

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

**EDMS 521B (02): Elementary Literacy I  
crn: 22503  
1:00 – 3:45 Mondays UH 440**

**Instructor: Dr. Elizabeth Garza  
Office Hours: by appointment  
Email: [egarza@csusm.edu](mailto: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.

***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 REQUIREMENTS**

### ***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.

## **CSUSM FURLOUGHS**

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; any of my Fall Semester furlough dates that affect the class will be shared with students in a timely fashion.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will

naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

The Preamble from the Side Letter is copied below for your convenience.

Furlough Agreement: Side Letter

1. Preamble

- a. To preserve, in light of the reduction by approximately \$ 583,816,000 from the Legislature’s February 2009 special session budget revisions of the state general fund support in the CSU 2008-09 and 2009-10 budgets, as many faculty jobs as possible and at the same time serve as many students as possible without unreasonably increasing workload, while acknowledging that cuts of this magnitude will naturally have consequences for the quality of education that we can provide, CFA and CSU hereby agree to the following Memorandum of Understanding.
- b. The purpose of furloughs is to lessen the severity of layoffs by reducing compensations costs.

**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.

<b>A</b>	93-100	<b>B+</b>	87-89	<b>C+</b>	77-79
<b>A-</b>	90-92	<b>B</b>	83-86	<b>C</b>	73-76
		<b>B-</b>	80-82	<b>C-</b>	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.

***The H1N1 (“swine flu”) Season and Attendance:***

The university administration is encouraging university faculty, staff and students to be collaborate to prevent the spread of flu at Cal State San Marcos. Please see the information below from Dr. Janet Powell, Interim Associated Vice President, Academic Resources.

There is a likely chance that the H1N1 Influenza, previously referred to as the "swine flu" may impact campus operations this Fall semester. The university has taken significant steps to prepare for a possible outbreak and to reduce the spread of disease to the greatest extent possible. As you may know, flu can be spread easily from person to person. Therefore, we are taking steps to prevent the spread of flu at Cal State San Marcos for as long as possible, but, we need your help to accomplish this.

We are working closely with the San Diego County Health and Human Services to monitor flu conditions and make decisions about the best steps to take concerning the campus. We will keep you updated with new information as it becomes available to us on the campus H1N1 Flu website, visit [www.csusm.edu/em/Alert](http://www.csusm.edu/em/Alert) For now, we are doing everything we can to keep our institution operating as usual. Here are a few things you can do to help:

**Practice good hand hygiene** by washing your hands with soap and water, especially after coughing or sneezing. Alcohol-based hand cleaners also are effective.

**Practice respiratory etiquette** by covering your mouth and nose with a tissue when you cough or sneeze. If you don't have a tissue, cough or sneeze into your elbow or shoulder, not into your hands. Avoid touching your eyes, nose, or mouth; germs are spread this way.

**Know the signs and symptoms of the flu.** A fever is a temperature taken with a thermometer that is equal to or greater than 100 degrees Fahrenheit. Look for possible signs of fever: if the person feels very warm, has a flushed appearance, or is sweating or shivering.

**Stay home if you have flu or flu-like illness for at least 24 hours after you no longer have a fever** (100 degrees Fahrenheit) or signs of a fever (have chills, feel very warm, have a flushed appearance, or are sweating). This should be determined without the use of fever-reducing medications (any medicine that contains ibuprofen or acetaminophen). Don't go to class or work.

### ***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](mailto: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 21<sup>st</sup> Century: A Balanced Approach* (5<sup>th</sup> Edition)  
ISBN -10: 01350 28922

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

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

### ***Optional Texts:***

Zarrillo, James. Ready for RICA: A Test Prep Guide

Gail E. Tompkins. (2007). *Teaching Writing: Balancing Process and Product*. Prentice Hall. [www.prenhall.com/tompkins](http://www.prenhall.com/tompkins)

### ***COURSE ASSIGNMENTS***

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, 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. All assignments must be submitted in the appropriate location under “assignments” on the course webct page.

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

<b>Assignment</b>	<b>Points Possible</b>
Field Observations (x 4)	24
Literacy Lesson Plan Activities	26
Investigating Literacy Assessments Table	25
Electronic Journal Entries	25
Total Points	100

*Descriptions of Assignments*

FIELD OBSERVATIONS

<b>RICA DOMAINS COVERED</b>
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 4 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 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 no longer than one full page. To complete the forms, type them using size 10 Times New Roman font, with 1 ½ spacing.

<b>Topic:</b> RICA Topic: Phonemic Awareness	<b>Date:</b> 9/17/08
<b>Grade Level:</b> Kindergarten	<b>Additional Descriptors:</b> SEI class
<b>Activity:</b>	<b>Reflective Notes to Myself</b>
Teacher taught /B/ sound using picture cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help him place the picture cards that represented words starting with /B/ in the pocket chart. The teacher also used some words that were Spanish-English cognates, (ball/bola). Some pictures represented words starting with other letter sounds and so the students had to decide which ones did and which ones did not go in the pocket chart. The teacher then had them look for word cards that matched with the /B/ picture cards. Then, the teacher had the students work at their tables sorting small objects that did begin with /B/ into one column on their worksheet and items that did not begin with /B/	While observing this lesson, I realized that the teacher was teaching the RICA content area of phonemic awareness. I learned that phonemic awareness can be taught directly and effectively in a whole group when the teacher uses interactive activities like this sorting activity. In this lesson, I noticed that the children were engaged in identifying the /B/ sound. I think that they enjoyed making the matches between /B/ and the picture cards. When I saw the teacher making use of cognates to support ELLs, I realized how do-able that is. I learned that sorting activities are an effective way to get children engaged actively in their learning. The teacher also began making connections between the sounds, the pictures and the words. I think that the next



into the other column.	step for them is learning the letter “B”.
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### INVESTIGATING LITERACY ASSESSMENTS TABLE

This assignment is designed to familiarize students with the different purposes of a variety of literacy assessments, in particular the literacy assessments that students use to conduct a literacy case study. In addition, this assignment will help students become familiar with listening to children read and with analyzing their reading through a running record. In class, students will explore and become familiar with how each assessment is administered, the distinct kind of information each provides, and their uses at various times during the instructional cycle as entry-level, progress-monitoring and summative assessments.

Students complete an Assessment Table (the template is posted on course webct site) to describe each assessment in terms of the following characteristics: what it is supposed to measure, who it assesses, how it is scored and administered, who is tested, and when it is best used. Students are encouraged to keep this table for use during the second literacy course.

**Assessment Table for Investigating Literacy Assessments**

Assessment	What it Measures	How to Score	How to Administer	To Whom	When to Use

## LITERACY LESSON PLAN ACTIVITIES

Students complete a variety of in-class and outside class activities to develop lesson plans for teaching reading. The literacy lesson plan activities will focus on the development of fluent reading as well as reading comprehension. Lesson plans activities will involve the use of literature that is appropriate for children in kindergarten through second grade. The activities are designed so that students learn the purpose of various components of reading lessons, how to create the lesson components, and how to be effective in implementation of their plans. Each activity includes an in-class activity and a written component.

<b>Name</b>	<b>Description</b>
Activity # 1	Modeling a reading skill
Activity # 2	Pre-reading for the “into”
Activity # 3	Sharing & guiding a reading skill
Activity # 4	Review & apply for the “beyond”
Activity # 5	Designing the reading lesson

## ELECTRONIC JOURNAL ENTRIES

Students submit 5 Electronic Journal (e-journal) entries. Each e-journal is based on a prompt that provides instructions to the students about what to do. All of the e-journal prompts require a structured response to a reading, an exhibit and/or a performance. The instructions for each e-journal are written under the 5 e-journal links found under “assignments” on the course webct site.

### **COURSE SCHEDULE: EDMS 521B(02) Spring 2010**

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

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
January 18	University Holiday	
<b><u>Session 1</u></b> January 25	Reading process & relationship to literacy lessons  Differentiation	<u>Tompkins</u> chapter 2 & pages 21-23, page 133 <u>Tompkins</u> chapter 11
<b><u>Session 2</u></b> February 1	Modeling Reading Skill Workshop  emergent literacy, emergent writing, concepts about print, phonemic awareness, word knowledge  orientation to www.learner.org	<b>DUE:</b> <b>Literacy Lesson Plan Activity # 1</b>  <u>Tompkins</u> chapter 4 & pages 146 -159, pages 277 – 281  <u>Webct Articles Additional Readings</u> <i>Comprehension Instruction</i>

<p><b><u>Session 3</u></b> Feb 8</p>	<p>Pre-reading “into” Workshop</p> <p>Field Observation Workshop Bring FO form to class</p> <p>Background knowledge activation &amp; differentiation</p> <p>Emergent literacy, Early literacy assessments &amp; sight words</p>	<p><b>DUE:</b> <b>Literacy Lesson Plan Activity # 2</b></p> <p><b>DUE:</b> <b>First Field Observation</b> <b>Bring field observation form to class</b></p> <p><u>Tompkins</u> chapter 1 &amp; pages 42-43, page 261, page 363</p> <p><u>Johns</u> section on early lit assessment</p> <p><a href="http://www.learner.org">www.learner.org</a> reading lesson</p>
<p><b><u>Session 4</u></b> Feb 15</p>	<p>Investigating Lit Assessment Workshop # 1 Bring assessment table to class</p> <p>Reading comprehension for emergent and beginning readers: story structure</p> <p>Special Guest Presentation: Story Retelling</p>	<p><b>DUE:</b> <b>Second Field Observation</b></p> <p><b>DUE:</b> <b>Ejournal A</b></p> <p>Bring assessment table to class</p> <p><u>Tompkins</u> chapter 3 &amp; chapter 9</p> <p><u>Webct Articles Additional Readings</u> <i>Comprehension Transaction</i></p>
<p><b><u>Session 5</u></b> Feb 22</p>	<p>Sharing &amp; Guiding Reading Skill Workshop</p> <p>Reading comprehension strategies for narrative: instruction &amp; assessment QAR, IRI</p>	<p><b>DUE:</b> <b>Literacy Lesson Plan Activity # 3</b></p> <p><u>Tompkins</u> chapter 8</p> <p><u>Johns</u> section on comp questions</p> <p><u>Webct Articles Additional Readings</u> <i>Comprehension Metacognition</i></p>

<p><b><u>Session 6</u></b> March 1</p>	<p>ALTERNATIVE CLASS SESSION</p> <p>Photographs: Examining “the power of reading as a universal pleasure”</p> <p>Read Across America</p>	<p><b>DUE:</b> <b>Ejournal B</b></p> <p>Photographic Exhibit: “André Kertész: On Reading” Cannon Art Gallery Carlsbad City Library Complex 1775 Dove Lane Carlsbad, CA 92011</p> <p>Event: Read Across America (March 2) www.nea.org/readacross</p> <p><u>Allington</u> chapters 1 &amp; 2</p> <p><u>Webct Articles Additional Readings</u> <i>Decoding Challenge</i></p>
<p><b><u>Session 7</u></b> March 8</p>	<p>Investigating Lit Assessment Workshop # 2 Bring assessment table to class</p> <p>Phonics instruction &amp; assessment Basal Readers</p>	<p>Bring assessment table to class</p> <p><u>Tompkins</u> chapter 5 &amp; page 12 – 15, pages 320-330</p> <p><u>Webct Articles Additional Readings</u> <i>Decoding Challenge</i></p> <p><u>Johns</u></p>
<p><b><u>Session 8</u></b> March 15</p>	<p>Review &amp; Apply “beyond” Workshop</p> <p>Fluency instruction &amp; assessment Word recognition &amp; identification</p> <p>Special Guest Presentation</p> <p>Intro to “literacy beliefs profile “</p>	<p><b>DUE:</b> <b>Literacy Lesson Plan Activity # 4</b></p> <p><u>Tompkins</u> chapter 6 &amp; pages 206-216</p> <p><u>Allington</u> chapters 3 &amp; 4</p> <p><u>Webct Articles Additional Readings</u> <i>Lit Beliefs Profile</i></p>
<p><b><u>Session 9</u></b> March 22</p>	<p>Designing the Reading Lesson Workshop</p> <p>Stages of Spelling and beginning writing</p>	<p><b>DUE:</b> <b>Ejournal C</b></p> <p><u>Tompkins</u> chapter 5 &amp; pages 12-15, pages 52 -65 &amp; page 118</p> <p><u>Webct Strategy Tools</u> <i>Strategic Spelling</i></p> <p><u>Webct Articles Additional Readings</u> <i>Lit Beliefs Profile</i></p>
<p>March 29</p>	<p>SPRING BREAK</p>	<p>SPRING BREAK</p>

<p><b><u>Session 10</u></b> April 5</p>	<p>NO CLASS SESSION - FURLOUGH</p>	
<p><b><u>Session 11</u></b> April 12</p>	<p>Beginning Writing &amp; Interactive writing</p> <p>Introduction to “Multiple Modalities” and new literacies</p> <p>Website evaluation tools for children</p> <p>Computer lab class</p>	<p><b>DUE:</b> <b>Literacy Lesson Plan Activity # 5</b></p> <p><b>DUE:</b> <b>Ejournal D</b></p> <p><u>Tompkins</u> pages 7, 61, 92, 131, 156</p> <p><u>Webct Articles Additional Readings</u> <i>Writing Samples</i></p> <p><u>Webct Weblinks</u> <i>Schrock Web Eval Tools</i></p>
<p><b><u>Session 12</u></b> April 19</p>	<p>ALTERNATIVE CLASS SESSION</p> <p>“New literacies” &amp; the arts as literacy</p>	<p><b>DUE:</b> <b>Investigating Literacy Assessment Table</b></p> <p><b>DUE:</b> <b>Ejournal E</b></p> <p>Photographic Exhibit “Women Hold Up Half the Sky: Portraits of Working Women in China” Kellog Library Cal State San Marcos</p> <p><u>Webct Article</u> <i>Multiple Modalities</i></p>
<p><b><u>Session 13</u></b> April 26</p>	<p>Gallery walk</p> <p>Reviewing the instructional cycle related to teaching a reading lesson</p>	<p><b>DUE:</b> <b>Third Field Observation</b> <b>Fourth Field Observation</b></p>
<p><b><u>Session 14</u></b> May 3</p>	<p>Making connections to RICA</p> <p>Debriefing the course</p>	