

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION**

**EDMS 522B, CRN 42708
Elementary Literacy II
Mondays 1-3:45, UH-442
Fall 2007**

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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 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 California 2042 standards.

Course Prerequisites Consent of Program Coordinator plus successful completion of EDMS 521B.

Course Objectives

(Knowledge) Teacher candidates will:

- Understand the process of conducting an in depth reading and writing assessment through the use of classroom diagnostic techniques.
- Understand how to expand on the knowledge gained in EDMS 521 about the process of assessment in the mini case study.
- Understand how to provide ongoing support for students in reading and writing in the content areas.
- Understand the process of writing and how to support students through interactive writing, shared writing, guided writing, and finally individual writing.
- Extend the understanding of how to provide ongoing support for special education students and English language learners in reading and language arts.
- Extend the understanding of and become familiar with current approaches to the teaching of reading.
- Understand the differences between assessments based on the performance of a norm reference group and assessments based on authentic classroom situations and work.

(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
- Develop the ability to select appropriate materials and instructional strategies to meet the needs of students
- Learn how to 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.

Required Texts

Culham, R. (200). *6 + 1 Traits of Writing*. Scholastic.

Tompkins, G. (2006). *Literacy for the 21st Century, 4th edition*. Prentice Hall

Optional: Johns, J. (2000). *Basic Reading Inventory, 9th edition*.

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)

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject 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 district 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:

TPE 3-Interpretation and Use of Assessments

TPE 8-Learning About Students

<http://lynx.csusm.edu/coe/eportfolio/index.asp>

This 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://www.taskstream.com>

This is the TaskStream home page where you will register for Taskstream and return to when working on your electronic portfolio.

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).*

For this course, 2 absences will lower your grade by one full grade. Notification of an absence does not constitute an excuse.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable 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.

Course Requirements

Thoughtful Participation – 10
Reading Responses – 20
Case study – 35
Writing Strategy Lesson Plan – 25
TPE reflective statements – 10

Reading Responses (20 points)

For **each week** (not each chapter) of readings, you will write a response. You may respond in a variety of ways that reflect multiple manners of demonstrating knowledge. Possible formats such as found poems, KWL charts, graphic organizers, etc will be taught in class. You must connect course content to your classroom and observational experiences. This assignment is ongoing and begins with readings for the 3rd class session. Journals must be completed BEFORE each class session but will be turned in according to the schedule listed in the course agenda. Entries will be graded according to their comprehensiveness, insightful connections, and deep understanding of the issues.

Writing Strategy Lesson Plan (25 points)

You will work with one other person to write a standards-based lesson plan that focuses on teaching writing to students at a grade level of your choice. You will learn how to write a lesson plan in your EDMS 511 class, and we will discuss how to teach writing in depth in this class. Your lesson plan should be based on one writing standard and demonstrate how you will TEACH, not assess, writing strategies. Use your learning from EDMS 511 when writing this lesson plan. If you choose a writing and a math standard to show how you use writing in math, you may turn in the same lesson plan for your math methods course. Professor Lawler, Professor Sharp, and I have been in close contact regarding this assignment.

Questions to keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real reading? Are your instructional activities closely connected to a CA content standard? Do your instructional activities take the needs of advanced, struggling, English-language and “regular” learners into account?

Non-negotiables: 1) Your lesson must demonstrate an understanding of the needs of “regular,” advanced, struggling, second language, and reluctant learners. In other words, you must provide scaffolding for struggling and second language students as well as enrichment for advanced learners. 2) You must first identify the CA content standards, then identify which assessment(s) will allow the students to demonstrate mastery of those standards, and finally explain the instructional activities that will move the students toward mastery. All 3 elements must be closely aligned.

Case study (35 points)

See detailed instructions on the assignment page of WebCT.

TPE reflective statements (10 points)

In EDMS 522, you are specifically responsible for writing a reflective statement for TPEs 3 and 8 in the TaskStream Electronic Portfolio. Each reflection (TPE 3 and 8) should be approximately 200-300 words (the goal is to be succinct, not to count words) and focus on a description, analysis, reflection sequence. *You must attach your reading lesson plan and first grade observation as an artifact to support your ideas for both reflective statements for TPEs 3 and 8.* You may attach other artifacts that also support your ideas. The same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you will receive feedback from me. When the reflection is

finalized, it will become a permanent record in your TaskStream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens.

Each TPE reflective statement must include:

1. a description of the teacher candidate's learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features*)
2. an analysis of how the attached artifact(s) is (are) evidence of that learning
3. a reflection describing personal significance of this learning and/or next steps in the journey toward continuing to meet this TPE

Please each TPE 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 Subject-Specific Pedagogical Skill for MST in the area of teaching Reading-Language Arts. In order for the assignment to be complete, students must post their observation sheets and reflections to their Task Stream Account after it is returned with the comment: **Ready to Post**

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 to 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 and thoughtfully in each class session.

RECOMMENDED: RICA Resource Notebook

This is not part of your grade and will not be turned in unless you choose this for your choice assignment; however I highly recommend that you keep a RICA study guide. The major concepts tested on the RICA are covered in both 521 and 522. If you maintain a study guide, it will help you organize your notes when studying for the exam. This is NOT a course requirement; merely a suggestion. You can find detailed suggestions for creating a RICA notebook in the assignment section of WebCT.

Additional Requirement

You will also spend time in an elementary classroom observing the literacy concepts that we discuss in class as they are enacted in practice. Focus on the following:

- ⇒ Content area literacy
- ⇒ Independent reading
- ⇒ Literacy assessment
- ⇒ Comprehension – expository texts
- ⇒ Literary response and analysis

You will not turn in a formal written assignment for this requirement. Instead, take notes during your observations and be prepared to discuss them in a WebCT discussion session on November 26.

Grading Standards

Grades will be assigned based upon the level of connectedness to the instructions specified in this syllabus. I expect that all final work is error-free in terms of grammar, spelling, and punctuation. Late work will only be considered on a case-by-case basis. Students must have extenuating circumstances and discuss them with the instructor well before the assignment is due. If permission to turn work in late is not explicitly granted by the professor, late work will not be accepted nor considered in the final grade.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the lesson plan, reading reflections, case study, and TPE reflective statements.

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/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.”

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 your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. 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.

Schedule/Course Outline

Although this schedule is carefully planned, the instructor reserves the right to make changes based on unforeseen events and teachable moments.

Date	Topic	Assignment (if any)
Session 1 August 27	Literacy assessment Case study	Get: Textbooks Review: Syllabus and assignments
Session 2 September 3	Labor Day	No class
Session 3 September 10	Review of emergent literacy concepts	Read: Tompkins Chs 3 & 5
Session 4 September 17	Comprehension instruction (expository)	Read: Tompkins Chs 7 & 8 Due: Reading reflections (2)
Session 5 September 24	Content area literacy	Read: Tompkins Ch 14
Session 6 October 1	Content area literacy Comprehending expository texts	Read: Tompkins Ch 6 Due: Reading reflections (2)
Session 7 October 8	Writing Using assessment to inform instruction	Read: Culham Intro and Chs 1 & 2
Session 8 October 15	More writing	Read: Culham Chs 3, 4, 5, & 6 Due: Reading reflections (2)
Session 9 October 22	Still more writing Writers' Workshop	Read: Culham Chs 7 & 8 Bring: Rough draft of math/writing lesson plan
Session 10 October 29	Independent reading Technology resources	Read: Tompkins Ch 11 Due: Lesson plan
Session 11 November 5	Case study workshop Using assessment to inform instruction	Bring: All case study materials Due: Reading reflections (2)
Session 12 November 12	Veterans' Day	
Session 13 November 19	WebCT session: Discussion of field experience observations	Read: Tompkins Chs 1 & 2
Session 14 November 26	Literary response and analysis Literature circles	Read: Tompkins Ch 12 Due: Case study and Reading reflections (2)
Session 15 December 3	Pulling it all together and Closure	Bring: 3 children's or young adolescents' books to recommend

SB 2042 - AUTHORIZATION TO TEACH 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)	I. Theories and Methods of Bilingual Education	I. 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. Intra-group 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 <u>both</u> English language development <u>and</u> 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration