

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

**EDMS 522B, CRN 21578  
Elementary Literacy II  
Wednesdays 1-3:45, UH-257  
Spring 2008**

**Professor: Erika Daniels, Ed.D**

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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**

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 California 2042 standards.

**Course Prerequisites** Consent of Program Coordinator plus successful completion of EDMS 521B.

**Course Objectives**

(Knowledge) Teacher candidates will:

- Understand the process of conducting an in depth reading and writing assessment through the use of classroom diagnostic techniques.
- Understand how to expand on the knowledge gained in EDMS 521 about the process of assessment in the mini case study.
- Understand how to provide ongoing support for students in reading and writing in the content areas.
- Understand the process of writing and how to support students through interactive writing, shared writing, guided writing, and finally individual writing.
- Extend the understanding of how to provide ongoing support for special education students and English language learners in reading and language arts.
- Extend the understanding of and become familiar with current approaches to the teaching of reading.
- Understand the differences between assessments based on the performance of a norm reference group and assessments based on authentic classroom situations and work.

(Skills) Teacher candidates will:

- Make sensitive observations 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 reading/writing assessment into instructional plans
- Develop the ability to select appropriate materials and instructional strategies to meet the needs of students
- Learn how to organize the classroom for teaching reading and writing in culturally, 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/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 of culturally and linguistically diverse learners
- Develop a sensitivity to and appreciation of 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/her individual needs.

### Required Texts

Culham, R. (200 ). *6 + 1 Traits of Writing*. Scholastic. (Either primary or upper grade level edition is fine.)

Tompkins, G. (2006). *Literacy for the 21<sup>st</sup> Century, 4<sup>th</sup> edition*. Prentice Hall

You will sign up for ONE of the following children/young adult books in class:

*Frindle* by Andrew Clements

*A Step from Heaven* by An Na

*Joey Pigza Swallowed the Key* by Jack Gantos

*A Series of Unfortunate Events, Book One* by Lemony Snicket

*The Field Guide (Spiderwick Chronicles #1)* by Tony DeTerlizzi

*Bridge to Terabithia* by Katherine Paterson

*Optional: Johns, J. (2000). Basic Reading Inventory, 9<sup>th</sup> edition.*

We will discuss recommended books throughout the semester.

### 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)*

### 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 course, 2 absences will lower your grade by one full grade. Non-participation in a WebCT or independent session constitutes an absence as well as not attending a face-to-face class. Notification of an absence does not constitute an excuse.***

### 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

Thoughtful Participation – 10  
Reading Responses – 20  
Case study – 35  
Writing Strategy Lesson Plan – 25  
AHA paper – 10

### Reading Responses (20 points)

For **each week** (not each chapter) of readings, you will write a response. You may respond in a variety of ways that reflect multiple manners of demonstrating knowledge. Possible formats such as found poems, KWL charts, graphic organizers, etc will be taught in class. You must connect course content to your classroom and observational experiences. This assignment is ongoing and begins with readings for the 2<sup>nd</sup> class session. Journals must be completed BEFORE each class session but will be turned in according to the schedule listed in the course agenda. Entries will be graded according to their comprehensiveness, insightful connections, and deep understanding of the issues.

### Writing Strategy Lesson Plan (25 points)

You will work with one other person to write a standards-based lesson plan that focuses on teaching writing to students at a grade level of your choice. You will learn how to write a lesson plan in your EDMS 512 class, and we will discuss how to teach writing in depth in this class. Your lesson plan should be based on one writing standard and demonstrate how you will TEACH, not assess, writing strategies. Use your learning from EDMS 511 and 512 when writing this lesson plan. Choose both a writing and a math standard to show how you would use writing in math as either a tool for learning or an assessment of learning. You will turn in the same lesson plan for your math methods course. Professor Chen, Professor Sharp, and I have been in close contact regarding this assignment.

*Questions to keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real reading? Are your instructional activities closely connected to a CA content standard? Do your instructional activities take the needs of advanced, struggling, English-language and “regular” learners into account?*

*Non-negotiables:* 1) Your lesson must demonstrate an understanding of the needs of “regular,” advanced, struggling, second language, and reluctant learners. In other words, you must provide scaffolding for struggling and second language students as well as enrichment for advanced learners. 2) You must first identify the CA content standards, then identify which assessment(s) will allow the students to demonstrate mastery of those standards, and finally explain the instructional activities that will move the students toward mastery. All 3 elements must be closely aligned. 3) Use the lesson plan template that Professor Sharp taught you in 511 and 512.

### Case study (35 points)

See detailed instructions on the assignment page of WebCT.

### AHA assignment (10 points)

The most useful part of any course is when you make connections to the material being taught in a personal, meaningful way. You should be thinking about how you can use what we are learning in EDMS 522 and how it will affect your future practice. The purpose of this assignment is to help you be more aware of those “lightbulb” moments when you make connections between what you are learning and your personal experience. You will write a reflection on one of those moments. Write a paper where you identify what course concept or educational theory you connected with, describe how it validates what you have been thinking or have experienced, and identify what you have seen in your field observations that supports your AHA. It is due by the second to last class session but can be turned in at any time.

### **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 to 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 and thoughtfully in each class session.

### **RECOMMENDED: RICA Resource Notebook**

**This is NOT part of your grade and will not be turned in unless you choose this for your choice assignment; however I highly recommend that you keep a RICA study guide. The major concepts tested on the RICA are covered in both 521 and 522. If you maintain a study guide, it will help you organize your notes when studying for the exam. This is NOT a course requirement; merely a suggestion. You can find detailed suggestions for creating a RICA notebook in the assignment section of WebCT.**

### **Grading Standards**

Grades will be assigned based upon the level of connectedness to the instructions specified in this syllabus. I expect that all final work is error-free in terms of grammar, spelling, and punctuation. Late work will only be considered on a case-by-case basis. Students must have extenuating circumstances and discuss them with the instructor well before the assignment is due. If permission to turn work in late is not explicitly granted by the professor, late work will not be accepted nor considered in the final grade.

### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the lesson plan, reading reflections, case study, and AHA assignment.

### **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 unforeseen events and teachable moments.

Date	Topic	Assignment (if any)
Session 1 January 23	Literacy assessment Case study	<b>Get:</b> Textbooks <b>Review:</b> Syllabus and assignments
Session 2 January 30	Assessment continued	<b>Read:</b> Tompkins chapter 9
Session 3 February 6	Comprehension	<b>Read:</b> Tompkins chapters 7 & 8
Session 4 February 13	Writing	<b>Read:</b> Culham Intro and chapters 1 & 2 <b>Read:</b> Articles from EDMS 521 <b>Due:</b> Reading reflections (3)
Session 5 February 20	More writing	<b>Read:</b> Culham chapters 3, 4, 5, & 6
Session 6 February 27	Still more writing Writers' Workshop	<b>Read:</b> Culham chapters 7 & 8 <b>Bring:</b> Rough draft of writing lesson plan <b>Due:</b> Reading reflections (2)
Session 7 March 5	Content area literacy	<b>Read:</b> Tompkins chapter 14
Session 8 March 12	Content area literacy	<b>Read:</b> Tompkins chapter 6 <b>Due:</b> Reading reflections (2) Have you had an AHA moment yet?
Session 9 March 19	Spelling Vocabulary	<b>Read:</b> Tompkins chapters 4 and 6 <b>Due:</b> Lesson plan
Session 10 March 26	Case study workshop	<b>Bring:</b> All case study assessment data
April 2	<b>Spring Break</b>	<b>No class</b>
Session 11 April 9	Online session: Review of emergent literacy concepts	See detailed directions on WebCT
Session 12 April 16	Online session and independent work: Independent reading, literature circles, literature response and analysis	<ul style="list-style-type: none"> <li>• See detailed directions on WebCT</li> <li>• Read your choice book by this date</li> <li>• Read Tompkins chapter 12</li> </ul>
Session 13 April 23	Online session: Teaching vs. assigning	See detailed directions on WebCT
Session 14 April 30	Work on case study	Work alone or with classmates to analyze assessment data, identify patterns, and write up instructional recommendations
Session 15 May 7	Planning, organizing, and managing literacy instruction Literature Circles	<b>Due:</b> Case study
Session 16 May 14	Literacy Café	<b>Read:</b> "Literacy Café" article on e-reserves <b>Due:</b> Reading reflections (3) <b>Due:</b> Make sure that AHA assignment has been turned in.

**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 <u>and</u> content 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