | Family & community involvement & literacy practices | **DUE**: Field Observations  **DUE**: Literacy Case Study |

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| Readings for EDMS 522 Elementary Literacy II **Spring 2011** |
| **Session 1 literacy case study, writing genres**  Lit 21st Century :  chapter 3 assessing literacy  pages 376-377 interventions  Teaching Writing:  part II writing genres  Literacy Case Study Handbook  Syllabus |
| **Session 2 writing strategies & assessment, expository writing, intro to lit circles**  Lit 21st Century :  pages 60 – 65 & 125-127 strategy & assessment  pages 393 – 403 expository writing  pages 336 – 343 lit circles  Teaching Writing:  chapter 3 & 4 strategy & assessment  chapter 8 expository writing |
| **Session 3 content area literacy, expository reading comprehension**  Lit 21st Century  chapter 12 content area literacy  pages 260 - 271 & 304 – 307 expository reading comprehension  page 271 reciprocal teaching, p 412 SQ3R  Teaching Writing:  pages 255 – 259 poetic devices |
| **Session 4 lit analysis & response, content lit assessment, connecting expository read & write**  Lit 21st Century  pages 47 – 49, 337-338, 346 – 347 lit response  pages 275, 431-432 cloze procedures  page 66 connections  Teaching Writing:  chapter 9 literary analysis  pages 106-112 lit response journals  pages 174 – 175 connections |
| **Session 5 writing process, writer’s workshop & writing instructional approaches**  Lit 21st Century Writing process chp 2  pages 349-353 writer’s workshop  Teaching Writing:  chapter 1 writing process & instructional approaches  chapter 2 writer’s workshop  pages 106 – 107 & 110 – 111 literature response journals |
| **Session 6 content area literacy study skills, academic language & structure of English**  Lit 21st Century  pages 409 – 412 content area literacy study skills  Teaching Writing:  pages 61 – 63 structure of English  Gibbons text handout  Dolores’ essay handout |
| **Session 7 poetry, vocabulary, background knowledge**  Lit 21st Century  pages 307 – 311 poetry  chapter 7 vocabulary  pages 249 vocabulary self-assess  Teaching Writing:  chapter 11 poetry |
| Please note: Additional readings, including websites, power points and articles, will be assigned by instructor during the course. |