

**Cal State 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. *(Adopted by COE Governance Community October, 1997)*

**EDMX 622**

**Literacy Education for Education Specialists**

**(Please note that approximately 50% of this course is on WebCT)**

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**PREREQUISITES**

EDMS 521 or CA Multiple Subjects credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program. (Note: Candidates who have a Single Subject credential may request a waiver of this course, and will be required to complete EDMS 521.)

**INFUSED COMPETENCIES**

**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. See “Authorization to Teach English Learners Competencies.”

*(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 demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Technology**

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

## Visual and Performing Arts

(<http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf>)

This course infuses the Visual and Performing Arts Content Standards for California Public Schools, which describe what every student should know and be able to do in the visual and performing arts, prekindergarten through grade twelve in five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships and applications.

### 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

This course will focus on methods, materials and adaptations in approaches to language and literacy instruction for learners who have various special learning characteristics, including atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive K-12 classroom environments.

This course is supplemented by a password protected online WebCT site, which may be accessed at <http://courses.csusm.edu>. You will be required to attend certain classes online, and you will complete certain assignments online. Locate and click on your course section of EDMX 622 in WebCT. You will need a **username and password** to access the online components, which will be the equivalent of approximately 40-50% of the course.

***To avoid penalty for late assignments, communicate immediately with the instructors via regular email ([thood@csusm.edu](mailto:thood@csusm.edu) or [bmudd@csusm.edu](mailto:bmudd@csusm.edu)) if you have any difficulty accessing the site at any time during the course.***

### REQUIRED TEXTS and WEB SITES

1. American Psychological Association (2001). *Publication manual of the American Psychological Association (5<sup>th</sup> ed.)*. Washington, D.C.: Author. (a.k.a. "The APA Manual") (or abridged version online at [www.apastyle.org](http://www.apastyle.org))
2. Choate, J. S. (2004). *Successful inclusive teaching: (4<sup>th</sup> ed.)*. Needham Heights, MA: Allyn and Bacon.
3. Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools*. California Department of Education. Also at: [http://www.cde.ca.gov/cdepress/lang\\_arts.pdf](http://www.cde.ca.gov/cdepress/lang_arts.pdf)
4. Language Arts Standards Management System: <http://www.sdcoe.net/lret/sms/la>
5. Lenski, S., Wham, M., and Johns, J. (2004). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.
6. Literacy Link: <http://www.csusm.edu/literacy/websitebib.html>
7. Managing RICA PowerPoint: <http://courses.csusm.edu/ricastudy/module01/Managingrica.htm>
8. NCCSE ([www.preschoolfun.com](http://www.preschoolfun.com)) or SDCOE Special Education Forms Manual (for San Diego Interns only)
9. Quiocho, A., Macintosh, D., and Hood, A. (2000) *Reading instruction portfolio*: <http://www.csusm.edu/Quiocho/rip.html> (Focus: Hood, A., *Special Needs Considerations*)
10. Visual and Performing Arts Standards: (<http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf>)

## **RECOMMENDATIONS FOR EXTENDING YOUR PROFESSIONAL DEVELOPMENT**

1. Allen, Janet. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. York, Maine: Stenhouse.
2. California Dept. of Education (2000). *Strategic teaching and learning: Standards-based instruction to promote content literacy in grades 4-12*. Author.
3. Cunningham, P. (2000). *Phonics they use: Words for reading and writing*. New York: Longman.
4. Cunningham, P., & Allington, R.L. (2003). *Classrooms that work: They all can read and write*. Boston: Allyn and Bacon.
5. Herrell, Adrienne L. (2000). *Fifty strategies for teaching English language learners*. New Jersey: Prentice-Hall.
6. Johns, J. L. (2001). *Basic reading inventory: Pre-primer through grade twelve and early literacy assessments (8<sup>th</sup> ed.)*. Dubuque, IA: Kendall/Hunt.
7. Learning Headquarters (2004). *Standards-at-a-glance [K-5; 6-8; 9-12]*. San Diego: Author.
8. Moore, D., Moore, S, Cunningham, P., & Cunningham, J. (2003). *Developing readers and writers in the content areas*. Boston: Allyn and Bacon.
9. Schoenbach, Ruth, et.al. (1999). *Reading for understanding: A guide to improving reading in middle and high school classrooms*. San Francisco: Jossey-Bass.
10. Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3*. Portsmouth, NH: Heinemann.
11. Thousand, Villa, & Nevin (2002) *Creativity and collaboration: The practical guide to empowering students, teachers, and families*. Baltimore: Brookes.
12. Tompkins, G.E. (2001). *Literacy for the 21<sup>st</sup> century: A balanced approach*. Upper Saddle River, NJ: Merrill.
13. Walter, T. (1996). *Amazing English: How-to handbook*. Reading, MA: Addison-Wesley.
14. Wilde, S. (1992). *You can read this*. Portsmouth, NH: Heinemann.

## **CHILDREN'S BOOKS**

The following list includes books that may be shared in class. Purchase of these books is not required. These are among the many books and stories that illustrate the power of using children's literature in K-12 classrooms – even in teacher credential programs! Several of the books could be used thematically to represent learners who struggle with language and literacy. These books are generally available at your local library, or you may want to purchase them for your personal or professional library.

- Abeel, S. Reach for the Moon
- Bunting, E. The Wednesday Surprise
- Carroll, L. Jabberwocky
- Demi The Empty Pot
- Giff, P. Today Was a Terrible Day
- Levine, E. I Hate English
- Mosel, A. Tikki Tikki Tembo
- Polacco, P. Thank You, Mr. Falker
- Whiteley, O. Opal: The Journal of an Understanding Heart
- Young, E. Seven Blind Mice
- Tsuchiya, Y. Faithful Elephants

## **ACTIVITIES AND METHODS FOR REALIZING COURSE OBJECTIVES**

class discussions lectures readings demonstrations & simulations guest speakers videos  
written reflections online activities group work content and performance goals

## **EVALUATION OF ATTAINMENT OF COURSE KNOWLEDGE BASES AND SKILLS**

attendance/participation/punctuality collaborative activities projects and presentations  
attainment of course content and performance goals reading comments  
best practices report APA skill development online activities person-first language use

written reflections Universal Design lesson plan writing and analysis professionalism infusion of special education, English language learning, technology, and visual and performing arts.

**College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time (which includes online classes), or they 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(s) as soon as possible.

For this course, if you are absent one day, your highest possible grade is B. If you are absent more than one day, your highest possible grade is C, which means you may not receive a passing grade for the course. Late arrivals and departures will affect your grade. Absences do not change assignment due dates. Late assignments will receive a reduction in points.

**WebCT Online Course Attendance and Participation**

Please note that this course includes class sessions online in WebCT (<http://courses.csusm.edu>). Students are also required to participate in online discussions and in online class activities. Credit for these requirements is embedded in the attendance and participation points, and in the assignment points for this course.

**California Teaching Performance Expectations: “The TPEs” and EDMX 622**

**Primary Emphasis**

TPE	Description	Course Assignment or Activity
TPE 3	Interpretation and Use of Assessments	Readings, Best Practices Report and Class Activities
TPE 4	Making Content Accessible	Readings, Discussions, Universal Design Lesson Plan
TPE 5	Ensure the Active and Equitable Engagement of All Students in the Learning Process	Readings, Discussions, Universal Design Lesson Plan, and Best Practices Instructional Plan Dev’t.
TPE 6d	Developmentally Appropriate Practices for Special Ed	Readings, Lectures, Presentations; Best Practices Report
TPE 9	Instructional Planning	Best Practices Report: Instructional Plan Dev’t.

**Secondary Emphasis**

TPE	Description	Course Assignment or Activity
TPE 2	Monitoring Student Learning During Instruction	Readings, Discussions, Simulations
TPE 6a-b	Developmentally Appropriate Practices in the Elementary Grades	Readings, Lectures, Presentations, Best Practices Report
TPE 7	Teaching English Language Learners	Readings, Discussions, Universal Design Lesson Plan
TPE 8	Learning about Students	Readings, Facts about Learning Challenges activity
TPE 10	Instructional Time	Best Practices Report: Instructional Plan Dev’t.
TPE 11	Social Environment	Best Practices Report: Instructional Plan Dev’t.
TPE 12	Professional, Legal, and Ethical Obligation	Special Education Law discussions; class simulations
TPE 13	Professional Growth	Literacy for Education Specialists Eval.
TPE 14	Educational Technology	Universal Design Lesson Plan; Best Practices Instructional Plan Dev’t.

**EDMX 622 COURSE CONTENT AND PERFORMANCE GOALS:**  
**Education Specialist Credential Requirements**

*During this course, the candidates will provide evidence for each of the goals that follow.*

*Candidates will:*

- Goal 1. develop a sensitivity to and appreciation for children with special learning needs.
- Goal 2. examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school.
- Goal 3. gain an understanding of how patterns of typical and atypical language development influence students academically, socially and behaviorally in today's classrooms.
- Goal 4. become familiar with current approaches to the teaching of reading and writing of children with special learning needs.
- Goal 5. understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.
- Goal 6. become sensitive observers of children's language-using behaviors.
- Goal 7. become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction.
- Goal 8. become familiar with informal language and literacy assessments, such as portfolios, performance and presentation options, and their usefulness in designing appropriate instruction.
- Goal 9. demonstrate the ability to design and adapt instruction and classroom environments which are responsive to all learners.
- Goal 10. translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.
- Goal 11. understand middle and secondary language and literacy issues in today's classrooms.
- Goal 12. develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.
- Goal 13. develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.
- Goal 14. develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- Goal 15. develop a respect for each students, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

**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. Intragroup 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>	Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and 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
<b>III. Theories and Factors in First- and Second-Language Development</b>	<b>III. Language and Content Area Assessment</b>	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	<b>III. Cultural Contact</b>
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

## ASSIGNMENTS

<b>Course Participation</b>	<b>15%</b>
<b>Online Team Reading Comments</b>	<b>15%</b>
<b>Language Arts and the Atypical Learner</b>	<b>10%</b>
<b>Co-Teaching Presentation: Strategies for Middle and High School Learners</b>	<b>15%</b>
<b>Best Practices Report</b>	<b>25%</b>
<b>Course Content and Performance Goals: Self-Evaluation with Peer Verification</b>	<b>10%</b>
<b>Mock Interview</b>	<b>10%</b>

## TENTATIVE CLASS SCHEDULE

CLASS # + C= campus OL= online	DATE	TOPICS	READINGS, ETC.	DUE TODAY
1&2  C	8/30	<p>“Reach for the Moon” Fall Orientation to Program Syllabus, Assignments, &amp; Routines; Text &amp; Online Components preview The Spelling Test Activity: Write “What would you do if...” statements</p> <p><b><u>12:45 Methods Instructors</u></b> Policies and Procedures Accountability Professionalism &amp; Participation Lesson Planning Video: “FISH” Have fun, be there, check your attitude...</p> <p>Revisit &amp; Revise Class Norms <b><i>ELL Competencies 1: I, II; 2:I, II</i></b></p>	<p>Think-Pair-Share</p> <p>Video: “FISH”</p>	<p><b>Purchase books</b></p> <p>Secure Cal State Email Account (for WebCT)</p>
3 OL #1	9/6	Typical and Atypical Language Development	C: 6 (130-135) QMH Web site	<p><b>db:</b> Post “How do you do” (Due by 9/6)</p> <p><b>db</b> Activities (Due by 9/9)</p>
4 OL #2	9/6	Language Diversity, Difference, & Dysfunction	C: 7 F: pp. 232-236	<b>db</b> Activities (Due by 9/12)
5	9/13			<b>BRING FRAMEWORKS TO</b>

C		<p><i>Today was a Terrible Day</i></p> <p>Effective Language Arts Instruction: Lectures (F: Ch 1 – Toni; Ch 2 - Beth)</p> <p>The CA K-12 Language Arts Frameworks</p> <p>Frameworks Scavenger Hunt</p>	F: 3, 4, & 5 LWJ: 1	<p><b>CLASS! (required)</b></p> <p><b>db:</b> Post “Language Arts &amp; the Atypical Learner” response <i>before</i> 9/13 class</p>
6 C	9/13	<p>Reading Engagement &amp; Comprehension</p> <p>Partner Strategy Modeling</p> <p>VAPA: Theatre Arts (Gr. 6 - Creative Expression Standards 2.1 &amp; 2.2)</p> <p><i>The Empty Pot</i></p> <p><b>ELL Competencies 1: I; 3:I, II, III</b></p>	LWJ: 1, 5, 10 C: 4, 5	<p><b>BRING CHOATE TO CLASS! (required)</b></p> <p>Discussion Board Activities</p>
7 C	9/20	<p>Oral &amp; Written Communication</p> <p>Video: “Who should see the Speech Therapist?”</p> <p>Supporting the Struggling Writer</p> <p><i>Opal: The Journal of an Understanding Heart</i></p> <p><i>I Hate English!</i></p> <p><b>ELL Competencies 1: I, II, III; 2: III</b></p>	C: 6, (136-151); C: 8 LWJ: 3	<p><b>BRING CHOATE TO CLASS! (required)</b></p> <p><b>Editor/Reporter #1</b></p>
8 C	9/20	<p>Handwriting &amp; Spelling</p> <p>Handwriting without Tears</p> <p>D’Nealion Handwriting</p> <p>Words Their Way</p> <p>Word Lists &amp; Word Walls</p> <p><b>Tikki Tikki Tembo</b></p>	LWJ: 4 C: 9	<p><b>BRING CHOATE TO CLASS! (required)</b></p> <p><b>Editor/Reporter #2</b></p>
9 C	9/27	<p>Formal Assessment of Language and Literacy</p> <p><b>ELL Competencies 2: III</b></p>	LWJ: 6 & 8	<p>Lenski Presentations (1-6)</p> <p><b>Editor/Reporter #3</b></p>
10 C	9/27	<p>Informal Assessment of Language and Literacy</p> <p>Authentic Assessment</p> <p>Portfolios &amp; Journals</p> <p><i>Seven Blind Mice</i></p>	C: 8 & 9 LWJ: 3	<p>Lenski Presentations (7-12)</p> <p><b>BRING CHOATE TO CLASS! (required)</b></p>



		<i>ELL Competencies 2, III</i>		<b>Editor/Reporter #4</b>
11 OL #3	10/4	Supporting Struggling Readers	LWJ: 2, 5 C: 4 &5	<b>db</b> Activities (Due by 10/4) <b>Editor/Reporter #5</b>
12 OL #4	10/4	Differentiating Instruction; Principles of Inclusive Instruction	C: 3 F: 7	<b>db</b> Activities (Due by 10/6 ) <b>Editor/Reporter #6</b>
13 C	10/11	Children’s Literature Across the Grades  Reading in the Content Areas  Bibliotherapy  <i>The Wednesday Surprise</i>  <i>Faithful Elephants</i>  <b>ELL Competencies 1, 2 &amp; 3: I, II, III</b>		Best Practices Report Due
<u>OL #5</u>	10/11	<b>Assessing Text Readability</b>  <b>ELL Competencies 2:I; 3: I-III</b>	L: Appendix C  C: 11 (pp. 280-289)  C: 12 (pp. 304-311)  C: 13 (pp. 336-347)	<b>db</b> Activities (Due by 10/11)  <b>Editor/Reporter #7</b>
15 OL #6	10/18	Encouraging Critical Thinking	Review Bloom’s Taxonomy	<b>db</b> Activities (Due by 10/18)
16 C	10/18	Reflections; Peer Verifications Book/Theme Sharing  <b>Thank You, Mr. Falker</b>		Course Evaluation  Content and Performance Goals Due
Other:	10/21	Mock Interview with Methods Faculty 12:15-2:15 pm (During Math course session)		