

EDMI 521
Language and literacy in Elementary and middle school classrooms
Autumn 2002
Woodland Park Middle School

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California State University San Marcos
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.

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 instructor during office hours or, in order to ensure confidentiality, in a more private setting.

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.

Standard 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 Expectation (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 district in implementing an 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. 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

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

REQUIRED TEXTS:

Beers, K. & B. Samuels. (1998) Into Focus: Understanding and creating middle school readers. Mass.: Christopher Gordon.

CA Dept. of Ed. Reading/Language Arts Framework.

Cunningham, P and Allington, R. (1999) (3rd ed.) Classrooms that work. New York: Longman.

NCTE, Voices in the middle, Spelling Counts. Vol. 9 No. 3 (march 2002)

Rethinking our classrooms 2: Teaching for Equity and social justice

Routman, R. (2000) Conversations. Portsmouth: Heinemann.

Packet of readings available at CopyServe

**Recommended Books:
(Optional)**

Cunningham, P. (3rd ed.) Phonics They Use
Zarrillo, J. J. (2002). Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment. Merrill Prentice Hall.

Young Adolescent Lit.:

You will read **ONE** of the following:

Curtis, C. P. The Watsons go to Birmingham
Fleischman, P. Seedfolks
Juster, N. (1961) Phantom Tollbooth
Meyers, W. D. Monster
Ryan, P. M. Esperanza Rising
Soto, G. Buried onions
Yolen, J. The devil's arithmetic

OBJECTIVES

KNOWLEDGE

Students will:

- *gain an understanding of how a first and second language is acquired.
- *gain an understanding of the reading and writing processes and their 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, the theoretical bases of such approaches, and some of the controversy surrounding them.
- *become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse middle school classrooms
- *become familiar with classroom diagnostic techniques and evaluation procedures.

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
- *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

Students 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 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.

REQUIREMENTS:

Reading reflections (25pts.): It is expected that everyone will understand all the readings and will come to class prepared to discuss them. Write at least 3 comments or questions from the readings for that session. **Do not summarize.** Please give thoughtful reactions, responses, and reflections. If the readings are from more than one book, try to comment on more than one book. We will use these as the basis of our discussion at the beginning of some classes. I will collect them at the beginning of each session and they should show that you have done the reading. You do not have to write comment cards for the young adolescent literature. **You have 3 free passes!**

Field Observation form (10 pts.): When you begin observing in your classrooms, take this form (attached to syllabus) and fill it out as you observe various aspects of language arts. If you are not in a language arts classroom, you may still see these elements or you will need to observe language arts classrooms. Some of the elements may only be seen in primary grade classrooms and so you will have to until the first grade observation (see syllabus). **DUE: Oct. 24 or 28**

Reading Strategy lessons (20 pts.) Each of you individually will present one lesson (no longer than 15 minutes please) on a reading or writing **strategy** (see Atwell p. 76-83 and p. 199-200 for some ideas). Write a lesson plan and bring enough copies for the cohort on the day you demonstrate your lesson. These can be lessons you would teach individually, in a small group or a whole class. Make your lesson active, interesting, fun and meaningful. Feel free to use the required literature for this class. Be sure to ask yourself how this lesson is related to real reading and writing. If you can't answer that, you may want to rethink your choice for a lesson.

Examples of strategies are (Refer to Atwell for other examples or come up with your own):

Make predictions

Form hypothesis

Support the hypotheses you make

Monitor how well you are comprehending 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

Bring enough copies for the cohort on the day you demonstrate your lesson.

DUE: Sign up

Reflect upon your own writing process (15 pts.) You will take a topic (we will explore some topics in class) and develop it as a piece of writing. You will bring a draft to class on **October 14** and we will have conferences with each other about them. Then you will finish the piece on your own. After you have finished the piece you will reflect upon and write about your own writing process. How did you get started? What was it like writing the first draft? What was difficult for you? What was easy? What kinds of decisions did you have to make in the writing? Did you consider an audience when you were writing? Who was your audience? **Especially respond to: What did you learn about fostering student's writing through this experience? DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS! The final draft and reflection are due October 21**

Choice Assignment (30 pts.): Choose ONE from the following (DUE October 16):

***Work place literacy:** Examine the manner in which literacy (reading and writing) is used in a particular occupation. Interview two -three individuals that work in the occupation that you have selected to research. In addition you should try to spend some time observing one individual at the workplace. (Many people chose a spouse – that's fine) Both the interviews and the observations should focus on the **amount** of literacy required on the job as well as the various **purposes** for the use of literacy. Interview questions could include:

1. What kinds of reading and writing do you do on a daily basis?
2. Walk me through a day of work.
3. What kinds of computer related reading and writing do you do?
4. What kinds of professional reading and writing do you do?
5. Do you have to write to keep your job?
6. Does any kind of promotion depend on reading and writing?
7. Do you work with other kinds of non-print texts?
8. How are you evaluated? how do you evaluate others?
9. Do you write directions or safety policies or have to read them on the job?
10. What kinds of preparation with regard to reading and writing was necessary for this job?

In analyzing and evaluating your data, you will identify patterns in the amount of literacy use and the various purposes for reading and writing in the workplace. Would this be a valuable assignment for your own students? Conclude your paper by describing the one most important

thing you learned about workplace literacy or research from doing this paper. Suggested length: 5-8 double spaced pages.

***I-Search paper:** Choose a topic that **you are really interested** in., personally or professionally. If you are planning a trip to Italy, research Italy. If someone in your family has an illness you want to know more about, research that. If you want to learn how to make soap, research it and make it. If you are getting ready to invest some money in stocks, research the stock market. Make it something you can use and want to know about.

Keep a notebook divided into **three sections**.

Section one is your notes about your process. Reflect on what you are doing and why. Keep it like a log or journal - informal - but try to keep track of the decisions you made along the way. (i.e. "I changed my topic because I couldn't find enough information.") **Section two** is your notes about what you find out. This is like the notecards we had to keep when we did research papers. You can keep them any way you choose, as long as you keep in them in one place. You may want organize your notes by topic as you collect them.

Section three is your resources. It is not necessary that everything is written down in APA format, but be sure you keep track of all the necessary information for your bibliography.

You may present your information any way you choose: visually, a play, a song, a paper, a brochure, anything. If you want to present your information in a form that is not mailable, you may want to consider presenting it at the second weekend. The second part of the assignment is to reflect on your process. How did you get started? What was difficult for you? What was easy? What kinds of decisions did you have to make in what kinds of information to present? How did you decide to organize your information? Did you consider an audience when you were researching? Who was your audience? If you can, compare your process to how you write a narrative piece of writing. How were they the same, how were they different? **Especially respond to:** What did you learn about fostering children's learning and writing of information?

• **Annotated bibliography of resources:** Choose a topic you could be teaching and then create an annotated bibliography of resources for students. This resource list should have at least twenty resources print and non-print and no more than ten web sites. They should all be appropriate for students to use (this is not necessarily a teacher resource list – but of course you could use it).

***In-depth evaluation of a software program which supports reading or writing** for students and/or teachers. Check with me for some samples of guidelines or use existing guidelines from various organizations or create your own. You may wish to bring in the software to share when reviewing it for the class.. When evaluating, consider the appeal to students and/or teachers, accessibility , applicability (in what situations could you envision it being used) and overall quality. Suggested length: 3-6 typewritten pages.

Book Review: Choose a professional book about language arts or related issue. I have many suggestions if you need one. Also check out the Heinemann (Heinemann.com) and Stenhouse (Stenhouse.com) web sites for many good ideas. Read it and write a 2-4 page review. Give a brief summary of the book and include what you think would be most helpful to middle school teachers. Give a critical analysis: how well did the book accomplish what it set out to do. You

can include quotes and examples from the book to illustrate your points or support them. Write a one-page summary of your review to share and hand out to the class.

Appropriate literature and activities: Choose five pieces of literature that would be appropriate for a middle school student with **one** of the following needs: English language learner, struggling reader, special needs, GATE. Design activities (into, through and beyond) that would enable the student to have access to the literature and/or challenge him or her. Cite specific standards that you are trying to teach with these activities.

Professional JOURNAL REVIEWS: Do an oral critique (4-5 minutes) and a visual display of a single issue of professional periodical. Be sure to include how often the journal is published in a year, how much it costs, what age (elementary, middle only, middle and high school, etc.) it is appropriate for and what kinds of things the magazine features. To avoid duplication, select from the list below. (If a journal you would like to review is not on this list, please check with me before reviewing it)

Book Links

BookList

CABE journal (California Association of Bilingual educators)

California English

California Reader

English Journal

The Horn Book

Language Arts

The New Advocate

The Reading Teacher

School Library Journal

Storytelling Magazine

Voices from the middle

Children's Literature in Education

If you would like to do a professional journal from science, social studies or math, check with me. It's probably fine, just check. You'll also have to get suggestions on titles from the other instructors.

***LEARNING CENTER:** Design a learning center/station around a topic, single book or a thematic group of books. A learning center is a place where students can go in a classroom and select from a variety of meaningful activities about a particular topic, the things they are interested in learning about or doing. Activities are designed to facilitate student's independent learning across the curriculum and so could include math, science, social studies, art, music and language arts activities or focus on one particular area. Please try to avoid "worksheet" type activities. A learning center is a place to promote student's inquiry on a particular subject. The learning center should also include a variety of books related to the book or topic which is the center of the study or related to the theme. Be sure to tie the activities in the center to the books you are using. Also include the instructions for the center as if the students were completing it

independently. Choose the grade you will gear your center for and that will help focus the study and activities.

(This is not one of the choice projects:)

RICA Study notebook: This is not for a grade, but will help you get organized to study for the RICA exam. Get a three ring binder and 12 dividers. We will discuss details in class.

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Comment cards	25 pts.	Each class
Field observation form	10 pts.	Oct. 24-28
Strategy lesson	20 pts.	Sign up
Writing reflection	15 pts.	Oct. 21
Choice assignment	30 pts.	Oct. 16
 TOTAL	 100 pts.	

Grading scale

A	93-100 points	B-	80-82 points
A-	90-92	C+	77-79
B+	87-89	C	74-76
B	83-86	C-	70-72

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 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.

A good student is one who adheres to standards of dependability and promptness. If you miss two class sessions or are late (or leave early) for more than three sessions, you cannot receive an A. If you miss three class sessions you cannot receive a B.

Each assignment is due on the date indicated on the syllabus. It is expected that the entire assignment will be completed and turned in by the required date. **Late assignments will be penalized by a 10% reduction in points for each week day late.** After **one week**, late assignments will be given a **zero**. Unless extraordinary circumstances are made known, this is not negotiable.

If you think you could have done better on an assignment, you can request to redo it. A redone assignment will automatically have a reduction of 5%. If you have any questions or concerns, please feel free to come in and speak with us about them. Select a “buddy” to ensure

you receive handouts and information when you must miss class.

You must maintain a B average (3.0 GPA) and cannot receive below a C+ in a course in your teacher education courses to receive a teaching credential from the State of California.