

California State University San Marcos
College of Education
EDMI 521 – Middle Level Literacy Education I

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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

- Beers, K. & Samuels, B. (1998). *Into focus: Understanding and creating middle school readers*. Mass: Christopher Gordon Publishers.
- Cunningham, P. & Allington, R. (1999). *Classrooms that work: They can all read and write* (3rd ed.). Longman.
- *Reading/language Arts Framework for CA Public Schools* CA Dept of Ed
- Routman, R. (2000). *Reading essentials*.
- Choose *one* of the following young adult books:
 - Cheriko, J. (2002). *Rat*. Honesdale, PA: Boyds Mill Press.
 - Spinelli, J. (1996). *Crash*. New York: Dell Yearling.
 - Meyers, W. D. (2001). *Monster*. New York: HarperCollins.
 - Paulsen, G. (2002). *Guts*. New York: Bantam Doubleday

HIGHLY RECOMMENDED

- Bomer, R. (1995). *Time for Meaning*. Portsmouth, NH: Heinemann.
- Cunningham, P. (1995). *Phonics they use*. Harper Collins
- Johns, J. (8th ed.) (1997) *Basic Reading inventory*. Iowa: Kendall Hunt.

ASSIGNMENTS

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, 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. Do not just summarize what you read. Journals will be turned in at the beginning of each class meeting. This journal will be graded according to its comprehensiveness, insightful connections, and “deep understanding” of the issues.

First Grade Observations (20 points) Spend time in a first grade classroom. Look for the elements of emergent and early literacy that we discuss in class. Observe how the teacher supports the students' emergence into reading and writing as well as how the students respond to lessons on the various content areas that we have discussed in class. You may write up your observations in any format that is comfortable for you. I will be looking for the following:

- What you observed for each of the content areas.
- A description of the students' actions, reactions, participation, etc.
- Your reflection about what you observed. You **MUST** make connections to course concepts.

Reading Strategy Lesson Plan (30 points) Write and present a reading strategy lesson plan for a small group or whole class activity that takes into account your students' needs. They can be mini-lessons, direct instruction, inquiry, or any format you choose. Make your lesson active, interesting, fun and meaningful. Examples of possible strategies include:

- Make predictions
- Form hypothesis
- Support the hypotheses you make
- Monitor comprehension while you read
- Form mental pictures while you read
- Summarize what you read
- Make inferences
- Ask questions of yourself while you read
- Use context clues to figure out words you don't know
- Sound out a word you don't know
- Choose books you can read
- Organize information while you read.
- Relate what you are reading to what you already know
- Recognize the main idea of a story
- Identify patterns in a text

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real reading? 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?

Choice Assignment (20 points)

Choose from one of the following. Detailed instructions are posted on Web CT.

- Technology evaluation
- RICA study grids
- Mini case-study
- Book review

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 3 points 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

First Grade Observation - 20 points

Reading Strategy Lesson Plan (Critical Assessment Task) – 30 points

Choice Assignment- 20 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	<i>Due Reading responses due each class session.</i>
September 8	Building community through literacy	
September 17	Oral language development First language acquisition	B/S Ch. 1
September 22	Emergent literacy: CAP, PA, Phonics	C/A Ch. 1; R Ch. 1
September 29	Emergent literacy, continued	C/A Ch. 2
October 6	Adolescent reading and writing	B/S Chs. 2 & 3; R Ch. 4 Choice assignment
October 13	English-Language Arts Standards; Supporting ELLs' mastery of the standards	CDE LA framework B/S Ch. 6
October 20	Assessment	C/A Ch. 6; B/S Ch. 15; R Ch. 7
October 27	Comprehension	C/A Ch. 3; B/S Chs. 5 & 12; R Ch 8 First grade observation
November 5	Writing development	C/A Ch. 4
November 10	Writing and spelling	Handouts
November 17	Planning, organizing, and managing language arts instruction	B/S Ch. 8; R Chs 5 & 6 OR 9 & 10
November 24	Differentiation Writers' Workshop	C/A Ch. 5; B/S Chs. 10 Rough draft of lesson plan
December 1	Literature selection <i>Lesson presentations</i>	Young adolescent choice book B/S Choose ONE: Chs. 16, 17, 18, or 19 AND Ch. 9 Final draft of lesson plan
December 8	Politics of literacy <i>Lesson presentations</i>	B/S Ch. 21; R Ch 11
December 15	<i>Lesson presentations</i>	