CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 521B Language and Literacy for Elementary Teachers I
UH 441
Wednesdays   2:30 P.M. to 5:15 P.M.

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Office Hours: By Appointment

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October 1997.)*

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.

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
➢   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, their theoretical bases
➢   Understand current approaches to reading and writing instruction in culturally, linguistically diverse classes
➢   Become familiar with classroom diagnostic techniques and evaluation processes
➢   Become familiar with current approaches to teaching reading and writing to children with special needs.

(Skills) Teacher candidates will:

➢   Make sensitive observations 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 reading/writing assessment into instructional plans
➢   Select appropriate materials and instructional strategies to meet the needs of students
➢   Organize the classroom for teaching reading and writing in culturally, 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/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 of culturally and linguistically diverse learners
➢   Develop a sensitivity to and appreciation of 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/her individual needs.

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 2002.)*

TEACHER PERFORMANCE EXPECTATION (TPE) COMPETENCIES

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing 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. You will be required to formally address the following TPEs in this course: 1A and 4.

TASK STREAM, TPEs, ASSIGNMENTS

TPE Reflective Writing

This course requires that you address the TPEs listed above for your Task Stream Portfolio. You will address these TPEs by completing course assignments. Completion of the course assignments will include that you have submitted them in the appropriate format to your electronic portfolio. Assessment of your TPEs is directly related to the assessment of your course assignments. You will write summary reflections to be submitted, responded to, and archived via Task Stream.

The following link will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements: http://lynx.csusm.edu/coe/eportfolio/index.asp

This following is the Task Stream home page link where you will register for Task Stream and return to when working on your electronic portfolio: http://www.taskstream.com

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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997.)*

You cannot receive an "A" in this course if you miss more than two class sessions.

➢ 16 sessions: Miss an entire class session once and any part of another class session and you will not receive an "A-." Miss any part of class sessions 3 times and you will not receive an "A-". Your grade will automatically drop to a "C" if you miss an entire class session twice. Your grade will automatically drop to a "C" if you miss any part of a class session 4 times. If you miss more than what is needed for a "C", you will receive a failing grade.

ALL-UNIVERSITY WRITING REQUIREMENT

Writing in this coursed will be judged on clarity, detailed support for main points, support from texts and standards. This will include lesson plans, your philosophy, interventions for the mini case study, and RICA materials. Every course at the university must have a writing requirement of at least 2500 words.

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (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.

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 assignments must be original work. All ideas/materials that are 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."

COURSE REQUIREMENTS

Required Texts:

California Department of Education. (1999). Reading Language Arts Framework for California Public Schools: Kindergarten through grade twelve. Retrieved August 18, 2005, from http://www.cde.ca.gov/re/pn/fd/documents/lang-arts.pdf

Cunningham, P. M., & Allington, R. (2003). *Classrooms that work* (3rd ed.). Boston: Allyn and Bacon.

Johns, J. (2000). *Basic reading inventory: Pre-primer through grade twelve & early literacy assessments.* Dubuque, Iowa: Kendall-Hunt.

Tompkins, G. E. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Optional Texts:

Cunningham, P. M. (2000). *Phonics they use: Words for reading and writing* (3rd ed.). New York: Longman.

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Upper Saddle River, NJ: Pearson Education, Inc.

Grading/Assignment Policy

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed in on the due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced. Attendance may also affect your grade. Please see the Attendance Policy on page 2.

The following grading scale will be used:

A	96 – 100	B+	89 – 87	C+	77 – 79	D+	67 – 69
A-	90 – 95	B	86 – 83	C	73 – 76	D	63 – 67
		B-	80 – 82	C-	70 – 73	D-	60 – 62

Assignments

- Quickwrites/Reflections (In-Class)   5 points
- Language Arts Resource Notebook   50 points
- Reading Strategy Lesson Plan   25 points
- Primary Mini Case Study   20 points

Quickwrites/Reflections (In Class)   5 points

You will be required to write and reflect upon your learning and thinking as it relates to key ideas from the readings and class discussions. There will no prior notice given for these in-class assignments.

Language Arts Resource Notebook RICA Study Materials – Part I   50 points

Each of you will develop RICA study materials to be used to inform your teaching. The materials have two main objectives.

➢ Objective 1 To demonstrate your learning and understanding of reading and language arts
➢ Objective 2 To begin a resource for your own learning

Be creative and thoughtful in the compilation of the materials — they will be a demonstration that you are ready to teach reading and language arts to a diverse student population.

RICA study materials will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45 and Zarrillo's text, *Ready for RICA)*. Each section of the materials should contain the following:

(a) explain each content area (put in your own words – 2-4 sentences);
(b) identify and explain 2 ways to assess this content area (include a rationale);
(c) describe, step by step, 1 teaching strategy and explain how it supports reading, writing, and/or language arts development (include accommodations);
(d) A technology-rich assignment that enhances teaching and student learning.

For the first semester you will need to complete the following content areas:
  o Planning, Organizing, and Managing Reading Instruction 2
  o Phonemic Awareness 3
  o Concepts About Print 4
  o Systematic, Explicit Phonics and Other Word Identification Strategies 5
  o Spelling Instruction 6
  o Reading Comprehension – Narrative 7
  o Vocabulary Development 12
  o Structure of the English Language 13

You MAY (but are not required to) include in your language arts notebook the following: course assignments, course handouts and materials from your classroom/school site, examples from lesson plans and student work, information from internet sources or professional journals, strategies you will use to teach these content areas, pictures of students learning a specific strategy as well as your reflection on what was happening. You can choose how to organize this information.

Besides the course readings, Dr. Alice Quiocho's website can also serve as a resource. The address is: http://www.csusm.edu/Quiocho. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners. See **www.ed.gov/free/** for free educational materials.

<u>Reading Strategy Lesson Plan</u>   15 points

You will write and present one **READING STRATEGY** lesson plan that takes into account student needs. (Note: You must clearly comprehend strategies readers use in order to write an effective lesson). Please be advised that in order to obtain full credit, you will have to revise your lesson plan. Make your lesson active, interesting, fun, meaningful, and based on reading standards. The lesson plan must follow specific guidelines provided by the instructor to be handed out in class.

It is important that your lesson 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 for 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?

We will examine how lesson plans must start with assessment. Therefore, we will be learning how to assess students and use the assessment information to make informed decisions about instruction that specifically addresses the standards.

You will be responsible for submitting a clean, typed copy for review and grading.   *Keep the following in mind when writing your lesson*:
  ➢ What is the purpose of your lesson?
  ➢ How does it relate to real reading and/or writing?
  ➢ What are your learning goals?
  ➢ What language development goals do you have planned for students?
  ➢ How are they aligned with the CA Reading/Language Arts standards? (check the Reading/Language Arts framework for CA public schools)
  ➢ The ELD Standards?
  ➢ 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 scaffolds and accommodations will you provide for students who need additional help?

TPE Reflection Information

Please read **TPE 4** and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of how to make content accessible. In order for the assignment to be complete, you must post your lesson and reflections to your Task Stream Account after it is returned with the comment: **Ready to Post**.

TPE 4: Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, nonverbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

<u>Primary Mini Case Study</u>   20 points

  1. Assess
      Choose a child between the ages of 3.5 – 6 who is **not reading yet.** Use *John's Appendix A: Early Literacy Assessment* to conduct the following assessments of the child's emergent reading behavior:
  ➢ Alphabet Knowledge - Letter Identification (Johns 309-311)
  ➢ Wordless Picture Reading (Johns 314-317)
  ➢ Literacy Knowledge - Concepts About Print (Johns 313)
  ➢ Phoneme Segmentation (Johns 322)

2. Analyze
Look at the information that you have gathered in the assessments and develop **a profile** of the child as an emergent reader and **a qualitative analysis** of his/her early literacy behavior and skills. Use the Profile and Qualitative Analysis forms found in Johns 330 and 331.

3. Apply
Apply your analysis of the child's early literacy behaviors to design an instructional reading plan. You may use the RICA data grid to help you with this process. Your analysis must have the following 4 components:
   ➢ Write a well-developed paragraph(s) describing the child's areas of strength, making sure that you use data to support your statements;
   ➢ Write a well-developed paragraph(s) describing the child's areas of need, making sure that you use data to support your statements;
   ➢ Write a well-developed paragraph(s) that both describes what area of need you would focus on first and explains why you would start your instruction there;
   ➢ Write another well-developed paragraph(s) that describes what you would do as a teacher to help him/her in this area and why you think that instructional strategy/approach/activity will help the child progress. (Remember, the instructional strategy should take advantage of the child's strengths).

4. Reflect
Think again about the process of assessing the child. What did you learn from this process?

GENERAL CONSIDERATIONS NOTE*: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.*

Course Outline (Timeline, subject and reading assignments are subject to change pending on needs of students. Note that if and when there is a problem in understanding assignments and content, please see me.)

Date	Topics for Discussion	Reading/Assignments
Session 1	Course Overview (Syllabus/ Requirements) A Balanced Approach to Literacy Role of Assessment/Learning About Students RICA	Tompkins Cunningham Zarillo
Session 2	Language of School/Language of Learning RICA	Tompkins Zarillo
Session 3	Reading Stages Oral Language Development Cueing Systems	Cunningham Tompkins Zarillo
Session 4	Phonemic Awareness	Tompkins Cunningham
Session 5	Concepts of Print	Johns Tompkins Cunningham
Session 6	Balanced Reading Instruction Oral Language Development	Zarillo Cunningham
Session 7	Phonics	Zarillo Tompkins
Session 8	Spelling	Tompkins Cunningham
Session 9	Vocabulary Development	Tompkins Cunningham Zarillo
Session 10	Word Recognition and Identification	Tompkins Zarillo
Session 11	Reading Comprehension Reading Processes	Cunningham Tompkins Zarillo
Session 12	Reading Comprehension - Narrative Texts Fluency	Tompkins
Session 13	Informal Assessment Structure of the English Language Linking Reading to Writing	Johns Tompkins Cunningham
Session 14	Reading and Writing Strategies and Skills Planning, Organizing, Managing Reading Instruction, Materials, and Environment	Zarillo Cunningham Tompkins
Session 15	Integrating Literacy Across the Curriculum	Zarillo Tompkins
Session 16	Closure	

Authorization to work with English Learners Competencies

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND- LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	2. Theories and Methods of Bilingual Education	3. The Nature of Culture
*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)	II. Theories and Methods for Instruction In and Through English	D. 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	II. Manifestations of Culture: Learning About Students
*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
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	*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	III. Cultural Context
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

EDMS 521 stresses competencies with asterisks.