

California State University San Marcos
School of Education
EDMS 522
Elementary Literacy II
Fall 2011
Friday 8:00 – 2:15 pm

Instructor: Phyllis Wilson MAT

Distinguished Teacher in Residence

Email: pwilson@csusm.edu

Office Hours: One hour before or after class, or by appointment

Office #: University Hall 423

Office Phone: (760) 750 8590

Cell Phone : (858) 663-8816

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*).

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. 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
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ATTITUDES AND VALUES - Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- 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 Subjects 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), embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTAP or TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered over the course of program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. Additionally, SoE 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 SoE website <http://lynx.csusm.edu/education/CalTPA/CalTPAdocuments.asp>

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 4300, 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 pwilson@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 School 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

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and actively participate. **For this class**, students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. **All assignments must be turned in on due date even in case of an absence.**

Required Texts:

Tompkins, Gail. (2010). Literacy for 21st Century: a Balanced Approach (5th Edition)

Johns, Jerry. (any). Basic Reading Inventory (any edition).

Tompkins, Gail. (2008). Teaching Writing: Process and Product.

Literature Circle Books:

Handed out in class

Optional Texts:

Zarrillo, James. Ready for RICA: A Test Prep Guide (highly recommended)

Alice Quiocho & Sharon Ulanoff . (2009). Differentiated Literacy Instruction for English Language Learners.
www.allynbaconmerrill.com ISBN-13: 978-0-13-118000-0

ASSIGNMENTS

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, 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. Assignments are to be turned in on the due date, **no exceptions**.

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted.

Assignments are written in Times, size 12 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
Field Observations (x 4)	20
Literacy Case Study	45
Literacy Lesson Plan: <i>Writing Strategy Lesson</i>	10
Reading Reflections	15
Professional Disposition	10
Total Points	100

FIELD OBSERVATIONS 20 Points

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: "Planning Reading Instruction based on Assessment"
Domain 2: "Word Analysis"
Domain 3: "Fluency"
Domain 4: "Vocabulary, Academic Language, and Background Knowledge"
Domain 5: "Comprehension"

Task Requirements

- You will conduct 4 observations of reading instruction in any content area from any of the RICA domains for your Field Observations.
- To complete the 3 Field Observations you observe a teacher while she/he is teaching a reading/language arts lesson. You will need to identify the RICA topic(s) that was being taught.
- You will submit your observations on the Field Observation form. Your observations should be written on the left hand side of the Field Observation form.
 - **Your observations are not judgmental but only state what you observed the teacher doing during the lesson.**
- Your reflections should be written on the right hand side of the form.
- You should reflect on what you learned from this lesson about teaching this area of literacy.
 - **Your analysis is essential for this section**

Below is an example of a completed observation form. Replicate the Field Observation form on your computer. Completed forms should be no longer than one full page. Please compile all 4 forms into one document file, one after the other, and submit them as one document.

FIELD OBSERVATION FORM SAMPLE

Literacy Topic: Phonemic Awareness	Date: 9/17/11
Grade Level: Kindergarten	Additional Descriptors: SEI class
Activity:	Reflective Notes to Myself
<p>Teacher taught /B/ sound using picture cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help him place the picture cards that represented words starting with /B/ in the pocket chart. The teacher also used some words that were Spanish-English cognates, (ball/bola). Some pictures represented words starting with other letter sounds and so the students had to decide which ones did and which ones did not go in the pocket chart. The teacher then had them look for word cards that matched with the /B/ picture cards. Then, the teacher had the students work at their tables sorting small objects that did begin with /B/ into one column on their worksheet and items that did not begin with /B/ into the other column.</p>	<p>While observing this lesson, I realized that the teacher was teaching the RICA content area of phonemic awareness. I learned that phonemic awareness can be taught directly and effectively in a whole group when the teacher uses interactive activities like this sorting activity. In this lesson, I noticed that the children were engaged in identifying the /B/ sound. I think that they enjoyed making the matches between /B/ and the picture cards. When I saw the teacher making use of cognates to support ELLs, I realized how do-able that is. I learned that sorting activities are an effective way to get children engaged actively in their learning. The teacher also began making connections between the sounds, the pictures and the words. I think that the next step for them is learning the letter "B".</p>

LITERACY CASE STUDY

45 Points

- The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided on my Moodle site.
- Conduct a literacy assessment with one child who is a reader,
- Analyze, and interpret the resulting data and describe the child's strengths and needs in reading.
- Develop recommendations in the form of specific instructional strategies that support the child's progress in reading.
- The case study child **must** already be reading.
- It is recommended that s/he be in the upper elementary grades and be **reading below** his/her current grade level.
- The completed assessment forms are placed in an appendix that is handed in to the professor in a hard copy format.
- A parent permission (consent) form must be included in the appendix.

Literacy Case Study checklist (see handbook for descriptions)

Student Profile

Anecdotal Notes / Teacher's notes

Reading Attitude Survey: summary of findings

Writing Sample Analysis: summary of findings

IRI Word Recognition: table of findings

IRI Comprehension: table of findings

Data Analysis Grid

Description of Student's Literacy strengths

Description of Student's Literacy needs

Recommendations (use graphic organizer in handbook)

LITERACY LESSON PLAN 10 Points

Writing Strategy Lesson

Task Requirements:

- You will write and present a writing strategy lesson plan for a small group or whole class activity that takes into account the needs of your students.
- They can be mini-lessons, direct instruction, inquiry, or any format you choose.
- This is also an opportunity to try a writing-in-the-areas lesson.
- Make your lesson active, interesting, fun and meaningful

Things to keep in Mind When Writing Your Lesson:

- What is the purpose of your lesson?
- How does it relate to real writing?
- What are your learning goals?
- How are they aligned with the CA Reading/Language Arts standards?
 - Check the Reading/Language Arts framework for CA public school
- 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 accommodations will you provide for students who need additional help?

Important

- Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students struggling, and accelerated students.
- How are you going to work with students who are having difficulty?
- How will you scaffold 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?

Post your lesson in the moodle site for the course or email the lesson to everyone before you demonstrate your lesson.

Recommended sites for literacy lessons (in no particular order): There are many websites with lesson plans. You don't have to use these. I'm just trying to save you some time. There are many more websites out there, just be aware of who sponsors the site and what the sponsor might be trying to sell you or what their philosophical orientation might be.

1. **Readwritethink:** Co-sponsored by NCTE and IRA the two premier literacy professional organizations: <http://www.readwritethink.org/>
2. **Teaching that makes sense:** www.ttms.org
3. **Scholastic:** <http://www2.scholastic.com/browse/home.jsp>
4. **Kathy Schrock:** Educator who vetted and compiled an impressive list of resources for teachers. She was one of the first to post a website of resources for educators on the web: <http://school.discoveryeducation.com/schrockguide/>
5. **National Council of Teachers of English:** www.ncte.org. While you are there join the Ning: <http://ncte2008.ning.com/>
6. **International Reading Association:** <http://www.reading.org/General/Default.aspx>
7. **National Writing Project:** www.nwp.org
8. **Writing Fix:** Sponsored by the Northern Nevada Writing Project: <http://writingfix.com/>
9. **University of Connecticut site:** A great resource for finding other good resources: <http://www.literacy.uconn.edu/teachers.htm>
10. **Reading Quest:** A great site full of comprehension strategies for all content areas: <http://www.readingquest.org/strat/>
11. **Greece Central School District:** <http://www.greece.k12.ny.us/instruction/ela/Index.htm>
12. **Web English Teacher:** <http://webenglishteacher.com/>

READING REFLECTIONS 15 POINTS

It is expected that everyone will understand all the readings and come to class prepared to discuss them.

Task Requirement:

- Write at least 3 comments or questions from the readings for that session
- Do not summarize
- Give thoughtful reactions, responses and reflections.
- If the readings are from more than one book try to comment on more than one book
- I will collect them at the beginning of each session and they should show that you have done the reading
- You do not have to write reflections on the Literature Circle books
- If a reading is repeated, do not comment on it again.
- **You have 2 free passes**

PROFESSIONAL DISPOSITION 10 Points

Grading will also include a component of “professional demeanor.” Students will conduct themselves in ways that are generally expected of those who are entering the education profession.

This includes but is not limited to the following:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class); Carefully considered, culturally aware approaches to solution-finding
- Active participation and effort on in- class projects

COURSE SCHEDULE

EDMS 522

Friday 8:00 am – 2:15 pm

The instructor reserves the right to modify the schedule

Session	Date	Topic	Assignment	Readings
1	9/2	Course Overview Case Study Overview Writing Genres	Bring Syllabus Choose Lit. Circle Books Prep Genre Presentation Readings	Tompkins – 21 st Century: Chapter 3 Pages 376-377 Tompkins – Writing: Part II – Writing Genres Literacy Case Study Handbook Syllabus
2	9/9	Writing Strategies & Assessment Expository Writing Intro to Literature Circles	Bring: Draft of Student Profile Reflections Readings	Tompkins – 21 st Century: Pages 60-65 & 125 – 127 Pages 393-403 Pages 336- 343 Tompkins – Writing: Chapter 3 & 4 Chapter 8
3	9/16	Writing Process, Writer’s Workshop Instructional Approaches	Bring: Draft – RAS Writing Sample Reflections Readings	Tompkins – 21 st Century Chapter 2 Pages 349-353 Tompkins – Writing: Chapter 1 & 2 Pages 106-107 & 110 – 111
4	9/23	Content Area literacy Expository Reading Comp	Bring: Draft – IRI Anecdotal Notes Reflections Readings	Tompkins – 21 st Century Chapter 12 Pages 260-271 & 304-307 Page 271 Tompkins – Writing: Pages 255 – 259
5	9/30	Literary Response & Analysis Content Area lit. Assessment Connecting Expository Reading & Writing Data Analysis Grid	DUE: Literature Circles Bring: All Data Reflections	Tompkins – 21 st Century Pages 47-49; 337-338; 346-347 Pages 275; 431-432; 66 Tompkins – Writing: Chapter 9 Pages 106-112; 174-175
6	10/7	Content Area Literacy Study Skills Academic Language & Structure of English Developing Recommendations	Bring: Data Analysis Grid Reflections	Tompkins – 21 st Century: Pages 409-412 Tompkins – Writing: Pages 61-63 Handout
7	10/14	Poetry Vocabulary and Background Knowledge	Bring: Draft – Whole Case Study Reflections	Tompkins – 21 st Century Pages 307-311; 249 Chapter 7 Tompkins – Writing Chapter 11
8	10/21	Bringing It All Together Family & Community Involvement Literacy Practices	DUE: Field Observations DUE: Literacy Case Study	

You will sign-up for a day to present your Writing Strategy lesson plan

Please note: Additional readings, including websites, power points and articles, may be assigned by instructor.