CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 521: Elementary Literacy I
Fall 2010

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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 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: Preparation to Teach Reading Language Arts
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.

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 Subject 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

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.

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 aquiocho@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.

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.

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

Required Texts:

Reutzel, D. Ray & Cooter, Robert B.: *Essentials of teaching children to read: The teacher makes the difference*. Allyn & Bacon. www.allynbaconmerrill.com

Jerry L. Johns (2008). *Basic Reading Inventory* (recent edition)

Howard, M. (2009). *RTI from all sides: What every teacher needs to know*. Heinemann.

Optional Texts:

Zarrillo, James. *Ready for RICA: A Test Prep Guide* (highly recommended). Purchase the most recent text that is aligned with the new RICA standards and exam.

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 will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

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.

Assignment	Points Possible
Observing Two Students	30
Investigating Literacy Assessments: (Assessment Table)	30
Lesson Plan for the Two Students	40
Total Points	100

Descriptions of Assignments
LITERACY LESSON PLAN

In both the Literacy courses (EDMS 521 and EDMS 522), you will study topics in literacy instruction related to RICA domains. Find the list of RICA domains in the table below.

RICA DOMAINS COVERED
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: "Assessing, Planning and Organizing Reading Instruction based on Assessment" (Covered in the entire test.)
Domain 2: "Word Analysis" (Tested in multiple choice and 1 constructed response)
Domain 3: "Fluency" (Tested in mu1tiple choice and 1 constructed response)
Domain 4: "Vocabulary, Academic Language, and Background Knowledge" (Tested in multiple choice and 1 constructed response)
Domain 5: "Comprehension" (Tested in multiple choice and 1 constructed response)

Literacy Lesson Plan Format:
- Objective for the literacy lesson and CA Content Standard(s) connected to Objective
- INTO

    Write a paragraph that describes what you will do prior to teaching the lesson to connect to students prior knowledge and to engage them in the topic.

    Describe Instructional Strategies

    Describe Student Activities
- THROUGH

    Write a detailed instructional plan of what you will do when teaching the reading lesson. What will you do for each of the following steps of instruction?

    - Modeled instruction: ("I do")

    Describe Instructional Strategies

    Describe Student Activities

    - Shared instruction: ("We do")

    Describe Instructional Strategies

Describe Student Activities
- Guided instruction ("You do")

Describe Instructional Strategies

Describe Student Activities

- BEYOND

Write a paragraph that describes how you want students to apply what you have taught them to do in this lesson. How will you reinforce and review the key concepts and skills of this lesson?

OBSERVING TWO STUDENTS

Observe two students in your tutoring assignment. Take anecdotal notes on your students. Your task is to:
- Write it is that you see the students doing during the tutoring sessions
- Why were these students assigned to you?
- Note the differences between the students
- Describe the strengths of the students in this class and their areas of need
- Write your recommendations for different students, giving a rationale for your suggestion. That is, what did the data you gathered from your observational notes tell you to lead you to the conclusions you came to?
- Be sure to search as many data resources as possible for information about your students.

Grade:

Student Descriptions	Classification if applicable	Strengths and evidence	Areas of need and evidence

INVESTIGATING LITERACY ASSESSMENTS

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 during EDMS 522 for the 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.

To complete this assignment, students complete the Assessment Table (below) 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. **You will need your John's Basic Reading inventory for this assignment.**

Assessment Table for Investigating Literacy Assessments

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

COURSE SCHEDULE: EDMS 521
The instructor reserves the right to modify the schedule.
RTI Reading Assignments Made in Class

Date	Topic	Assignment
Session 1	Assessment Overview: Dr. Quiocho	Chapter 6, pp. 201-217
Session 2	Introduce assessment assignment	Chapter 6 (read for session 2) RTI Chapter 1
Session 3	Linking language development to assessment and reading: Dr. Quiocho Introduce analysis assignment	Chapter 4 (have this read for session 3) RTI Chapter 2
Session 4	Word Analysis: phonemic awareness, phonics, spelling, concepts about print	Chapter 2 (read for session 4) RTI Chapter 3
Session 5	Relationships between word analysis and fluency: (running records)	DUE: Assessment Assignment Chapter 3 (read for session 5)
Session 6	Comprehension (focus on narrative): relationships between word analysis, fluency, and comprehension	Chapter 5 (read for session 6) RTI Chapter 4
Session 7	Using the state adopted materials to teach literacy instruction	DUE: Analysis Assignment with Lesson Plan Chapter 7 (read for session 7) RTI Chapter 5
Session 8	Bringing it all together Evaluations	Chapter 1 (read for session 8) DUE: Observing/Planning for Students RTI Chapter 6