

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

EDMS 521 Language and Literacy for Elementary Teachers I

UH444
Fridays 7:30 A.M. to 2:15 P.M.

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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 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 CCTC 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.

TASKSTREAM, TPEs, ASSIGNMENTS

TPE Reflective Writing

This course requires that you address TPE 1A and TPE 4 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 each TPE is directly related to the assessment of your course assignments. You will write summary reflections to be submitted, responded to, and archived via TaskStream. When the reflection is finalized, it will become a permanent record in your TaskStream Portfolio. Please return to the TPE at another point in your program and make modifications as your understanding deepens. **You must complete each TPE reflection in order to receive full credit for those related assignments.**

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 TaskStream home page link where you will register for TaskStream 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.

- 8 sessions: Miss an entire class session once and you will not receive an "A-". Miss any part of class sessions twice you will not receive an "A-". Your grade will automatically drop to a "C" if you miss an entire class session and any part of another class session. Your grade will automatically drop to a "C" if you miss any part of a class session 3 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 course 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>
- Choate, J. S. (2004). *Successful inclusive teaching: Proven ways to detect and correct special needs*. (4th ed.). Boston: Pearson Education, Inc.
- 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.
- 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.

TaskStream Account.

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 a percentage of earned credit per day.** Assignments should be typed and double-spaced unless the instructor specifies a different format. Attendance may also affect your grade. Please see the Attendance Policy.

The following grading scale will be used:

150 – 145	A	138 – 133	B+	120 – 115	C+
144 – 139	A-	132 – 127	B		
		126 – 121	B-		
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114 – 109	C	102 – 97	D+	86 and below	F
108 – 103	C-	97 – 92	D		
		91 – 86	D-		

NOTE: Students are reminded that the College requires completion of this course with a C+ or higher.

Assignments

- Attendance, Disposition, and Class Participation 15 points
- Quick Writes/Reflections (In-Class) 11 points
- Field Experience Observations 26 points
- Language Arts Resource Notebook 28 points
- Reading Strategy Lesson Plan 38 points
- Primary Mini Case Study 32 points

Attendance, Disposition, and Class Participation

15 points

This is a HYBRID course and some of its components will be done on WebCT6. It is your responsibility to log on, check for weekly assignments, complete such assignments in due time, and submit them on-line as requested. It is also expected that all students will attend all class sessions and will actively participate in class discussions, activities, group discussions and all cooperative learning sharing activities, whether they are done face to face or on line.

Quick Writes/Reflections (In Class/Online)

11 points

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

Field Experience Observations

26 points

You will be required to complete 15 hours of field experience observations while you are observing/participating in K-12 classroom activities. Please look for and write down your observations of lessons related to balanced literacy and the RICA content areas taught in this course. Jot down brief notes about the kinds of activities teachers and students are engaged in, the room arrangement, instructional methods and materials, student groupings, etc. Be sure to write your observations of the teacher and students in the "activity" section and reserve your judgments for the "reflective notes" section. Observations will be **turned in electronically to WebCT and later submitted to TaskStream for completion of TPE 1A.**

Please use the following format when completing each observation:

Student Name	
Topic of Lesson	
Date/Time	
Place (school/grade/classroom)	
Activity	Reflective Notes
	Judgments (2)
	Modifications (2)

After completing your observations, **you are specifically responsible for writing and submitting a reflective statement for TPE 1A** in the TaskStream Electronic Portfolio. Your writing should elaborate on your learning and mastery of this TPE and show that you have a grasp of teaching reading-language arts in a multiple subject teaching assignment. The reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description/summarization of the TPE and an analysis of the observations and how they demonstrate your understanding of the TPE. You **must attach your observations** as the primary artifacts to support your ideas in the reflection for credit as well. Make sure that they are accessible to those who will be reading your portfolio in future instances.

This TPE reflective statement must include:

Paragraph 1 - a description/summarization of the teacher candidate's learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features*)

Paragraph 2 - an analysis of how the attached artifacts are evidence of that learning

You will not receive full points for this assignment if you do not complete each TPE.

Language Arts Resource Notebook

RICA Study Materials – Part I

28 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 content area will be turned in electronically to WebCT.**

For the first semester you will study Content Area 2, Planning, Organizing, and Managing Reading Instruction, and complete RICA study grids for the following content areas:

- ❖ Phonemic Awareness (3)
- ❖ Concepts About Print (4)
- ❖ Systematic, Explicit Phonics and Other Word Identification Strategies (5)
- ❖ Spelling Instruction (6)
- ❖ Reading Comprehension – Narrative (7)
- ❖ Vocabulary Development (12)
- ❖ Structure of the English Language (13)

Each section of the materials should contain the following:

- (a) explain each content area and the skills, concepts, etc. associated with it;
- (b) identify and explain **two (2) ways to assess** each content area and **include a rationale for each assessment** as to why you are using these assessments and **how assessment information is used to make informed decisions about instruction**;
- (c) describe, step by step, **one (1) teaching strategy** and explain **how the strategy supports reading, writing, and language arts development**;
- (d) include at least **three (3) accommodations** for the step-by-step strategy listed above.

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.

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.

Reading Strategy Lesson Plan

38 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 and will be **turned in electronically to WebCT and later submitted to TaskStream for completion of TPE 4.**

It is important that your lesson addresses the needs of mainstream students, as well as makes 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?
- ❖ 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?

After completing your reading strategy lesson plan, **you are specifically responsible for writing and submitting a "complete" reflective statement for TPE 4** in the TaskStream Electronic Portfolio. Your writing should elaborate on your learning and mastery of this TPE and show that you have a grasp of how to make content accessible. The reflection should be approximately 250-350 words (the goal is to be succinct not to count words) and focus on a description/summarization of the TPE and an analysis of the lesson plan and how it demonstrates your understanding of the TPE. You **must attach your reading strategy lesson plan** as the primary artifact to support your ideas in the reflection for credit as well. Make sure that it is accessible to those who will be reading your portfolio in future instances.

This TPE reflective statement must include:

Paragraph 1 - a description/summarization of the teacher candidate's learning with respect to the specific TPE being addressed (refer to *TPEs-at-a-Glance with Salient Features*)

Paragraph 2 - an analysis of how the attached artifact is evidence of that learning

You will not receive full points for this assignment if you do not complete each TPE.

Primary Mini Case Study

32 points

You will complete a case study of a child using the understanding you have gained from this course. This case study will be **turned in electronically to WebCT.**

1. Assess
Choose a child between the ages of 3.5 – 6 who is **not reading yet**. Use *John's Part 3: Early Literacy Assessments* to conduct the following assessments of the child's emergent reading behavior:
 - **Alphabet Knowledge - Letter Identification** (Johns 463) – (Previous John's Edition 309-311)
 - **Wordless Picture Reading** (Johns 481) – (Previous John's Edition 314-317)
 - **Literacy Knowledge - Concepts About Print** (Johns 466) – (Previous John's Edition 313)
 - **Phoneme Segmentation** (Johns 488) – (Previous John's Edition 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 496 and 497 (Previous John's Edition 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 components and include data from your assessments to support your explanation of the results.
 - Write a well-developed paragraph about the child, **using a pseudonym**, describing the child's grade, likes, hobbies, etc.;
 - 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

Write a well-developed paragraph about what you learned from this assessment process.

EDMS 521 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 in a timely manner.)

Date	Topics for Discussion	Reading/Assignments
Session 1	Course Overview RICA Balanced Literacy Role of Assessment Mini Case Study (<i>DUE DATES TO BE DECIDED</i>) Field Observations (<i>DUE DATES TO BE DECIDED</i>)	Tompkins Chapters 1, 9 Zarillo Introduction, Chapters 1, 2, 14
Session 2	Scaffolds of Reading Instruction Language of School/Language of Learning Concepts of Print RICA Grids Mini Case Study – Assessment Forms and Identify Student to be Assessed	Tompkins Chapters 1, 3, 9 Zarillo Chapter 4 Johns Part 3 Choate Chapters 4, 6, 7 DUE TODAY Field Observation (<i>OTHER DATES TBD</i>)
Session 3	Reading Stages of Development Cueing System – Phonological System Phonemic Awareness Phonics Mini Case Study – Assessment Forms	Tompkins Chapters 1, 3, 4, 5, 9 Zarillo Chapters 3, 5 Johns Part 3 Choate Chapter 4 DUE TODAY Concepts of Print RICA Grid Mini Case Study – Student Identification
Session 4	Spelling Reading Process Cueing System – Semantic System Mini Case Study – Profile and Analysis	Tompkins Chapters 1, 4, 9 Zarillo Chapters 3, 5 Johns Part 3 Choate Chapter 9 DUE TODAY Phonemic Awareness Grid Phonics Grid
Session 5	Reading Comprehension Text Factors Reading Strategy Lesson Plan Mini Case Study	Tompkins Chapters 7, 8, 9 Zarillo Chapter 7 Choate Chapter 5 DUE TODAY Spelling Grid Mini Case Study Assessment Data
Session 6	Vocabulary Development Reading Strategy Lesson Plan TPE 1A – Paragraph 1 TPE 4 – Paragraph 1 Mini Case Study Planning Reading Instruction	Tompkins Chapters 5, 6, 9 Zarillo Chapter 12 Choate Chapter 4, 5 TaskStream, TPEs DUE TODAY Reading Comprehension Grid
Session 7	Structure of English Language – Syntactic System Reading Strategy Lesson Plan TPE 1A – Paragraph 2 (Artifact Field Observations) TPE 4 – Paragraph 2 (Artifact Reading Strategy Lesson Plan) Mini Case Study	Zarillo Chapter 13 Choate Chapter 8 DUE TODAY Vocabulary Development Grid
Session 8	Complete TPEs Mini Case Study Course Celebration	 DUE TODAY Structure of English Language Grid Reading Strategy Lesson Plan
		 DUE (DATE TO BE DECIDED) Mini Case Study

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 <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
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.