

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

**EDMS 521 (05): Elementary Literacy I
crn: 41327**

**Bonsall Elementary School
8:30 – 3:15 Fridays**

**Instructor: Elizabeth Garza
Office Hours: by appointment
Email: egarza@csusm.edu**

**Instructor: Dr. Moineau
Office Hours: by appointment
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COLLEGE OF EDUCATION

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

COURSE DESCRIPTION

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

COURSE PREREQUISITE

Admission to the Multiple Subject/CLAD Teacher Credential Program and completion of EDMS 511.

California Teaching Commission Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. You will incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of this course:

Standard 3-Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice
Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. The following standards are a primary emphasis for this course:

3- Relationship between theory and practice 4-Pedagogical thought and reflective practice
5-Equity, Diversity & Access
7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

COURSE OBJECTIVES

Knowledge –

Teacher candidates will:

- Gain an understanding of how a first and second language is acquired.
- Gain an understanding of the reading process and its relationship to thought, language and learning and the knowledge of reading content including: word analysis, fluency, vocabulary-academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to “deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with “multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards.”
- Become familiar with “differentiated reading instruction and interventions to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds.”

Skills –

Teacher candidates will:

- Become sensitive observers of children’s language using behaviors.
- “Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.”
- “Be able to analyze and interpret results [of children’s reading and writing behaviors] to plan effective and differentiated instruction and interventions.”
- “Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.”
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use “State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.”
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds

Attitudes and Values –

Teacher candidates will:

- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- To appreciate the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students’ own personal and professional growth.

- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.

(2007). *Reading/ Language Arts Framework for California Public Schools*. California Department of Education, Sacramento.

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), to be embedded in the credential program of preparation. At CSUSM, this assessment system is called the "CalTPA" or TPA.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, COE classes use common pedagogical language, lesson plans (lesson designs),

and unit plans (unit designs) in order to support and ensure your success on the TPA, and, more importantly, in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the COE website provided at the website provided:

<http://www.csusm.edu/coe/CalTPA/ProgramMaterialsTPA.html>

UNIVERSITY REQUIRMENTS

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 5205, and can be contacted by phone at 760.750.4905 or TTY 760.750.4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas or materials borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

CSUSM FURLOUGHS

Due to the devastating effects of current budget crisis in California, I have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; any of my Fall

Semester furlough dates that affect the class will be shared with students in a timely fashion.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

The Preamble from the Side Letter is copied below for your convenience.

Furlough Agreement: Side Letter

1. Preamble

- a. To preserve, in light of the reduction by approximately \$ 583,816,000 from the Legislature's February 2009 special session budget revisions of the state general fund support in the CSU 2008-09 and 2009-10 budgets, as many faculty jobs as possible and at the same time serve as many students as possible without unreasonably increasing workload, while acknowledging that cuts of this magnitude will naturally have consequences for the quality of education that we can provide, CFA and CSU hereby agree to the following Memorandum of Understanding.
- b. The purpose of furloughs is to lessen the severity of layoffs by reducing compensations costs.

COURSE

A	93-100	B+	87-89	C+	77-79
A-	90-92	B	83-86	C	73-76
		B-	80-82	C-	70-72

REQUIREMENTS

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.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. (Adopted by the COE Governance Community, December, 1997). Should a student have extenuating circumstances, s/he should contact the instructor as soon as possible. Students missing more than two class sessions will not earn a passing grade. Illness and emergencies are considered on a case-by-case basis. However, notifying the instructor does not excuse students from assignments nor the attendance policy.

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 bingalls@csusm.edu. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Required Texts:

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

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

Optional Texts:

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

Gail E. Tompkins. (2007). *Teaching Writing: Balancing Process and Product.* Prentice Hall. www.prenhall.com/tompkins

Alice Quiocho & Sharon Ulanoff . (2009). *Differentiated Literacy Instruction for English Language Learners.* www.allynbaconmerrill.com ISBN-13: 978-0-13-118000-0 – also used in EDMS 555 and EDMS 511 (Dr. Valadez).

Richard L. Allington. (2009). *What Really Matters in Fluency: Research Based Practices across the Curriculum* www.allynbaconmerrill.com ISBN-13: 978-0-205-57058-4

COURSE ASSIGNMENTS

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, 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)	25
Literacy Lesson Plan <i>Focus: narrative reading</i>	25
Investigating Literacy Assessments: (Assessment Table)	30
E-Journal	20
Total Points	100

Descriptions of Assignments

FIELD OBSERVATIONS

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”

You will conduct 4 observations of reading instruction in any topic from any of the RICA domains for your Field Observations. Topics are described in the “Ready for RICA Study Guide” written by James Zarrillo. To complete the 4 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.

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. To complete the forms, type them using size 10 Times New Roman font, with 1 ½ spacing. Please remember to compile all 4 forms into one document file, one after the other, and submit them as one document.

Topic: RICA Topic: Phonemic Awareness	Date: 9/17/08
Grade Level: Kindergarten	Additional Descriptors: SEI class
Activity:	Reflective Notes to Myself
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.	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”.

INVESTIGATING LITERACY ASSESSMENTS

This assignment is designed to familiarize students with the different purposes of a variety of literacy assessments, in particular the literacy assessments that students use during EDMS 522 for the literacy case study. In addition, this assignment will help students become familiar with listening to children read and with analyzing their reading through a running record. In class, students will explore and become familiar with how each assessment is administered, the distinct kind of information each provides, and their uses at various times during the instructional cycle as entry-level, progress-monitoring and summative assessments.

To complete this assignment, students complete the Assessment Table (below) to describe each assessment in terms of the following characteristics: what it is supposed to measure, who it assesses, how it is scored and administered, who is tested, and when it is best used. Students are encouraged to keep this table for use during the second literacy course.

Assessment Table for Investigating Literacy Assessments

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

LITERACY LESSON PLAN

- **Objective** for the literacy lesson and CA Content Standard(s) connected to Objective
- **Into**
 - Write a paragraph that describes what you will do prior to teaching the lesson to connect to students prior knowledge and to engage them in the topic.
 - Describe Instructional Strategies
 - Describe Student Activities
- **Through**
 - Write a detailed instructional plan of what you will do when teaching the reading lesson. What will you do for each of the following steps of instruction?
 - Modeled instruction: (“I do”)
 - Describe Instructional Strategies
 - Describe Student Activities
 - Shared instruction: (“We do”)
 - Describe Instructional Strategies
 - Describe Student Activities
 - Guided instruction (“You do”)
 - Describe Instructional Strategies

Describe Student Activities

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

E-JOURNAL

Students will develop four (4) E-Journal entries based on the instructor's assigned prompts, all of which involve an activity. All E-Journal entries should be submitted to the instructor via WebCT6. The E-Journal rubric (below) describes the criteria for E-Journal entries.

Rubric for E-Journal Entries

Criteria	5 pts	4 pts	3 pts	2 or 1
Answers the prompt assigned by the instructor				
Demonstrates analytical reflective writing				
Makes connections to course readings				
Includes required attachments				

COURSE SCHEDULE: EDMS 521 (05) Fall 2009
The instructor reserves the right to modify the schedule.

Date	Topic	Assignment
<u>Session 1</u> Sept 4 Dr. Moineau	Language development & literacy Intro to literacy assessment for planning differentiated literacy instruction	Reutzel: Pp 5, 12, 17-18, 57-58, 257-269 (+ green bar pages) Article: <i>Multiple Modalities</i>
<u>Session 2</u> Sept 11 Dr. Moineau	Language development & literacy The arts in emergent literacy, emergent writing, concepts about print, phonemic awareness, & literacy assessment	Reutzel: Pp 6, 8-9, 11, 26, 36, 42, 59, 232 & Ch 6 (+ orange bar pages)
<u>Session 3</u> Sept 18 Dr. Moineau	Language development & literacy new literacies, intro to fluency, word recognition, word identification & running records	Reutzel Pp 25-49 & Ch 3
<u>Session 4</u> Sept 25	Phonics & spelling Workshop: intro to informal reading inventory Intro to developing a reading lesson	Reutzel Pp 50-57, 132-134, 221-222 DUE: E-Journal 1 & 2
<u>Session 5</u> Oct 2	Comprehension (focus on narrative) Literacy Assessment: intro to retelling Workshop: completing assessment table Workshop: creating a reading lesson	Reutzel Ch 5 Article: <i>Comprehension Transaction</i>
<u>Session 6</u> Oct 9	Workshop: revising a reading lesson Connections to RICA Revisiting bottom up & top down skills Evaluating emergent and beginning writing	Reutzel Ch 7
<u>Session 7</u> Oct 16	Emergent Literacy observation at CCF Using the state adopted materials to teach literacy instruction	DUE: Field Observations DUE: E-Journal 3 & 4
<u>Session 8</u> Oct 23	Debrief of course, and Preview of teaching reading lessons in Clinical Practice I	DUE: Narrative Reading Lesson DUE: Investigation of Literacy Assessments